

Technology Use in LCTL Classrooms: Considering Multimedia Principles and Learning Outcomes when Adapting Materials

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Abstract:

Using technology as part of second language instruction is more often the norm, rather than the exception, in today's classrooms, as teachers are more focused on the inclusion of authentic materials into their curriculum. Especially with LCTLs (in this case Polish), there are few published materials which include multimedia beyond audio tracks. Considering findings from cognitive science and SLA, in unison with processing and learning theories such as Mayer's multimedia principles (Mayer, 2008), it has been convincingly discussed in the literature that there are more and less successful ways of introducing technological elements in the classroom. Additionally, recent articles in SLA have published on findings which claim that the ways in which teachers present information to students, and the tasks that the students are assigned, have targeted effects on learning and underscore that students have different learning styles that we should consider when presenting and adapting materials (Liu & Todd, 2014). This presentation will discuss how instructors can use a variety of open source applications, Zaption, Jing and Weebly to name a few, while considering the cognitive aspects of language learning and keeping in view the pedagogical goals of their lessons, in order to present authentic materials to their students and to make learning more meaningful.

References:

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Biographical Statement:

I am a Lecturer and Slavic Language Program Coordinator at the University of Illinois at Chicago. I have also taught at the University of Pittsburgh and the University of Chicago. My research interests include SLA, Second Language Pedagogy and Training, Curriculum Development, Teaching with Technology, and Assessment Practices.