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 competence, with a particular focus on independent language learning. It includes data-based case studies and practical advice on materials development for independent learning.

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 chapters by leading specialists, and a range of practical suggestions for immediate application.

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 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 tasks that are appropriate for all learning levels and to accommodate both learners of English as a second language and learners of English for special purposes. The activities make use of a variety of resources. Most tasks consist of two parts: an explanation of the task; and sample worksheets.

The guide has been thoroughly updated to take account of recent policy and curriculum changes. And, with the recent increased emphasis on teachers as researchers, and the alignment of many PGCE courses, with Masters Level criteria, it includes a chapter discussing the findings of research on Second Language Acquisition and Foreign Language Learning has been added. Other chapters cover a wide range of relevant topics, including: teaching methods and learning strategies; teaching in the target language and developing cultural awareness; the teaching of grammar; differentiation and assessment; the use of ICT in modern foreign language teaching; and much more.

Language and Literacy Acquisition and Development: Teaching and Learning in Independent Settings Supportive of Independent Language Learning Issues and Interventions Bayreuther Beitrage Zur Glottodidaktik Bayreuth Contributions to Glottodidactics
Interventions Bayreuth Contributions Zur Glottodidaktikbayreuth Supporting Independent Language Learning Issues 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 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 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 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, learning experts not only in Asia but also in many Western countries.

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. 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 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- 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 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 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 teachers, educational establishments, families, society and the educational systems should assume in a spirit of partnership.

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, 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 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

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

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

of course, SALL managers. Published by City University of Hong Kong Press. 香港城市大學出版社出版。 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 book describe research into assessment both for and as autonomy, as well as approaches to the assessment of autonomy itself. 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

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

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 regulation. 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-
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.

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