

Language Learning Strategies in Independent Settings

Edited by Stella Hurd
and Tim Lewis



Language Learning Strategies In Independent Settings Second Language Acquisition

**Alan Maley, Hitomi Masuhara, Freda
Mishan**



Language Learning Strategies In Independent Settings Second Language Acquisition:

Language Learning Strategies in Independent Settings Stella Hurd,Tim Lewis,2008 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

Language Learning Strategies in Independent Settings Stella Hurd,Tim Lewis,2008-10-03 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

Second or foreign language learning and cognitive development Dingfang Shu,Jinfen Xu,Hui Zhang,2024-01-11

Online Chinese Learning Lijuan Chen,2024-02-22 Online Chinese Learning aims to investigate the types of language learning strategies LLSs that online Chinese learners use across asynchronous and synchronous learning environments in different learning contexts This book examines how the use of language learning strategies by online Chinese learners is influenced by the interactants the characteristics of the specific learning context and selected individual learner characteristics This book will provide 1 new and detailed information about students LLS use in online Chinese learning 2 insights into how individual students adopt LLSs and technological tools to solve learning problems in various learning contexts 3 an exploration of factors influencing LLS use and 4 recommendations regarding LLS adoption use and training This book will be a valuable resource for university instructors in languages language teaching methods and second language acquisition as well as researchers in languages linguistics and language learning and teaching

Independent Language Learning Bruce Morrison,2011-10-01 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

Practice and Theory for Materials Development in L2 Learning Alan Maley,Hitomi Masuhara,Freda Mishan,2017-03-07 This volume represents a unique addition to the growing body of empirical literature on materials development adopting a reverse approach to the topic Rather than applying theory to practice practitioners and researchers from 11 countries reappraise applied linguistics theories through practice The book also

provides evidence for the diversity of materials development around the globe at different levels for different specialities and for different purposes Each chapter surveys the relevant literature such as task based learning and language and culture describes a specific research project reports the results of the project and discusses the implications of these results for the development of materials both in the local context and in general After each section there are editorial comments highlighting the issues emerging from the research and there is a conclusion which connects the findings of the various chapters and makes suggestions both for future research and for the principled development of materials for L2 learners The book will be suitable for teachers materials developers academics and students in post graduate courses in applied linguistics in TEFL TESOL and in the teaching of other languages as an L2 *One-on-One Language Teaching and Learning* T.

Bleistein, M. Lewis, 2014-11-25 With only one learner it is possible for the teacher to give serious attention to principles of second language acquisition such as motivation error treatment and learner autonomy which are more difficult to address in classroom learning This book combines theory with practical suggestions making it invaluable for language tutors

Autonomy in Language Learning: Advising in Action Christian Ludwig, Jo Mynard, 2019-03-17 This book explores advising in action by focusing on advising programmes and advising tools There are 11 chapters including a foreword by Christopher Candlin Chapters in the advising programmes part of the book include details of ways in which support is given for learners both inside and outside class through the provision of advising In addition contributors show how the principles of advising can be applied to ongoing teacher education and also to peer advising In the advising tools section of the book contributing authors share various tools that can facilitate deep reflection on learning and the advising process contributors also explore written advising and advisor education The book was produced as a result of the Advising for Language Learner Autonomy conference an IATEFL Learner Autonomy SIG event held at Kanda University of International Studies in Japan in November 2011 In the developing field of advising it has become a well referenced resource for researchers and practitioners in the field Advising in Language Learning Jo Mynard, Luke Carson, 2014-01-14 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 **Teaching and Researching**

Language Learning Strategies Rebecca L. Oxford, 2016-12-19 Now in its second edition Teaching and Researching Language Learning Strategies Self Regulation in Context charts the field systematically and coherently for the benefit of language learning practitioners students and researchers This volume carries on the author's tradition of linking theoretical insights with readability and practical utility and offers an enhanced Strategic Self Regulation Model It is enriched by many

new features such as the first ever major content analysis of published learning strategy definitions leading to a long awaited encompassing strategy definition that to a significant degree brings order out of chaos in the strategy field Rebecca L Oxford provides an intensive discussion of self regulation agency and related factors as the soul of learning strategies She ushers the strategy field into the twenty first century with the first in depth treatment of strategies and complexity theory A major section is devoted to applications of learning strategies in all language skill areas and in grammar and vocabulary The last chapter presents innovations for strategy instruction such as ways to deepen and differentiate strategy instruction to meet individual needs a useful scenario based emotion regulation questionnaire insights on new research methods and results of two strategy instruction meta analyses This revised edition includes in depth questions tasks and projects for readers in every chapter This is the ideal textbook for upper level undergraduate and graduate courses in TESOL ELT education linguistics and psychology

Investigating Individual Learner Differences in Second Language Learning Mirosław Pawlak, 2021-06-01 This edited book brings together ten empirical papers reporting original studies investigating different facets of individual variation second language learning and teaching The individual difference factors covered include among others motivation self anxiety emotions willingness to communicate beliefs age and language learning strategies What is especially important some of the contributions to the volume offer insights into intricate interplays of these factors while others attempt to relate them to learning specific target language subsystems or concrete instructional options All the chapters also include tangible implications for language pedagogy The book is of interest to both researchers examining the role of individual variation in second language learning and teaching teacher trainers graduate and doctoral students in foreign languages departments as well as practitioners wishing to enhance the effectiveness of second language instruction in their classrooms

Current Perspectives on Vocabulary Learning and Teaching Nuray Alagözlü, Vedat Kiymazarslan, 2020-07-13 This book brings together current perspectives and up to date research on vocabulary teaching and the learning of a foreign or second language It will serve as a basis for academic studies and can be used as a supplementary source for vocabulary courses in English language teacher training programs Featuring contributors from Cyprus Greece Italy Spain and Turkey who detail their experiences of language teaching in different cultural contexts this collection is valuable as it reflects theory and practice at work in different settings on vocabulary acquisition teaching vocabulary to young learner and vocabulary teaching and learning strategies The volume also provides insights into the use of technology in vocabulary teaching and details various forms of vocabulary testing

Exploring the Role of Strategic Intervention in Form-focused Instruction Olga Trendak, 2014-11-11 The monograph is devoted to the notion of strategic intervention and its application in the foreign language classroom in particular with reference to teaching grammar structures The first four chapters which are theoretical in nature address such concepts as form focused instruction language learning strategies and strategies based instruction The last chapter provides insight into the results of a study investigating the grammar learning

strategies employed by advanced learners of English. Additionally, the chapter presents the views of foreign language teachers on the idea of introducing strategy training in the foreign language classroom. The book closes with the discussion concerning the implementation of strategy training and its value in teaching target language grammar.

The Routledge Handbook of Second Language Acquisition and Individual Differences Shaofeng Li, Phil Hiver, Mostafa Papi, 2022-05-30. The Routledge Handbook of Second Language Acquisition and Individual Differences provides a thorough in-depth discussion of the theory, research, and pedagogy pertaining to the role individual difference (ID) factors play in second language acquisition (SLA). It goes beyond the traditional repertoire and includes 32 chapters covering a full spectrum of topics on learners' cognitive, conative, affective, and demographic/sociocultural variation. The volume examines IDs from two perspectives: one is how each ID variable is associated with learning behaviors, processes, and outcomes; the other is how each domain of SLA, such as vocabulary or reading, is affected by clusters of ID variables. The volume also includes a section on the common methods used in ID research, including data elicitation instruments such as surveys, interviews, and psychometric testing, as well as methods of data analysis such as structural equation modeling. The book is a must-read for any second language researcher or applied linguist interested in investigating the effects of IDs on language learning and for any educator interested in taking account of learners' individual differences to maximize the effects of second language instruction.

Researching Second Language Learning and Teaching from a Psycholinguistic Perspective Dagmara Gałajda, Paweł Zakrajewski, Mirosław Pawlak, 2016-04-20. This edited collection explores the processes of second language learning and teaching from a psycholinguistic perspective. Authored by leading experts in the field, the book includes studies focusing on theoretical, empirical, and practical aspects of second and foreign language education. Part One offers contributions devoted to a range of learner-related factors dealing with affective and cognitive variables, the process of reading, and the acquisition of lexis. Part Two brings together papers related to teacher awareness of second language instruction that focus on conversational styles, fostering intercultural pragmatics, teacher job satisfaction, the development of instructional materials, and challenges of teacher training in different contexts. It is of interest to researchers as well as graduate and postgraduate students seeking fresh inspirations for their own empirical investigations of the ways in which second and foreign languages are taught and learned.

Rethinking directions in language learning and teaching at university level Barbara Loranc-Paszylk, 2019-04-08. This volume provides a timely focus on various aspects related to foreign language learning and teaching within the university context. It discusses current issues such as increasing popularity of English Medium Instruction (EMI), communication in English as a Lingua Franca, staying abroad, and provisions of English for professional or academic purposes. The chapters examine the re-use of traditional methods and techniques to improve pedagogical practices in the new challenging contexts that arise due to contemporary social developments. The book aims at allowing readers to get better understanding of university students' linguistic needs and to explore a number of practical

pedagogical implications It will be of interest to both researchers and practitioners working in the university context

Learning Strategy Instruction in the Language Classroom Anna Uhl Chamot,Vee Harris,2019-05-10 This comprehensive collection comprising both theoretical and practical contributions is unique in its focus on language learning strategy instruction LLSI The chapters written by leading international experts embrace both sociolinguistic and psycholinguistic perspectives The issues presented include different models of strategy instruction and how they can be tailored according to context and the learners age and attainment level The collection will be an important resource for researchers in the field both for its critical perspectives and its guidance on collaborating with teachers to design interventions to implement strategy instruction It also identifies key areas for research including the teaching of less studied groups of strategies such as grammar and affective strategies The book will prove equally valuable to language teachers through the provision of detailed teaching materials and tasks Those engaged in professional development whether pre or in service teacher education will find a wealth of concrete ideas for sessions courses and assignments

Socializing Identities Through Speech Style Haruko Minegishi Cook,2008 Drawing on the perspective of language socialization and a theory of indexicality this book examines dinnertime talk in a homestay context and explores ways in which learners of Japanese as a foreign language and their Japanese host families socialize their identities through speech style

Self-regulated Learning and Second Language Writing Lin Sophie Teng,2022-05-30 This monograph is to investigate practical applications and contributions of self regulated learning SRL to second foreign language L2 writing from sociocognitive and sociocultural perspectives It showcases a comprehensive and updated review of conceptual and methodological issues of SRL and the state of the art research on its applications to L2 learning and teaching This volume further elaborates the design and results of a large scale project which conducts observational and intervention studies investigating SRL strategies in L2 writing This book reveals that a cross disciplinary understanding of SRL strategies plays a crucial role in advancing theoretical functions of SRL and in extending its applications to L2 education in general and L2 writing in particular This book makes significant contributions to developing and validating new conceptual frameworks and tools for evaluating multidimensional structures of SRL strategies and self efficacy in L2 writing elucidating the interplay of personal behavioral environmental and psychological factors with SRL strategies and writing performance and presenting an effective self regulation instructional model for nurturing L2 learners motivation and confidence to strategize reflect and succeed in writing Teng has established herself as one of the prominent scholars in the discussion of self regulated learning strategies Her contribution to the fields of L2 writing and strategic learning are undeniable This monograph is an excellent showing of how her endeavors to bring established theories from educational psychology to applied writing research have progressed over a number of methodologically rigorous studies It should be required reading for anyone with an interest in cultivating strategic writers not only in the Chinese context but worldwide Nathan Thomas UCL Institute of Education

Understanding EAP

Learners' Beliefs about Language Learning from a Socio-cultural Perspective Chili Li, 2021-02-09 This book focuses on the dynamic nature of EAP English for academic purposes learners beliefs about language learning in their shift from an EFL English as a foreign language environment to an EMI English as the medium of instruction setting in mainland China It adopts a mixed method paradigm whose quantitative part aims to capture the general dynamic feature of the selected student population while its qualitative part attempts to unveil the process of change in beliefs about language learning among the sample It is hypothesized that the change in their beliefs about language learning is the result of the interplay between the learners agency and the mediation of the contextual realities at the institutional and social levels

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