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Titolo	Teaching languages with technology : communicative approaches to interactive whiteboard use / / edited by Euline Cutrim Schmid, Shona Whyte
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Collana	Advances in Digital Language Learning and Teaching
Disciplina	418.0078/566
Soggetti	Language and languages - Study and teaching - Technological innovations Interactive whiteboards Visual education
Lingua di pubblicazione	Inglese
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Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references at the end of each chapters and index.
Nota di contenuto	Notes on Contributors -- Editorial Advisory Board -- Foreword - Interactive Whiteboards: against the odds? / Jozef Colpaert -- Introduction - Theory and practice in second language teaching with interactive technologies / Shona Whyte -- Part 1: Case Studies. 1. IWB in Language Education for learners with special educational needs: learning Welsh at primary school / Emily Hillier & Gary Beauchamp ; 2. A task-based approach to videoconferencing with the IWB: a French-German primary EFL class exchange / Shona Whyte & Euline Cutrim Schmid ; 3. Digital Storytelling in the primary EFL classroom / Anika Kegenhof ; 4. The IWB in the CLIL classroom: using visuals to foster active learning with young beginners / Helene Sailer, Euline Cutrim Schmid & Ton Koenraad ; 5. Using the IWB to support gamification in order to enhance writing fluency in the secondary language classroom / Graham Stanley ; 6. Exploring IWB use for language instruction in Turkish higher education settings / Serkan Celik ; 7. Academic teacher training and the IWB: coaching pre-service teachers in Belgium / Margret Oberhofer, Mathea Simons & Tom Smits -- Part 2: Final

Sommario/riassunto

"This book draws on theories of second language acquisition (SLA) to illustrate how interactive white board technology can be exploited to support language acquisition. It examines interaction, collaboration and negotiation of meaning and focus on form in the communicative language classroom in primary, secondary and vocational schools. In recent years new technologies have been incorporated into second and foreign language education as tools for implementing teaching methodologies. IWBs have established their role in the field of computer-assisted language learning (CALL) and are an effective and inspiring tool which motivates both teachers and learners. Although the number of IWBs in classrooms has rapidly increased over the past decade in many parts of the world, teacher training materials and pedagogical support for the design, evaluation and implementation of IWB-based materials in the foreign language classroom has not kept pace. Research also shows that language teachers do not always use IWBs in pedagogically sound ways. There is a real need for the development of training models and examples of good practice which can support teachers in developing the necessary competencies for exploiting the IWB in ways consistent with current theories of language teaching pedagogy. This book provides that best practice and gives a full account of in-depth research in an accessible manner."-- Bloomsbury Publishing.

2. Record Nr.	UNINA9910967690903321
Autore	Tsung Linda
Titolo	Metaphor and intercultural communication / / edited by Andreas Musolff, Fiona MacArthur and Giulio Pagani
Pubbl/distr/stampa	London : , : Bloomsbury Academic, , 2014 London : , : Bloomsbury Publishing (UK), , 2015
ISBN	9781472570468 1472570464 9781472587213 1472587219 9781472593627 1472593626 9781472570475 1472570472
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Descrizione fisica	1 online resource (249 p.)
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Lingua di pubblicazione	Inglese
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Nota di bibliografia	Includes bibliographical references and indexes.
Nota di contenuto	pt. 1. Metaphor in translation -- pt. 2. Universal versus culture-specific aspects of metaphor -- pt. 3. Metaphor, globalization and intercultural communication.
Sommario/riassunto	"Metaphor and Intercultural Communication examines in detail the dynamics of metaphor in interlingual contact, translation and globalization processes. Its case-studies, which combine methods of cognitive metaphor theory with those of corpus-based and discourse-oriented research, cover contact linguistic and cultural contacts between Chinese, English including Translational English and

Aboriginal English, Greek, Kabyle, Romanian, Russian, Serbian, and Spanish. Part I introduces readers to practical and methodological problems of the intercultural transfer of metaphor through empirical (corpus-based and experimental) studies of translators' experiences and strategies in dealing with figurative language in a variety of contexts. Part II explores the universality-relativity dimension of cross- and intercultural metaphor on the basis of empirical data from various European and non-European cultures. Part III investigates the socio-economic and political consequences of figurative language use through case studies of communication between aboriginal and mainstream cultures, in the media, in political discourse and gender-related discourses. Special attention is paid to cases of miscommunication and of deliberate re- and counter-conceptualisation of cliché from one culture into another. The results open new perspectives on some of the basic assumptions of the 'classic' cognitive paradigm, e.g. regarding metaphor understanding, linguistic relativity and concept-construction."--Bloomsbury Publishing.
