

## Success With Languages Linda Murphy

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[Stella Hurd; Linda Murphy;] -- Success with Languages is designed to help all students to develop the skills they need to become effective language learners. Each of the ten chapters contains a number of exercises in order to help ...

Success with Languages is designed to help all students develop the skills they need to become an effective language learner and to make the most of language study. Written by experienced language teachers at the Open University, this book offers undergraduates and postgraduates crucial and practical advice on important areas such as: choosing a language and study programme setting personal goals for language learning and monitoring progress using ICT to support language learning. Each of the ten chapters features a number of exercises in order to help students assess the ways they learn and consider where improvements can be made, making the most of the media available and how to use resources effectively.

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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 examines how autonomy in language learning is fostered and constrained in social settings through interaction with others and various contextual features. With theoretical grounding, the authors discuss the implications for practice in classrooms, distance education, self-access centres, as well as virtual and social learning

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spaces.

When moving towards teaching online, teachers are confronted every day with issues such as online moderation, establishing social presence online, transitioning learners to online environments, giving feedback online. This book supports language teaching professionals and researchers who are keen to engage in online teaching and learning.

"This book contains the proceedings of ACRL's 14th National Conference held in Seattle, WA, March 12-15, 2009. The 3 invited papers and 39 contributed papers explore the latest thinking and research into issues facing academic librarians today. The theme areas of these papers include Changing Environments and Cultures, Changing Political Realities, Converging and Collaborating, Evolving Models of Scholarly Communication, Managing Electronic and Digital Information, Redefining Traditions, and Teaching and Learning." --Book Jacket.

The Routledge Handbook of Second Language Acquisition and Pedagogy of Persian offers a detailed overview of the field of Persian second language acquisition and pedagogy. The Handbook discusses its development and captures critical accounts of cutting edge research within the major subfields of Persian second language acquisition and pedagogy, as well as current debates and problems, and goes on to suggest productive lines of future research. The book is divided into the following four parts: I) Theory-driven research on second language acquisition of Persian, II) Language skills in second language acquisition of Persian, III) Classroom research in second language acquisition and pedagogy of Persian, and IV) Social aspects of second language acquisition and pedagogy of Persian. The Routledge Handbook of Second Language Acquisition and Pedagogy of Persian is an essential reference for scholars and students of Persian SLA and pedagogy as well as those researching in related areas.

The theme of the conference this year was Critical CALL, drawing inspiration from the work carried out in the broader field of Critical Applied Linguistics. The term 'critical' has many possible interpretations, and as Pennycook (2001) outlines, has many concerns. It was from these that we decided on the conference theme, in particular the notion that we should question the assumptions that lie at the basis of our praxis, ideas that have become 'naturalized' and are not called into question. Over 200 presentations were delivered in 68 different sessions, both in English and Italian, on topics related specifically to the theme and also more general CALL topics. 94 of these were submitted as extended papers and appear in this volume of proceedings.

A new approach to training and evaluating world languages online instructors The rapid growth in online world language programs in the

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United States coupled with the widespread implementation of virtual teaching in response to COVID-19 have pushed the field to reconceive instruction. Virtual learning creates unique challenges for instructors, who need to ensure that their students have adequate interaction with their peers, their professor, and native speakers of the language. Even with a growing demand for online language courses, there are few tools that evaluate the training and assessment of online language instructors. In *Online World Language Instruction Training and Assessment*, authors Carmen King Ramírez, Barbara A. Lafford, and James E. Wermers fill that gap, providing a critical pedagogical approach to computer-assisted language learning (CALL) teacher education (CTE). By combining best CTE training and evaluation practices with assessment tools, the authors explain how teachers can integrate technology to build successful online programs. Their ecological, holistic approach addresses all facets of learning online—including pressing challenges of moving courses online, teacher training, developing core competencies and skills, instructions for assessment and self-evaluation, goal setting, and the normalization of critical CTE practices in an increasingly digital environment. The authors propose new solutions to teacher training challenges, providing extensive rubrics and tools that can equitably assess online language instructor skills, the training they receive, the assessment process they undergo, and the instruments used for instructor assessment. A list of CALL and CTE resources (available on the Press's website) further supports readers' successful adaptation to an everchanging learning environment.

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