Supporting Independent Language Learning Issues And Interventions Bayreuther Beiträge Zur Glottodidaktik Bayreuth Contributions To Glottodidactics | 072effdc82ac1ae78a85c3d5c5cf8289


This landmark volume provides a broad-based, comprehensive, state-of-the-art overview of current knowledge and research into second language teaching and learning. All authors are leading authorities in their areas of expertise. The chapters, all completely new for Volume 2, are organized in eight thematic sections: Social Contexts in Research on Second Language Teaching and Learning Second Language Research Methods Second Language Research and Applied Linguistics Research in Second Language Processes and Development Methods and Instruction in Second Language Teaching Second Language Assessment Ideology, Identity, Culture, and Critical Pedagogy in Second
Language Teaching and Learning Language Planning and Policy. Changes in Volume 2 captures new and ongoing developments, research, and trends in the field surveys prominent areas of research that were not covered in Volume 1 includes new authors from Asia, Australia, Europe, and North America to broaden the Handbook’s international scope. Volume 2 is an essential resource for researchers, faculty, teachers, and students in MA-TESL and applied linguistics programs, as well as curriculum and material developers. Advising in Language Learning (ALL) brings together examples of advising practice and research from various international contexts in a fast-developing field. A theoretical model based on constructivism and sociocultural theory (the “Dialogue, Tools and Context Model”) is proposed and supported throughout the book, as each of the contributions focuses on one or more areas of the model. In this volume the editors set out the general aims and understandings of the field, illustrating the innovative manner in which advisors around the world are working with learners and researching the practice of ALL. Strategies in Learning and Using a Second Language examines what it takes to achieve long-term success in languages beyond the first language. Distinguishing language learning from language-use strategies, Andrew D. Cohen disentangles a morass of terminology to help the reader see what language strategies are and how they can enhance performance. Particular areas of research examined in the book include: - links between the use of task-specific strategies and language performance - how multilinguals verbalise their thoughts during language learning and use strategies that learners use in test-taking contexts. In this fully revised and substantially rewritten second edition, every chapter has been reworked, with material either updated or replaced. Entirely new material has also been developed based on examples of specific strategies supplied by actual learners, mostly drawn from a website featuring these strategies in the learning of Spanish grammar. Strategies in Learning and Using a Second language will be an invaluable resource for language teachers and researchers, as well as for administrators of second language programmes and for students of applied linguistics. People learn foreign languages in many different contexts and for many different reasons. However, they all have in common the need to be able to learn independently in some way. The chapters in this book describe a range of contexts for independent language learning around the world, some related to children, others to adults, some to classrooms, others to self-access centres or even to distance learning. They explore a number of issues to consider when supporting these learners. In addition, a number of practical interventions are described. This book also includes a thematic bibliography of publications in this field. A state of the art reference volume on contemporary computer-assisted language learning, including chapters on research and methodology by leading international figures in the field. The book investigates interest groups and various learning circles, Reading Circles (RCs) learning opportunity in particular, as a mode of in-class and beyond class autonomous learning in the context of English Language Teaching (ELT) at tertiary level in Oman, and in similar contexts in the Middle East and North Africa (MENA).
region. This investigation presents learners’ positive perceptions of learner autonomy and their readiness to adopt related practices. Building on findings from these RCs, the book introduces collaborative learner autonomy (CLA) as a novel concept of learner autonomy for use in educational contexts in the MENA region. As a concept of gradual development of learner autonomy, the CLA represents a new dynamic learner autonomy development process consisting of individual, competitive, collaborative, and autonomous stages. The CLA advocated in the book emphasizes the constructive role of teachers and educational institutions can play with other stakeholders in developing autonomy in their learners. The book also suggests that it is a shared responsibility that students, teachers, educational establishments, families, society and the educational systems should assume in a spirit of partnership. This book uses fifteen grounded research projects to explore innovative self-reflexive approaches to autonomy in language education. It emphasizes the multi-voiced and contradictory complexity of pursuing autonomy in language education and includes commentary chapters to help readers engage with key issues emerging from the research.

This book discusses the basis of a broad framework for the development and management of Computer Aided Language Learning (CALL) environments, covering domains as diverse as education, information systems, psychology, sociology, linguistics, artificial intelligence and e-learning."--Provided by publisher. e-Learning Initiatives in China provides research and application insights into e-learning in China, in the light of two drives by the Chinese Ministry of Education: to implement curriculum reform and to promote quality and innovation in e-learning provision. Educationalists throughout the world have their eyes on China, both as a market to understand and to enter, and as a major source of international students. In addition, educationalists are increasingly aware of the need to incorporate digital technology into their course provision and delivery. This book provides valuable insights into both of these elements. It includes 'state-of-the-art' reviews of e-learning in China, case study examples of e-learning design and development issues, and explores the collaboration challenges that British and Chinese teams experienced as they participated in a Sino-UK e-learning initiative, the eChina-UK Programme. The book is written in a clear and accessible style. Section 1, Background, introduces the book and provides an overview of e-learning in higher education in China. Section 2, Designing and Delivering Online Courses in China, starts with a critical review of online courseware designs that are currently widespread in China, and then presents a series of case study examples which deal with important design and delivery issues. Section 3, Managing the Interplay between Pedagogy and Technology, explores ways in which new learning technologies can be exploited for pedagogic purposes. Section 4, Managing Collaboration Processes, discusses the issues that the project teams needed to manage effectively as they collaborated both internationally and professionally. The final section, Section 5, Addressing Policy Issues, deals with key e-learning policy issues, both within China and internationally. The topic of e-learning, combined with the book's
emphasis on the interrelationship of policy and practice, and its international teamwork perspective, will appeal to education specialists and e-learning experts not only in Asia but also in many Western countries. This comprehensive exploration of theoretical and practical aspects of out-of-class teaching and learning from a variety of perspectives and in various settings around the world includes a theoretical overview of the field, 11 data-based case studies and practical advice on materials development for independent learning. Spanning the divide between the theory and praxis of competency-based teaching in tertiary language education, this volume contains invaluable practical guidance for the post-secondary sector on how to approach, teach, and assess competencies in Bologna-adapted systems of study. It presents the latest results of prominent European research projects, programs of pedagogical innovation, and thematically linked academic networks. Responding to a profound need for a volume addressing the practical aspects of the newly designed language degrees now being rolled out across Europe, this essential contribution pools the insights of a prestigious set of scholars, practitioners, and policy makers from diverse parts of Europe and the US. It will inform crucial decisions about instituting and evaluating competencies in a new generation of language studies programmes. In a diverse society, the ability to cross communication barriers is critical to the success of any individual personally, professionally, and academically. With the constant acceleration of course programs and technology, educators are continually being challenged to develop and implement creative methods for engaging English-speaking and non-English-speaking learners. Computer-Assisted Language Learning: Concepts, Methodologies, Tools, and Applications is a vital reference source that examines the relationship between language education and technology and the potential for curriculum enhancements through the use of mobile technologies, flipped instruction, and language-learning software. This multi-volume book is geared toward educators, researchers, academics, linguists, and upper-level students seeking relevant research on the improvement of language education through the use of technology. "Through the use of qualitative research methods, the authors explore the complex, contingent and dynamic nature of motivation, identity and autonomy --- both for language learners and teachers --- in many different parts of the world. Importantly, they also look for relationships among the three constructs. This is precisely the integrative approach that should be encouraged as we seek to understand the lived experience of individuals." ---Diane Larsen-Freeman, University of Michigan, USA

--In September 2010, James G. Pierce, a retired U.S. Army colonel with the Strategic Studies Institute at the U.S. Army War College in Carlisle Barracks, Pennsylvania, published a study on Army organizational culture. Pierce postulated that "the ability of a professional organization to develop future leaders in a manner that perpetuates readiness to cope with future environmental and internal uncertainty depends on organizational culture." He found that today's U.S. Army leadership "may be inadequately prepared to lead the profession toward future success." The need to prepare for future success
dovetails with the use of the concepts of mission command. This book offers up a set of recommendations, based on those mission command concepts, for adopting a superior command culture through education and training. Donald E. Vandergriff believes by implementing these recommendations across the Army, that other necessary and long-awaited reforms will take place. In recent years traditional, classroom-based language tuition has been increasingly overshadowed by innovative approaches, such as distance learning, supported independent learning and blended learning (with an online component). This timely volume examines the use of language learning strategies in a range of independent settings, and addresses key issues for independent learners such as autonomy, strategic awareness and self-regulation. The insights, techniques and skills needed to understand why some adult students have difficulties with learning a second language are presented in this book. The author’s premise is that what appears on the surface is often not the real source of the learner's difficulty. A correct diagnosis of the cause of the problem is important if intervention is to prove effective. The book presents a large number of theories and models of learning, and covers areas including: learning styles and personality dispositions; student motivation, self-efficacy and anxiety; and how to interview students. This volume focuses on the support programmes that all higher education establishments have in place to aid and develop student learning. The work is designed to equip HE professionals with an accessible guide to some of the best practices in this field from around the world. Language learning strategies have been a topic of research for roughly three decades. Broadly speaking, that research has focused on classroom tuition, predominantly at secondary level. Increasingly, however, language learning occurs in independent settings, whether at distance, on Institution-Wide Language Programmes (IWLPs), or in virtual environments. Success in independent language learning is achieved by autonomous individuals with a capacity for self-regulation. Yet we still know relatively little about the specific means they use to learn effectively, whether in terms of the affective strategies they employ to sustain motivation, the metacognitive strategies required for planning, monitoring and evaluating their learning, or the specific cognitive strategies applied to difficult learning tasks. These are all discussed and evaluated in Language Learning Strategies in Independent Settings. Self-Access Language Learning (SALL) has played a prominent part in language education in universities. Its role is to foster autonomous learning among students. With the wide-spread implementation of SALL and its increasing impacts on students, it is important to understand how SALL is managed in order to meet the learning needs of the users in the most resource-effective way. This book provides readers with an understanding of SALL management by setting the discussion against a wider backdrop and also examining details of current good practice. The authors examine issues of leadership and management in education before turning to look at the roles of a SALL manager, and suggest how these roles are changing and what the future may hold for managing SALL. Case studies are used to illustrate how SALL is managed in different universities as a way of
contextualising the issues discussed in the book. The book is of relevance to
institutional and departmental managers, classroom-based language teachers,
teachers more directly involved in providing SALL opportunities and, of course,
SALL managers. Published by City University of Hong Kong Press.

The guide contains ideas for independent language learning
tasks, written for teachers by teachers from secondary and higher education
institutions around the world. The tasks described serve as guidelines for
creating varied activities for learners and for setting up ways for learners to take
control of their own learning by determining how to complete the task,
monitoring how well they perform, and deciding what to do next. Activities to
suit all learning levels and to accommodate both learners of English as a second
language and learners of English for special purposes are included, and the
activities make use of a variety of resources. Most tasks consist of two parts: an
explanation of the task; and sample worksheets. The tasks are divided into nine
chapters that explore developing the following skills: (1) learning; (2) reading;
(3) writing; (4) listening; (5) speaking; (6) vocabulary; (7) grammar; (8) body
language; and (9) self-assessment. (MSE)

This volume encompasses the range
of issues encountered by language scholars who teach and research in
departments of languages and cultures within the higher education system,
predominantly in Australia, but touching other universities worldwide. Related
studies on language planning, methodology or pedagogy have focused on one
or more of these same issues, but rarely on their totality. Intersections as a
metaphor running discreetly through the essays in this volume, connects them
all to a lived reality. The field of languages and cultures, as it is practised and
reflected upon in Australian universities, is essentially an interdisciplinary and
interconnecting space - one in which linguistic and disciplinary diversities meet
and join forces, rather than collide or disperse along different pathways. The
international and local studies featured here focus on language planning, new
pedagogies and language reclamation and link to meeting points and
commonalities. They show that language scholars are increasingly finding
themselves on common ground as they tackle issues of policy and practice
affecting their field, whether within their institutions, within the tertiary system,
or within the framework of government policy." -- prové de l’editor.

A much-needed overview of the diverse approaches to research and practice in
computer-assisted language learning. This edited volume addresses issues that
promote the notion of Classroom-based Language Assessment (CBLA) for the
academic community and beyond. The book explores recent thinking and
research on CBLA within the fields of language testing, assessment and general
education based on theoretical and research papers presented at the recent
CBLA SIG - EALTA Symposia held in Cyprus and the pre-conference EALTA
workshops in various countries around Europe. The volume contains 17 chapters
which involve both high-stakes tests and classroom-based assessments
conducted by academics, professionals and researchers in the field. It brings
together high-quality submissions that cover a gap in a research area that has
long been in need of theoretical and empirical attention. Overall, this edited
collection, with its international scope, offers a ground-breaking resource, bringing together in balanced relationship the fields of education and second language testing and assessment. Louise Ho is a Chinese poet from Hong Kong who finds her feet in English. Since her first publications more than thirty years ago, her poetry collected here has been a reflection of the fortunes of the city and its people, their hopes and anxieties, their achievements, crises, dispersals and renewals. Autonomy has become a keyword of language policy in education systems around the world, as the importance of independent learning and new technologies has grown. Now in a fully revised and updated second edition, Teaching and Researching Autonomy provides an accessible and comprehensive critical account of the theory and practice of autonomy. Examining the history of the concept, it addresses important questions of how we can identify autonomy in language learning behaviours and how we can evaluate the wide variety of educational practices that have been designed to foster autonomy in learning. Topics new to this edition include: - Autonomy and new technologies - Teacher autonomy - The sociocultural implications of autonomy. With over three hundred new references and five new case studies of research on autonomy providing practical advice on research methods and topics in the field, Teaching and Researching Autonomy will be an essential introduction for teachers and students to a subject at the cutting edge of language teaching and research. This book constitutes the refereed proceedings of the 10th International Conference on Blended Learning, ICBL 2017, held in Hong Kong, China, in June 2017. The 42 papers presented were carefully reviewed and selected from 100 submissions. The papers are organized in topical sections named: Keynotes; Experiences in Blended Learning; Strategies in Blended Learning; Assessment for Blended Learning; Computer-Support Collaborative Learning; Improved Flexibility of Learning Processes; Open Educational Resources; Pedagogical and Psychological Issues. This work explores how to make sense of autonomy in language learning. It also looks at controlling learning, learner autonomy in a mainstream writing course, reflective lesson planning, autonomy and control in curriculum development, and much more. This book brings together current thinking on informal language learning and the findings of over 30 years of research on captions (same language subtitles for the deaf and hard-of-hearing) to present a new model of language learning from captioned viewing and a future roadmap for research and practice in this field. Language learners may have normal hearing but they are ‘hard-of-listening’ and find it difficult to follow the rapid or unclear speech in many films and TV programmes. Vanderplank considers whether watching with captions not only enables learners to understand and enjoy foreign language television and films but also helps them to improve their foreign language skills. Captioned Media in Foreign Language Learning and Teaching will be of interest to students and researchers involved in second language acquisition teaching and research, as well as practising language teachers and teacher trainers. This edited volume offers a cohesive account of recent developments across the world in the field of learner and teacher autonomy in languages education. Drawing on the work of
eminent researchers of language learning and teaching, it explores at both conceptual and practical levels issues related to current pedagogical developments in a wide range of contexts. Global shifts have led to an increase in autonomous and independent learning both in policy and practice (including self-access and distance learning). The book’s scope and focus will therefore be beneficial to language teachers as well as to students and researchers in applied linguistics and those involved in pre- and in-service teacher education. The book concludes with an overview of the state of research in this field, focusing on the (inter)relationships between the concepts of learner and teacher autonomy. Provides comprehensive coverage of successful translation of language learning designs utilizing ICT in practical learning contexts. Offers the latest knowledge related to research on computer-enhanced language acquisition and learning. This Handbook, with 45 chapters written by the world’s leading scholars in second language acquisition (SLA) and language testing, dives into the important interface between SLA and language testing: shared ground where researchers seek to measure second language performance to better understand how people learn their second languages. The Handbook also reviews how to best measure and evaluate the second language (L2) learners’ personal characteristics, backgrounds, and learning contexts to better understand their L2 learning trajectories. Taking a transdisciplinary approach to research, the book builds upon recent theorizing and measurement principles from the fields of applied linguistics, cognitive science, psychology, psycholinguistics, psychometrics, educational measurement, and social psychology. The Handbook is divided into six key sections: (1) Assessment concepts for SLA researchers, (2) Building instruments for SLA research, (3) Measuring individual differences, (4) Measuring language development, (5) Testing specific populations, and (6) Measurement principles for SLA researchers. The testing and assessment of language competence continues to be a much debated issue in foreign language teaching and research. This book is the first one to address the testing of four important dimensions of foreign language education which have been left largely unconsidered: learner autonomy, intercultural competence, literature and literary competence, and the integration of content and language learning. Each area is considered through a theoretical framework, followed by two empirical studies, raising questions of importance to all language teachers: How can one test literary competence? Can intercultural competence be measured? What about the integrated assessment of content-and-language in CLIL and teaching? Is progress in autonomous learning skill gaugeable? The book constitutes essential reading for anyone interested in the testing and assessment of seemingly largely untestable aspects of foreign language competence. Current Issues in Language Evaluation, Assessment and Testing: Research and Practice is a collection of research papers, most of which were presented at the 17th World Congress of the International Association of Applied Linguistics (AILA), which was held in 2014 in Brisbane, Australia. The volume comprises 15 chapters presenting current research projects and discussing issues related to language
testing and the development of language assessment instruments in a variety of contexts around the world. This anthology will be of use to both new and seasoned researchers within the field of Applied Linguistics and TESOL. Teacher educators, language teachers, and language assessment professionals will find this volume equally useful as the papers present current trends in testing and evaluation. "Mapping the terrain of learner autonomy, written by leading researchers and teachers in the field of language learner autonomy, draws a concise map of the main developments in the field, which has expanded enormously in the past decade. It provides an analysis of the current state of learner autonomy practices, presents some concrete examples, addresses issues of teacher, advisor and counsellor development, and suggests future directions both in pedagogical practice and research. The book will be a useful textbook or reader for advanced students in foreign language education, applied linguistics and teacher education as well as for experienced language teachers who wish to update their knowledge in the field of learner autonomy." -- Back cover.

Focusing on three main areas - learner autonomy, intercultural awareness, including literature teaching and human rights teaching, plus grammar - the first part of this publication considers theoretical aspects and attempts to show links between them. In the second part of this book, case studies are presented illustrating the implementation of principles identified in the first part, both in language and teacher education. This book examines this contested relationship between assessment and autonomy from a number of perspectives in a variety of Higher Education language-learning contexts in Europe and the Far East. The contributors to the book describe research into assessment both for and as autonomy, as well as approaches to the assessment of autonomy itself. This book addresses several pressing concerns of teachers and researchers who are looking for ways to integrate technology use in and out of their classrooms and assess its usefulness in the learning process. It provides an up-to-date examination of technology-supported pedagogy and language acquisition in a variety of Japanese as a foreign or second language contexts. It equips readers with practical pedagogical information, including methods of implementation and learning assessment, and ideas for how technology can be applied to achieve a wide range of learning objectives. The topics examined include cultural learning, identity construction, speaking, reading, writing, pronunciation, collaborative online learning, digital and 3D virtual reality games, online text analysis, and participation in online communities. In addition, different e-learning configurations such as flipped, online, and distance learning classrooms are explored. Studies examine various current technologies (e.g. blogs, synchronous/asynchronous telecollaboration, corpus analysis software, modern pronunciation tools) and will have both direct and indirect consequences for teaching and learning a second/foreign language with technology across all languages. Written to meet the needs of teachers, lecturers and tutors, this is the definitive guide to surveying and understanding the key issues, best practices and new developments in teaching modern languages.