



Establishing Self-Access

From theory to
practice

DAVID GARDNER &
LINDSAY MILLER

*Cambridge Language
Teaching Library*

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Establishing Self Access From Theory To Practice

Marilyn Lewis,Hayo Reinders



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Establishing Self-Access David Gardner, Lindsay Miller, 1999-03-11 *Establishing Self Access* examines establishing maintaining and developing self access language learning SALL While much of it presents practical ideas dealing with issues related to SALL they are supported by references to relevant literature and research This link between theory and practice makes the debate about SALL accessible and makes this a useful resource for establishing and running self access learning facilities Its unique features include a typology of self access facilities a discussion about how to manage self access a step by step guide on evaluating self access a wide variety of practical suggestions for implementing self access in different contexts It is suitable for anyone concerned with self access from pre service teacher trainees to experienced teachers and from managers of dedicated self access centres to administrators concerned with financing self access facilities

Establishing Self-Access David Gardner, Lindsay Miller, 1999-03-11 *Establishing Self Access* examines establishing maintaining and developing self access language learning SALL While much of it presents practical ideas dealing with issues related to SALL they are supported by references to relevant literature and research This link between theory and practice makes the debate about SALL accessible and makes this a useful resource for establishing and running self access learning facilities Its unique features include a typology of self access facilities a discussion about how to manage self access a step by step guide on evaluating self access a wide variety of practical suggestions for implementing self access in different contexts It is suitable for anyone concerned with self access from pre service teacher trainees to experienced teachers and from managers of dedicated self access centres to administrators concerned with financing self access facilities

Establishing Self-access David Gardner, 1999 **Managing Self-Access Language Learning** David GARDNER, Lindsay MILLER, 2014-06-10 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 Routledge Handbook of Language Learning and Teaching Beyond the Classroom Hayo Reinders, Chun Lai, Pia Sundqvist, 2022-05-30 Informal language learning beyond the classroom plays an important and growing role in language learning and teaching This

Handbook brings together the existing body of research and unites the various disciplines that have explored this area in order to present the current state of knowledge in one accessible resource Much of adult learning takes place outside of formal education and for language learning it is likely that out of class experiences play an equally important role It is therefore surprising that the role of informal language learning has received little attention over the years with the vast majority of research instead focusing on the classroom Researchers from a range of backgrounds however have started to realise the important contribution of informal language learning both in its own right and in its relationship with classroom learning Studies in the areas of learner autonomy learning strategies study abroad language support learners voices computer mediated communication mobile assisted language learning digital gaming and many others all add to our understanding of the complex and intersecting ways in which learners construct their own language learning experiences drawing from a wide range of resources including materials teachers self study technology other learners and native speakers This Handbook provides a sound and comprehensive basis for researchers and graduate students to build upon in their own research of language learning and teaching beyond the classroom

The Complete Guide to the Theory and Practice of Materials Development for Language Learning Brian Tomlinson, Hitomi Masuhara, 2017-06-16 The Complete Guide to the Theory and Practice of Materials Development for Language Learning provides undergraduate and graduate level students in applied linguistics and TESOL researchers materials developers and teachers with everything they need to know about the latest theory and practice of language learning materials development for all media The past two decades have seen historic change in the field of language learning materials development The four main drivers of that change include a shift in emphasis from materials for language teaching to language learning evidenced based development the huge increase in digital delivery technologies and the wedding of materials developed for the learning of English with those for other second or foreign languages Timely authoritative and global in scope this text represents the ideal resource for all those studying and working in the field of language learning

The Intersection of Library Learning and Second-Language Learning Karen Bordonaro, 2013-12-01 Language learning and library learning in a university setting are closely related endeavors that intersect at various times and locations and with various teachers and learners This book is an examination of how these intersections are experienced by language learners Its aim is to explore the two types of learning to help sustain and develop the learning in both areas The Intersection of Library Learning and Second Language Learning Theory and Practice is aimed at practitioners both librarians and language instructors and describes everyday scenarios which will resonate with academic librarians and language instructors It presents practical experiences and accompanies them with a consideration of the literature of both librarianship and language education It reviews and evaluates professional practices employed by working librarians and language instructors in their dealings with international students Considerations of the intersections between language learning and library learning are placed within a theoretical framework of learner autonomy

This framework offers librarians and language instructors methods and practices that enable students to take control of their learning in the areas of both language learning and library learning A concluding chapter offers ways to connect the framework of learner autonomy to settings outside that of a university context

Handbook of Research on Computer-Enhanced Language Acquisition and Learning Zhang, Felicia, Barber, Beth, 2008-02-28 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

Informal Learning and Institution-wide Language Provision Denyze Toffoli, 2020-02-13 Theoretically wise and practically powerful this book is about how to take full advantage of advances in technology and the learner autonomy they afford rather than simply adapt to or deny them It issues a clarion call to language educators and administrators interested in building on recent advances in language learning via the informal avenues of digital communications Mark Dressman Professor Emeritus University of Illinois at Urbana Champaign US Professor and Chair of English at Khalifa University UAE This important and original book challenges us to rethink the design and delivery of the language learning opportunities universities provide for their students Drawing on Complex Dynamic Systems Theory Self Determination Theory and her own empirical explorations of informal online language learning Denyze Toffoli paints a portrait of today s university language learner that is novel unexpected and urgent David Little Fellow and Associate Professor Emeritus at Trinity College Ireland This book takes a fresh look at both context and the language learner in an attempt to shed light on the holistic and ever changing system of the contemporary L2 speaker s language development Drawing on complex dynamic systems theory as a means to more fully understand the holistic nature of contemporary language learning the author attempts to bridge the longstanding gap between formal language provision in Higher Education institutions and more informal language acquisition achieved through activities such as listening to music watching films and television and playing games Based on a theoretical understanding of the interplay between these contexts contents and practices the author offers suggestions concerning the shape of language centres in higher education and the role of teachers in readying the contemporary language learner for autonomous lifelong and lifewide language development This book will be of particular interest to language teachers teacher trainers and higher education administrators

Using Student-centered Methods with Teacher-centered Students Marilyn Lewis, Hayo Reinders, 2008 This book has a clear message for classroom teachers student learning improves when teachers introduce their students to strategies for learning as well as teaching them specific language skills In practice however many of the students themselves are more teacher centered finding it easier and preferable to depend on their teachers rather than to take on greater responsibility for their own learning especially if their educational and cultural backgrounds have not prepared them for this new role Using Student Centered Methods with Teacher Centered Students is packed with suggestions for bringing about a successful match between teachers preferred ways of teaching and learners

preferred ways of learning while gradually encouraging increased learner autonomy The original edition of this book has been widely used by English language teachers worldwide This new edition offers many fresh ideas particularly in the area of technology in language learning and teaching Routledge Encyclopedia of Language Teaching and Learning Michael Byram, 2004 This handbook deals with all aspects of contemporary language teaching and its history Produced for language teaching professionals it is also useful as a reference work for academic studies at postgraduate level

Media in Foreign Language Teaching and Learning Wai Meng Chan, Kwee Nyet Chin, Masanori Nagami, Titima Suthiwan, 2011-10-27 While educators and educational psychologists debate the influence of media on learning there can be little doubt that media is now an integral constituent of any educational context In particular computer and internet media with their immense processing power and multimedia capabilities can have significant bearing on learning processes and outcomes in today's learning environment Such media which are increasingly designed to be highly interactive and adaptable can enable reflective productive and communicative activities and have much potential for foreign language learning The book contains 16 papers which look at different forms of media and explore how these affect or can be used effectively in foreign language education The first of three parts focuses on important theoretical and pedagogical issues in selecting and using media In the second part insightful empirical research findings are presented on the contributions of different forms of media in language teaching and learning including their effect on learners learning motivation The third and concluding part of the book provides in depth accounts of how media can be harnessed to drive innovative curricular practice as well as students evaluations of these curricular projects

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

Essential Competencies for English-medium University Teaching Ruth Breeze, Carmen Sancho Guinda, 2016-10-06 As English gains prominence as the language of higher education across the world many institutions and lecturers are becoming increasingly concerned with the implications of this trend for the quality of university teaching and learning With an innovative approach in both theme and scope this book addresses four major competencies that are essential to ensure the effectiveness of English medium higher education creativity critical thinking autonomy and motivation It offers an integrated perspective both theoretical and practical which defines these competences from different angles within ELT and Applied Linguistics while also exploring their points of contact and applications to classroom routines This approach is intended to provide practical guidance and inspiration in the form of pedagogical proposals examples of teaching practice and cutting

edge research by scholars and university teachers from all over the world To that end a leading specialist in the field introduces each of the four competencies explaining concepts accessibly and synthetically exposing false myths presenting an updated state of the art and opening windows for future studies These introductions are followed by practitioner chapters written by teachers and scholars from different cultures and university contexts who reflect on their experience and or research and share effective procedures and suggestions for the university class with English as a vehicle for instruction

Second Language Listening John Flowerdew,Lindsay Miller,2005-02-07 As an essential part of communicative competence listening is a skill which deserves equal treatment with the other basic skills of speaking reading and writing *Second Language Listening* combines up to date listening theory with case studies of actual pedagogical practice The authors describe current models of listening theory and exemplify each with a textbook task They address the role of technology in teaching listening questioning techniques and testing *Second Language Listening* is designed to be used with both pre service and in service teachers who are involved in the teaching of listening or the design of pedagogic materials for listening

English in the Disciplines Christoph Hafner,Lindsay Miller,2018-08-06 The context for the teaching and learning of English for specific disciplinary purposes is undergoing profound changes under the influence of economic globalization and new digital communication technologies *English in the Disciplines* demonstrates how fundamental principles of ESP to tailor language learning materials to the needs of specific groups of learners can be adapted to new contexts of learning in the digital age Based on sustained research into students experiences in an ESP context in Hong Kong this volume provides an empirically grounded and practical methodology to ESP learning and course design and features mixed method case studies links between theory and practice with plentiful examples of teaching materials and learning activities recognition of the effect of new technologies and globalization on the practice of ESP highlighting problems and providing practical solutions a new pedagogical model for ESP course design addressing multiple dimensions relevant to today s ESP learners including learner autonomy genre multimodality and digital literacies plurilingual practices and project based learning and collaboration *English in the Disciplines* provides key reading for anyone studying and researching this topic

Research Perspectives on English for Academic Purposes Matthew Peacock,John Flowerdew,2001-03-15 This volume of specially commissioned articles examines theory and practice in EAP

Language Education in Digital Spaces: Perspectives on Autonomy and Interaction Carolin Fuchs,Mirjam Hauck,Melinda Dooly,2021-09-09 This book brings together contributions on learner autonomy from a myriad of contexts to advance our understanding of what autonomous language learning looks like with digital tools and how this understanding is shaped by and can shape different socio institutional curricular and instructional support To this end the individual contributions in the book highlight practice oriented empirically based research on technology mediated learner autonomy and its pedagogical implications They address how technology can support learner autonomy as process by leveraging the affordances available in social media virtual

exchange self access or learning in the wild Hutchins 1995 The rapid evolution and adoption of technology in all aspects of our lives has pushed issues related to learner and teacher autonomy centre stage in the language education landscape This book tackles emergent challenges from different perspectives and diverse learning ecologies with a focus on social and educational in equality Specifically to this effect the chapters consider digital affordances of virtual exchange gaming and apps in technology mediated language learning and teaching ranging from instructed and semi instructed to self instructed contexts The volume foregrounds the concepts of critical digital literacy and social justice in relation to language learner and teacher autonomy and illustrates how this approach may contribute to institutional objectives for equality diversity and inclusion in higher education around the world and will be useful for researchers and teachers alike

Effective Learning and Teaching in Modern Languages James A. Coleman, John Klapper, 2005 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

International Conference on Computational and Information Sciences (ICCIS) 2014, 2014-11-11 The 6th International Conference on Computational and Information Sciences ICCIS2014 will be held in NanChong China The 6th International Conference on Computational and Information Sciences ICCIS2014 aims at bringing researchers in the areas of computational and information sciences to exchange new ideas and to explore new ground The goal of the conference is to push the application of modern computing technologies to science engineering and information technologies Following the success of ICCIS2004 ICCIS2010 and ICCIS2011 ICCIS2012 ICCIS2013 ICCIS2014 conference will consist of invited keynote presentations and contributed presentations of latest developments in computational and information sciences The 2014 International Conference on Computational and Information Sciences ICCIS 2014 now in its sixth run has become one of the premier conferences in this dynamic and exciting field The goal of ICCIS is to catalyze the communications among various communities in computational and information sciences ICCIS provides a venue for the participants to share their recent research and development to seek for collaboration resources and opportunities and to build professional networks

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