

Learning environments that facilitate reflection on language learning

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In this paper, I describe a university course designed to facilitate awareness of the language learning process through the examination and adoption of various technology-based language learning tools (TULTs). I examine how three overlapping and complementary learning environments were used to facilitate the course and suggest that this arrangement of learning environments promotes reflection on language learning. The "Computer Assisted Language Learning" course was designed for third year university students majoring in English. The course was not a content-based course, but instead designed for language learners in order to (1) raise students' awareness of some TULTs, and (2) to support students in critically evaluating their own language learning needs and selecting appropriate strategies and tools. Although data were not systematically analyzed, there was evidence that the learning environments provided an effective opportunity for students to reflect on the language learning process. In this article I suggest that there are some benefits of using a combination of learning environments and call for further research investigating levels of reflection using the environments.

Appropriate use of CALL

The Internet offers a large number of resources for language learners and has great potential for language learning and immersion opportunities outside of scheduled class time. Due to the range of the material freely available online, learners have a range of websites and other TULTs at their disposal that could be of interest and ideal for meeting their language-learning needs. However, due to the amount of

Reflections On Language Learning

Gary Barkhuizen



Reflections On Language Learning:

Reflections on Language Noam Chomsky, 1975 Noam Chomsky's work in linguistics has revolutionized our understanding of language. In these remarkable nontechnical Reflections Chomsky considers the point and purpose of studying language and explores some of the more general intellectual implications that result from the study of linguistics. The questions he considers are the classical ones. From Plato to the present time philosophers have been baffled and intrigued by how human beings with their limited and personal experience achieve such rich systems of knowledge, beliefs, and values systems that guide their actions and their interpretations of experience. In answer to this fundamental question Chomsky argues that the growth of language is analogous to the development of a bodily organ and is in large measure predetermined by genetic factors. Throughout these Reflections Chomsky offers incisive analyses of the controversies raging today among psychologists, philosophers, and linguists over the acquisition of cognitive structures, the way language interacts with other mental organs, and the way cognitive structures enter into and guide human activity. He explores the social and intellectual factors that have led to the dominance of certain ways of thinking and asks why the study of mind and behavior has so often followed a path remote from the general approach of the natural sciences. In examining some of the implications of recent work, he suggests that the conception of man as totally malleable not only is false but also serves naturally as a support for reactionary social doctrines.

Reflections on Language and Language Learning Marcel Bax, C. Jan-Wouter Zwart, 2001 In Reflections on Language and Language Learning In honour of Arthur van Essen thirty one leading language scholars and educational linguists in the Netherlands and abroad with whom over the years Professor van Essen one of the grandees of applied linguistics has collaborated provide original essays and studies which discuss the most recent insights and trends in the fields of linguistics and foreign language teaching. While interdisciplinary in scope the volume encompasses theoretical advances in educational linguistic thinking for example the perceptive articles written by Michael Byram, Christopher N. Candlin, Natalia Gvishiani, Peter Jordens, Jan Koster, Leo van Lier and Bondi Sciarone as well as a sample of the latest methodological developments in areas such as ELT, LSP and content based language teaching cases in point are the useful contributions by Jeanine Deen, Hilde Hacquebord, Michiel Goethals, Paul Meara, Ignacio Rodríguez Sánchez, Rosamond Mitchell, Christopher Brumfit and Uta Thörmel.

Reflections on Language Learning Leila Barbara, Mike Scott, 1994 First published in 1994 Routledge is an imprint of Taylor & Francis an informal company.

Promoting Reflection on Language Learning Neil Curry, Phoebe Lyon, Jo Mynard, 2023-09-12 This book brings together a wide range of studies, practical applications and reflective accounts written by academics working at a university in Japan to present a cohesive overview of their collaborative efforts to promote learner reflection within their institution. The book contributes to a shift in language education towards promoting learner responsibility and ownership of their learning through developing a deeper sense of awareness of and motivation for the learning process. It makes a convincing case for showing that not only is

promoting reflection possible but it can also be effectively integrated into language learning activities with significant benefits to the learners The chapters are highly practical for researchers and practitioners with the research chapters containing instruments which make them ideal for replication studies The text includes a wealth of practical tools and activities for practitioners who will be able to experience first hand how to facilitate student success and increase satisfaction

Pedagogical Reflections On Learning Languages In Instructed Settings Maria Noelia Ruiz-Madrid, Esther Usó-Juan, 2009-03-26 Pedagogical Reflections on Learning Languages in Instructed Settings is intended to provide the latest pedagogical reflections that derive from research in a variety of key areas within the discipline of language learning Thus this volume aims at helping practising language teachers to update their teaching methodology The book has fifteen chapters that are grouped around five sections The first section of the book includes three chapters which outline past approaches to language learning and highlight advances in our understanding of how languages are likely to be learned and taught These three chapters provide the theoretical grounding for the rest of the volume by discussing outstanding concepts in the language learning field namely those of eclecticism Chapter 1 communication Chapter 2 and learner autonomy Chapter 3 The second section of the book contains three chapters which explore new directions in the field that have recently caught the attention of language researchers and practitioners namely the Information and Communication Technology ICT in language learning Chapter 4 the use of language corpora Chapter 5 and finally the use of the portfolio as a new assessment tool responding to new pedagogical demands Chapter 6 The third section of the book consists of three chapters which discuss the role of learners individual variables such as affect Chapter 7 learning styles Chapter 8 and learning strategies Chapter 9 crucial for understanding the nature of language learning The fourth section of the book has five chapters and provides insights into understanding the nature of the four language skills that is to say listening Chapter 10 speaking Chapter 11 reading Chapter 12 and writing Chapter 13 This section also addresses the issue of assessment with the aim of increasing awareness on the duality teaching assessing and its pedagogical dimension Chapter 14 The book concludes with the fifth section which includes a single chapter that pulls all aforementioned topics together and highlights connections to a student centred approach which involves a reformulation of language teachers teaching practices Chapter 15

Reflections on Task-Based Language Teaching Rod Ellis, 2018-06-18 Task based language teaching is now a well established pedagogic approach but problematic issues remain such as whether it is appropriate for all learners and in all instructional contexts This book draws on the author s experience of working with teachers together with his knowledge of relevant research and theory to examine the key issues It proposes flexible ways in which tasks can be designed and implemented in the language classroom to address the problems that teachers often face with task based language teaching It will appeal to researchers and teachers who are interested in task based language teaching and the practical and theoretical issues involved It will also be of interest to students and researchers working in the areas of applied linguistics

TESOL and second language acquisition

Teacher Education and Teacher Professional Development in the

COVID-19 Turn Nur Arifah Drajiati, Kristian Adi Putra, 2022-11-29 These proceedings present a selection of papers from the ICTTE 2021 conference While face to face classroom instruction is brought back there are a lot of lessons learned from the COVID 19 pandemic that schools teacher training and education institutions and government have to take into account There is a need to reconsider what additional knowledge and skills pre service teachers and in service teachers need to be prepared for to anticipate such a similar unexpected situation in the future Additionally there is also a need to listen to in service teacher experiences during the emergency remote teaching and integrate the positive lessons that they have gained such as the use of technology into the current post pandemic face to face classroom instruction This proceeding is designed for teacher educators researchers in service teachers and pre service teachers in the field of language education math and science education and social science education who are interested in these topics

On Language Noam Chomsky, Mitsou Ronat, 1998-11-01 Described by the New York Times as arguably the most important intellectual alive Noam Chomsky is known throughout the world for his highly influential writings on language and politics Featuring two of Chomsky's most popular and enduring books in one omnibus volume *On Language* contains some of the noted linguist and political critic's most informal and accessible work to date making it an ideal introduction to his thought In Part I *Language and Responsibility* 1979 Chomsky presents a fascinating self portrait of his political moral and linguistic thinking through a series of interviews with Mitsou Ronat the noted French linguist In Part II *Reflections on Language* 1975 Chomsky explores the more general implications of the study of language and offers incisive analyses of the controversies among psychologists philosophers and linguists over fundamental questions of language

Reflections on Multiliterate Lives Diane Dewhurst Belcher, Ulla Connor, 2001 *Reflection on Multiliterate Lives* is a collection of personal accounts in narrative and interview format of the formative literacy experiences of highly successful second language users all of who are professional academics Representing fourteen countries in origin the contributors well known specialists in language teaching as well as a variety of other fields in the social and physical sciences recount in their own words past and present struggles and successes as learners of language and of much else

Language Learning Peter Hagboldt, 1935 *Teacher Reflection* Zia Tajeddin, Atsuko Watanabe, 2022-09-15 This edited book has been compiled in honor of Thomas S C Farrell one of the most distinguished scholars in theorizing and researching language teacher reflection It examines teacher reflection in three main areas policies practices and the impact of teacher reflection on teachers practices and professional development The data driven chapters shed light on concerns and challenges experienced by teachers in diverse international contexts and institutions and discuss the practical implications of their findings across a variety of policy settings The book addresses aspects of reflective practice including macro and micro policies and constraints as well as opportunities in the engagement of reflective practice In addition it explores teachers identity cognition emotion and motivation areas which are relevant but

often not discussed in the literature on reflective practice

E-Portfolios and Global Diffusion: Solutions for Collaborative Education Cambridge, Darren, 2012-02-29 As information is increasingly gathered online the issues surrounding the usefulness organization and interaction with electronic collection have grown in number and scope E Portfolios and Global Diffusion Solutions for Collaborative Education addresses the emerging requirements concerns and applications for e portfolios Through innovative chapters on real world business uses educational experiences ideal design this book fills an important gap in current literature concerning Web 2 0 applications The theoretical debate surrounding e portfolios is also presented along with international viewpoints providing an important contribution to the global discussion of representing knowledge in the 21st century

Promoting Teacher Reflection in Second Language Education Thomas S. C. Farrell, 2014-11-27 Taking the concept and the practice of reflective teaching forward this book introduces a well structured flexible framework for use by teachers at all levels of development from pre service to novice to the most experienced The framework outlines five levels of reflective practice Philosophy Principles Theory of Practice Practice Beyond Practice and provides specific techniques for teachers to implement each level of reflection in their work Designed to allow readers to take either a deductive approach moving from theory into practice or an inductive approach where they start from a practice into theory position the framework can be used by teachers alone in pairs or in a group

Improving Learner Reflection for TESOL Li-Shih Huang, 2021-06-03 Presenting comprehensive research conducted with learners and educators in a range of settings this volume showcases self reflection as a powerful tool to enhance student learning The text builds on empirical insights to illustrate how language professionals can foster critical self reflection amongst learners of English as an additional language This text uses ecologically sensitive practitioner research that addresses issues of both practical and pedagogical significance in the fields of TESOL language teaching and learning and teacher education By synthesizing interdisciplinary research and theory chapters show how various types of self reflection including guided and non guided group and individual forms and written oral and technology mediated reflection can promote autonomous self regulated learning amongst students at various levels Whilst offering readers a strong grounding in the theoretical and empirical knowledge that supports self reflection the volume gives constant attention is given to praxis with a focus on effective pedagogical strategies and tools needed to implement encourage and evaluate critical learner reflection in readers own teaching or research This volume will be a critical resource for language teaching professionals interested in critical learner reflection including in service pre service and teacher educators in the field of TESOL Scholars and researchers in the fields of applied linguistics and language education more broadly will find this volume valuable

Critical Reflection and the Foreign Language Classroom Terry Osborn, 2005-03-01 This book introduces pre service and in service foreign language teachers to the basic concepts of critical educational study as applied to the sociological position occupied by foreign language education in the United States Although contemporary foreign language teachers typically know about second

language acquisition and instructional methodology they are not prepared to understand issues of power in relation to for example language variety language status and education The author addresses issues such as the supposed failure of foreign language education the educational filter role played by language classes the concept of foreignness as seen in national standards language curricula and textbooks and the implications of these issues in terms of power relationships and cultural mediation both in and out of the classroom The reader is encouraged to analyze the forms of cultural struggle which can be found within the foreign language classrooms of the United States including the likely impact those struggles have on members of the dominant and subordinate cultures Teachers are led through the development of skills in critical reflection and pedagogical application geared to social justice

The Complexity of Identity and Interaction in Language Education
Nathanael Rudolph, Ali Fuad Selvi, Bedrettin Yazan, 2020-08-07 This book addresses two critical calls pertaining to language education Firstly for attention to be paid to the transdisciplinary nature and complexity of learner identity and interaction in the classroom and secondly for the need to attend to conceptualizations of and approaches to manifestations of inequity in the sociohistorical contexts in which they occur Collectively the chapters envision classrooms and educational institutions as sites both shaping and shaped by larger trans communal negotiations of being and belonging in which individuals affirm and or problematize essentialized and idealized nativeness and community membership The volume comprised of chapters contributed by a diverse array of researcher practitioners living working and or studying around the globe is intended to inform empower and inspire stakeholders in language education to explore potentially reimagine and ultimately critically and practically transform the communities in which they live work and or study

Co-Constructing and Sustaining Service Learning in Graduate Programs: Reflections from the Field Hos, Rabia, Santos, Brenda, 2023-08-18 Ensuring doctoral students receive a well rounded and thorough education is critical for their future success Service learning within the doctoral program is one of the many aspects that helps shape students experiences and prepares them for life after graduation Co Constructing and Sustaining Service Learning in Graduate Programs Reflections from the Field captures the experiences of doctoral students who were involved in socially just and sustainable service learning projects and what it meant for them to be engaged in scholarship through service learning The book also illustrates what service learning looks like and should look like in higher education particularly given the inequities that exist in the field of education Covering key topics such as online education academic identity and sustainable learning this reference work is ideal for administrators policymakers researchers scholars practitioners instructors and students

The Routledge Handbook of Language Awareness Peter Garrett, Josep M. Cots, 2017-11-06 The Routledge Handbook of Language Awareness is a comprehensive and informative overview of the broad field of language awareness It contains a collection of state of the art reviews of both established themes and new directions authored and edited by experts in the field The handbook is divided into three sections and reflects the engaging diversity of language awareness perspectives on language teaching and teachers language

learning and learners and extending to additional areas of importance that are less directly concerned with language instruction In their introductory chapter the editors provide valuable background to the language awareness field along with their summary of the chapters and issues covered A helpful section giving further reading suggestions for each of the chapters is included at the end of the book This volume is essential reading for graduate students and researchers working in the sphere of language awareness within applied linguistics sociolinguistics and across the wider spectrum of language and communication

Reflections on Language Teacher Identity Research Gary Barkhuizen, 2016-11-10 Reflections on Language Teacher Identity Research is the first book to present understandings of language teacher identity LTI from a broad range of research fields Drawing on their personal research experience 41 contributors locate LTI within their area of expertise by considering their conceptual understanding of LTI and the methodological approaches used to investigate it The chapters are narrative in nature and take the form of guided reflections within a common chapter structure with authors embedding their discussions within biographical accounts of their professional lives and research work Authors weave discussions of LTI into their own research biographies employing a personal reflective style This book also looks to future directions in LTI research with suggestions for research topics and methodological approaches This is an ideal resource for students and researchers interested in language teacher identity as well as language teaching and research more generally

Critical Pedagogy and Teacher Education in the Neoliberal Era Susan L. Groenke, J. Amos Hatch, 2009-07-30 Susan L. Groenke and J. Amos Hatch It does not feel safe to be critical in university based teacher education programs right now especially if you are junior faculty In the neoliberal era critical teacher education research gets less and less funding and professors can be denied tenure or lose their jobs for speaking out against the status quo Also we know that the pedagogies critical teacher educators espouse can get beginning K 12 teachers fired or shuffled around especially if their students test scores are low This paired with the resistance many of the future teachers who come through our programs predominantly White middle class and happy with the current state of affairs show toward critical pedagogy makes it seem a whole lot easier less risky even smart not to do critical pedagogy at all Why bother We believe this book shows we have lots of reasons to bother with critical pedagogy in teacher education as current educational policies and the neoliberal discourses that vie for the identities of our own local contexts increasingly do not have education for the public good in mind This book shows teacher educators taking risks seeking out what political theorist James Scott has called the small openings for resistance in the contexts that mark teacher education in the early twenty first century

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