References

- Ahmed Khaled Ahmed. (2013). *Teacher-Centered Versus Learner-Centered Teaching Style*. The Journal of Global Business Management. February 2013. 9 (1):22-34.
- Akbaş, O., &Pektaş, H. (2011, December). The effects of using an interactive whiteboard on the academic achievement of university students. In Asia-Pacific Forum on Science Learning and Teaching, 12(2).
- Albaaly, E. (2010). The Impact of the Interactive Whiteboard on Medical School Students' ESL Essay Writing (Doctoral dissertation). Retrieved from http://etheses.dur.ac.uk/563/.
- Allan K. (2005). Online learning: Constructivism and conversation as an approach to learning. Innovations in Education and Teaching International, 42(3), 247-256.
- Amiri, R., &Sharifi, M. (2014). The Influence of Using Interactive Whiteboard on Writings of EFL Students Regarding Adverbs. Procedia-Social and Behavioral Sciences, 98, 242-250.
- Amolo, S., & Dees, E. (2007). The Influence of Interactive Whiteboards on Fifth-Grade Student Perceptions and Learning Experiences. Retrieved from http://teach.valdosta.edu/are/Vol6no1/PDF%20Articles/AmoloSArticle_AR E_format.pdf

- Aqdda, M. F., Hamidi, F. &Ghorbandordinejad, F. (2011). The Impact of Constructivist and Cognitive Distance Instructional Design on the Learner's Creativity. Procedia Computer Science 3: 260-265.
- Apperson, J., Laws, E., &Scepansky, J. (2006). The impact of presentation graphics on students' experience in the classroom. Computers & Education, 47(1), 116-126.
- Armstrong, V., Barnes, S., Sutherland, R., Curran, S., Mills, S., & Thompson, I. (2005). Collaborative research methodology for investigating teaching and learning: the use of interactive whiteboard technology. Educational Review, 57(4), 455-469.
- Atkins-Sayre, W., Hopkins, S., Mohundro, S., & Sayre, W. (1991, November).

 *Rewards and liabilities of presentation software as an ancillary tool:

 Prison or paradise? Paper presented at the meeting of the National Communication Association, New York, NY. (ERIC Document Reproduction Service No. ED430260).
- Augusto, J. C. (2009). Ambient intelligence: Opportunities and consequences of its use in smart classrooms. Innovation in Teaching and Learning in Information and Computer Sciences, 8(2), 53-63.
- Axtell, K., Maddux, C., & Aberasturi, S. (2008). The effect of presentation software on classroom verbal interaction and on student retention of higher education lecture content. International Journal of Technology in Teaching and Learning, 4(1), 21-33.

- Baker, W., &Boonkit, K. (2004). Learning strategies in reading and writing: EAP contexts. RELC Journal, 35(3), 299-328. doi:10.1177/0033688205052143
- Ball, B. (2003). Teaching and Learning Mathematics with an Interactive Whiteboard. Micromath, 19(1): 4–7.
- Beauchamp, G. Teacher Use of the Interactive Whiteboard in Primary Schools:

 Towards an Effective Transition Framework. University of Wales Swansea,
 United Kingdom. 2013.
- Bell, M. A. (2002). Why Use an Interactive Whiteboard? A Baker's Dozen

 Reasons! Retrieved Sept 27 from

 http://teachers.net/gazette/JAN02/mabell.html
- Bettsworth, B. (2010). *Using interactive whiteboards to teach grammar in the*MFL classroom: A learner's perspective. Interactive whiteboards for education: Theory, research and practice, 216-224.
- Blanton, L. (1987). Reshaping ESL students' perception of writing. ELT Journal, 41(2), 112-118.
- Blattner, G., & Fiori, M. (2009). Facebook in the language classroom: Promises and possibilities. International Journal of Instructional Technology and Distance Learning, itdl, 6(1).
- Bonwell, C. C and Eison, J. A. (1991). Active Learning: Creating Excitement in TteClassroom. ERIC Clearinghouse on Higher Education Washington DC. WashingtonDC: ERIC Digest.

- Boulter, C. (2007). EFL and ESL Teacher Values and Integrated Use of Technology in Universities in the Asia-Pacific Region (Doctoral dissertation). Queensland University of Technology Brisbane, Australia.
- Brabec, K. Fisher, K., &Pitler, H. (2004). Building better instruction: How technology supports nine research proven instructional strategies. Learning & Leading with Technology, 5, 1-6
- Branzburg, J. (2008). The whiteboard revolution. Technology & Learning, 28(9), 44.
- British Educational Communications and Technology Agency (2002). ImpaCT2:

 The Impact of Information and Communication Technologies on Pupil

 Learning and Attainment. Coventry, England.
- Brooks, J. & Brooks, M. (1993). *In search of understanding: the case for constructivist classrooms*. Alexandria, VA: American Society for Curriculum Development.
- Brown, H. (2000). *Principles of language teaching and learning* (4th ed.). White Plains, NY: Longman.
- Brouse, C., Basch, C., & Chow, T. (2011). Use and Efficiency of Various

 Technological Methods in the Different Aspects of Teaching and Learning
 a Foreign Language at 16 Universities in New York. Journal of the

 Research Center for Educational Technology, 7(1), 30-38.
- Bryant, S., &Hunton, J. (2000). The use of technology in the delivery of instruction:implications for accounting educators and education researchers. Issues in Accounting Education, 15(1), 129-163.

- Boyapati, E. (1999). *Learning: Student-Centred vs Teacher Centred*. Proceeding of 8thAPCChE (Asia Pacific Confederation of Chemical Engineering). 16-19 August, 1999. Seoul.
- British Educational Communications and Technology Agency (BECTA).

 (2003). What Research Says about Interactive Whiteboards .Research reviews, paper No. 7.
- Buttner, M. (2011). Getting the Most Out of Your Interactive Whiteboard: A Practical Guide. USA: Kent State University.
- Chapelle, C. A. (2001). *Computer-assisted language learning*. In R. Kaplan, (Ed.). Handbook of applied linguistics. Oxford: Oxford University Press.
- Chen, S. (2009). An Investigation of Vocabulary Acquisition and Retention in an ElementaryEFL Club in Taiwan: Semantic Clustering Versus Thematic Clustering of English Words. Master's thesis. State Li Qinghua University.
- Chuo, T. (2007). The effects of the WebQuest writing instruction program on EFL learners' writing performance, writing apprehension, and perception. TESL-EJ, 11(3), 1-27.
- Creswell, J. W. (2009). Research Design Qualitative, Quantitative, and Mixed Methods Approaches. California: SAGE Publications. Inc.
- Cunningsworth, Alan. *Choosing Your Coursebook*. New York: Macmillan Heinemann ELT, 1995.
- Cushing Weigle, S. (2002). *Assessing writing*. Cambridge: Cambridge University Press.

- De Almeida Soares, D. (2010). *IWBs as Support for Technology-Related Projects*in EFL Education in Brazil. Interactive Whiteboards for Education: Theory,

 Research and Practice: Theory, Research and Practice, 238.
- digitalLearning. (2014). *Reintroducing Teaching in the Classrooms*. Retrieved September 27, from http://digitallearning.eletsonline.com/2011/11/footforwardnovember-2008-issue/.
- Dörnyei, Z (1994). *Motivation and Motivating in the Foreign Language Classroom*. The Modern Language Journal 78(3): 273-284.
- Dunkel, P. (1987). Computer-assisted instruction (CAI) and computer-assisted language learning (CALL): Past dilemmas and future prospects for audible CALL. Modern Language Journal, 71, 250-260.
- Ertmer, P. A. & Newby, T. J. (1993). *Behaviorism, cognitivism, constructivism:*Comparing critical features from an instructional design perspective.

 Performance Improvement Quarterly, 6(4), 50-72.
- Graves, Kathleen. Designing Language Courses. Boston: Heinle, 1999.
- Glover, D., Miller, D., Averis, D., & Door, V. (2005). *The interactive whiteboard:*A literature survey. Technology, Pedagogy & Education, 14(2), 155-170.
- Glover, D., Miller, D., Averis, D., & Door, V., (2007). The evolution of an effective pedagogy for teachers using the interactive whiteboard in mathematics and modern languages: an empirical analysis from the secondary sector. Learning, Media and Technology, 32(1), 5-20.
- Fletcher, J., & Tobias, S. (2005). *The multimedia principle*. The Cambridge handbook of multimedia learning, 117, 133.

- Flower, L., & Hayes, J. (1981). *A cognitive process theory of writing*. College Composition and Communication, 32(4), 365-387.
- Gupta, P. (2011). *Interactive Whiteboards: Bringing Life to Classrooms*. Digital learning (Interactive whiteboard), 7, 5-19.
- Gursul, F., &Tozmaz, G. B. (2010). Which one is smarter? Teacher or Board.

 Procedia-Social and Behavioral Sciences, 2(2), 5731-5737.
- Hall, I., & Higgins, S. (2005). Primary school students' perceptions of interactive whiteboards. Journal of Computer Assisted Learning, 21(2), 102-117.
- Harmer, J. *The Practice of English Language Teaching*. New York: Addison-Wesley Longman, Limited, 1991.
- Hayes, C. (1981). Exploring Apprehension: Composing Processes of Apprehensive andNon apprehensive Intermediate Freshman Writers. ERIC, ED210678.
- Hayes, J., & Flower, L. (1980). *Identifying the Organization of Writing Processes*.

 In L.w. Gregg & F.R. Steinberg (Eds), Cognitive Process in Writing. (pp.3-33). New Jersey: Lawrence Erlbaum.
- Hedge, T. (2005). Writing. Oxford/New York: Oxford University Press.
- Igbaria, A. K. *Teaching English Vocabulary*. New York: Houghton Mifflin Company. 2005.
- Katwibun, H. Using an Interactive Whiteboard in Vocabulary Teaching.

 ChiangmaiUniversity, Thailand. 2003

- Kost, C., Foss, P., &Lenzini, J. (1999). Textual and pictorial glosses: Effectiveness on incidental vocabulary growth when reading in a foreign language. Foreign Language Annals, 32 (1), 89-113.
- Langan-Pérez, J. (2013). An investigation of the effects of interactive whiteboards as perceived by Ohio high school foreign language teachers. The University of Toledo. Retrieved from http:// utdr.utoledo.edu
- Lavin, A., Korte, L., & Davies, T. (2011). The impact of classroom technology on student behavior. Journal of Technology Research, 2(1), 1-13.
- Levy, M. (1997). *CALL: context and conceptualisation*. Oxford: Oxford University Press.
- Mackay, A. (2010). *Motivation, ability and confidence building in people*. Routledge.
- McFedries, P. (2004). Word Spy. The Word Lover's Guide to Modern Culture.

 New York: Broadway Books.
- McKenzie, W. (2002). Multiple intelligences and instructional technology: A manual for every mind. Eugene, OR: International Society for Technology in Education.
- McMillan, H., & Schumacher, S. (2006). *Research in education: Evidence-based inquiry*. (6th ed.). New York: Pearson.
- Merriam, S., Caffarella, R., & Baumgartner, L. (2007). *Learning in Adulthood: A Comprehensive Guide* (3rd ed.). San Francisco, CA: Jossey-Bass.
- Miller, D. (2003). Developing interactive whiteboard activity. Micromath, 19,

- Newton, J. (1995). *Task-based interaction and incidental vocabulary learning: A case study*. Second Language Research, 11, 159-177.
- Nunan, D. (1999). Second language teaching and learning. Boston: Heinle&Heinle.
- Oommen, A. (2012). Teaching English as a global language in smart classrooms with PowerPoint presentation. English Language Teaching, 5(12), 54-61.
- Orr, M. (2008). Learner perceptions of interactive whiteboards in EFL classrooms. CALL-EJ Online, 9(2), 9-2.
- Oxford, R., Ehrman, M. &Lavine, R. (1991). Style Wars: Teacher-Student Style

 Conflicts in the Language Classroom. In S. Magnan (Ed.), Challenges in
 the 1990's for College Foreign Language Programs. Boston: Heinle and
 Heinle.
- Pennington, M., & So, S. (1993). Comparing writing process and product across two languages: A study of Singaporean university student writers. Journal of SecondLanguage Writing, 2(1), 41–63.
- Phinney, M. (1991). Word processing and writing apprehension in first and second language writers. Computers and Composition, 9 (1), 65-82.
- Piaget, J. (1971). The theory of stages in cognitive development. In D. Green, M. Ford & G. Flamer (Eds.), Measurement and Piaget. New York: McGraw-Hill.
- Pintrich, P. & De Groot, E. (1990). *Motivational and self-regulated learning components of classroom academic performance*. Journal of Educational Psychology, 82,33-40.

- Plass, J., Chun, D., Mayer, R., &Leutner, D. (1998). Supporting visual and verbal preferences in a second-language multimedia learning environment.

 Journal of Educational Psychology, 90 (1), 25-36. Ur, Penny, and Andrew Wright. Five-Minute Activities. Cambridge: Cambridge UP, 1992.
- Raimes, A. (1998). Exploring through writing: A process approach to ESL composition. Cambridge: Cambridge University Press.
- Schmid, E. C. (2008). Potential pedagogical benefits and drawbacks of ultimedia use in the English language classroom equipped with interactive whiteboard technology. Computers & Education, 51(4), 1553-1568.
- Schroeder, R. (2007). An overview of ethical and social issues in shared virtual environments. Futures, 39(6), 704–717.
- Schmid, E. C. (2008). Potential pedagogical benefits and drawbacks of multimedia use in the English language classroom equipped with interactive whiteboard technology. Computers & Education, 51(4), 1553-1568.
- Schroeder, R. (2007). An overview of ethical and social issues in shared virtual environments. Futures, 39(6), 704–717.
- Ur, Penny, Marion Williams, and Tony Wright. *A Course in Language Teaching:*Practice and Theory. New York: Cambridge UP, 1996.
- Venezky, R. (2004). *Technology in the classroom: steps toward a new vision*. Education, Communication & Information, 4(1), 3-21.