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| 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.

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