This volume contains a selection of eighteen articles that originated as papers presented at the Second Applied Linguistics and Language Teaching International Conference and Exhibition (ALLT): Engaging in Change: New Perspectives of Teaching and Learning which was held from 7 to 9 March 2019 at Zayed University, Dubai, United Arab Emirates. The papers selected for inclusion showcase contributions that document theory, research, and pedagogy within the field of ALLT in the Arab Gulf and beyond. The volume is divided into five sections: · Teaching of Language Skills and Subskills · Student Engagement, Motivation and Wellbeing · Curriculum Development and Pedagogy · English Language Teaching and Technology · Language-Based and Classroom-Based Research The papers included in this volume represent the diverse backgrounds, experiences, and research interests of the ALLT presenters. The contributions are a mix of theoretical,
empirical and pedagogical practices with a strong emphasis on language teaching. While most of the papers in the proceedings focus on English language, the findings gained and lessons learned are also useful to the teaching of any language. This makes the Proceedings of the Applied Linguistics and Language Teaching (ALLT 2019) Conference: Engaging in Change: New Perspectives of Teaching and Learning an invaluable resource, addressing important aspects of contemporary research topics and the pedagogy of language teaching.


This new key text explores the principles and practice of informal education and focuses, in particular, on the notion of ‘working with’ which is central to practice in this sector. In today’s digital era, increasing numbers of youth around the world learn English outside classrooms, frequently with the use of technology. This timely book brings together research and theory on the increasingly common phenomenon of Informal Digital Learning of English (IDLE) among students of all ages and across a wide range of contexts globally. By examining the positive impact of IDLE on students’ reading, writing, listening, and speaking abilities, as well as the unique challenges that result, Lee synthesizes research in one accessible and comprehensive volume in this rapidly developing domain. This book addresses key concepts, including Computer Assisted Language Learning, the impact on standardized assessment, and the role of classroom learning. Lee offers empirically tested activities, pedagogical recommendations, and lesson plans to engage ESL/EFL students. The research overview and practical offerings make this an ideal text for courses in TESOL on online education, language teaching online, digital learning, community and language, and applied linguistics.

This volume collects selected papers from the 2017 Innovative Language Teaching and Learning at University conference, which took place on the 16th of June at The Open University. The theme of the conference was Integrating informal learning into formal language education. The aim of the conference was to engage in productive collaboration between language professionals to further equip students to succeed in our ever-growing landscape of formal and informal learning. This is the third volume in a series of books compiling papers from the InnoConf conferences. It follows from the first two volumes in 2015 and 2016 respectively: Enhancing participation and collaboration (Goria, Speicher, & Stollhans, 2016) and Enhancing employability (Álvarez-Mayo, Gallagher-Brett, & Michel, 2017). Today, the online sphere is no longer just an information repository or a place to search for resources. It has become instead a place supporting both intentional and non-intentional learning. Intentional, formal learning, often leads to certification, whereas informal learning is unstructured and takes place as part of daily work-related or leisure activities. Cases on Formal and Informal E-Learning Environments: Opportunities and Practices brings together cases outlining the practical aspect of formal, non-formal, and informal online learning. This book introduces conceptual aspects of these types of learning, knowledge-base, new learning paradigms, policy implications, evaluation and concerns, design, and development of online learning. This book has two purposes: To open up the debate on the role of informal education in schooling systems and to suggest the kind of school
organizational environment that can best facilitate the recognition of informal learning. Successive chapters explore what is often seen as a duality between informal and formal learning. This duality is particularly so because education systems expend so much time and effort in certifying formal knowledge often expressed in school subjects reflecting academic disciplines. Recognizing the contribution informal learning can make to young people’s understanding and development does not negate the importance of valued social knowledge: That complements it. Students come to school with knowledge learnt from their families, peers, the community and both traditional and social media. They should not have to "unlearn" this in order to enter the world of formal learning. Rather, students' different learning "worlds" should be integrated so that each informs the other. In a knowledge-based society, all learning needs to be valued. Some contributors to this book reflect on how new educational systems could be created in a move away from top-down authoritarian and bureaucratic management. Such open systems are seen to be more welcoming in acknowledging the importance of informal learning. Others provide practical examples of how informal learning is currently recognized. Some attention is also paid to the evaluation of informal learning. A key objective of the work presented here is to stimulate debate about the role of informal learning in knowledge-based societies and to stimulate thinking about the kind of reforms needed to create more open and more democratic school learning environments. In today’s modernized world, digital technology has taken the forefront in all aspects of society, including education. Students have access to numerous electronic devices, which has made online learning materials highly accessible. These technological impacts have blurred the distinction between formal and informal language learning methods. Informally learned English has lost proficiency when assessing student performance. Sizable research is necessary to study and understand the informal methods of language learning using technology. Enhancements and Limitations to ICT-Based Informal Language Learning: Emerging Research and Opportunities is a pivotal reference source that provides vital research on the implementation of technological opportunities within informal language teaching methods along with the drawbacks that limit its efficiency. While highlighting topics such as acculturation, student perception, and autonomous applications, this publication explores how learners perform ICT-based activities beyond the classroom and assesses the linguistic gains generated by informal ICT uses. This book is ideally designed for teachers, IT consultants, educational software developers, researchers, policymakers, and academic professionals seeking current research on technological techniques within second language learning and teaching. This book takes stock of current research into computer learner corpora conducted both by ELT and SLA specialists. It should be of particular interest to researchers looking to assess its relevance to SLA theory and ELT practice. Throughout the volume, emphasis is also placed on practical, methodological aspects of computer learner corpus research, in particular the contribution of technology to the research process. The advantages and disadvantages of automated and semi-automated approaches are analyzed, the capabilities of linguistic software tools investigated, the corpora (and compilation processes) described in detail. In this way, an important function of the volume is to give practical insight to researchers who may be considering compiling a corpus of learner data or embarking on learner corpus research. The volume is divided into three main sections: • Section 1 gives a general overview of learner corpus research; • Section 2 illustrates a range of corpus-based
approaches to interlanguage analysis; • Section 3 demonstrates the direct pedagogical relevance of learner corpus work. The Professional Education of High School Teachers was first published in 1930. Minnesota Archive Editions uses digital technology to make long-unavailable books once again accessible, and are published unaltered from the original University of Minnesota Press editions. Provides a comprehensive and unique examination of global language learning outside of the formal school setting. Authored by a prominent team of international experts in their respective fields, The Handbook of Informal Language Learning is a one-of-a-kind reference work and it is a timely and valuable resource for anyone looking to explore informal language learning outside of a formal education environment. It features a comprehensive collection of cutting edge research areas exploring the cultural and historical cases of informal language learning, along with the growing area of digital language learning, and the future of this relevant field in national development and language education. The Handbook of Informal Language Learning examines informal language learning from both theoretical and practical perspectives. Structured across six sections, chapters cover areas of motivation, linguistics, cognition, and multimodality; digital learning, including virtual contexts, gaming, fanfiction, vlogging, mobile devices, and nonformal programs; and media and live contact, including learning through environmental print, tourism/study abroad. The book also provides studies of informal learning in four national contexts, examines the integration of informal and formal classroom learning, and discusses the future of language learning from different perspectives. Edited by respected researchers of computer-mediated communication and second language learning and teacher education Features contributions by leading international scholars reaching out to a global audience Presents an exciting and progressive selection of chapters in a rapidly expanding field of research and teaching Provides a state-of-the-art collection of the theories, as well as the historical, cultural and international cases relating to informal language learning and its future in a digital age Covers 30 key topics that represent pioneering findings and new research The 23rd EUROCALL conference was organised by the Cyprus University of Technology Language Centre. The theme of the conference was “CALL communities and Culture”. Between the 24th and 27th August 2016, over 135 presentations were delivered and 27 posters were presented; 84 of these presentations appear in this volume of selected peer-reviewed short papers. Today, Digital Systems and Services for Technology Supported Learning and Education are recognized as the key drivers to transform the way that individuals, groups and organizations “learn” and the way to “assess learning” in 21st Century. These transformations influence: Objectives - moving from acquiring new “knowledge” to developing new and relevant “competences”; Methods - moving from “classroom” based teaching to “context-aware” personalized learning; and Assessment - moving from “life-long” degrees and certifications to “on-demand” and “in-context” accreditation of qualifications. Within this context, promoting Open Access to Formal and Informal Learning, is currently a key issue in the public discourse and the global dialogue on Education, including Massive Open Online Courses (MOOCs) and Flipped School Classrooms. This volume on Digital Systems for Open Access to Formal and Informal Learning contributes to the
international dialogue between researchers, technologists, practitioners and policy makers in Technology Supported Education and Learning. It addresses emerging issues related with both theory and practice, as well as, methods and technologies that can support Open Access to Formal and Informal Learning. In the twenty chapters contributed by international experts who are actively shaping the future of Educational Technology around the world, topics such as: - The evolution of University Open Courses in Transforming Learning - Supporting Open Access to Teaching and Learning of People with Disabilities - Assessing Student Learning in Online Courses - Digital Game-based Learning for School Education - Open Access to Virtual and Remote Labs for STEM Education - Teachers’ and Schools’ ICT Competence Profiling - Web-Based Education and Innovative Leadership in a K-12 International School Setting are presented. An in-depth blueprint of the promise, potential, and imminent future of the field, Digital Systems for Open Access to Formal and Informal Learning is necessary reading for researchers and practitioners, as well as, undergraduate and postgraduate students, in educational technology.

Essay from the year 2019 in the subject Speech Science / Linguistics, Universiti Sains Malaysia, language: English, abstract: This essay seeks to determine the advantages and disadvantages of informal second language acquisition through entertainment mediums. The purpose of this essay is to explore the effectiveness of the entertainment medium as a platform for second language acquisition. It was anticipated that the knowledge generated from this deconstruction would afford new perspectives on the process of second language acquisition for today’s generation. The essay concludes that informal second language acquisition through the entertainment medium provides an effective platform for the language learner although some disadvantages still persist in this system. This collection provides an overview of current issues, debates, and approaches in Second Language Teacher Education (SLTE) presented by internationally prominent researchers, educators, and emerging scholars. Chapters address such issues as distance education, non-native English-speaking educators, technology, assessment, standards, and the changing contexts of contemporary language teaching and teacher education.

Alan Rogers looks at learning (formal, nonformal and informal) and examines the hidden world of informal (unconscious, unplanned) learning. He points out the importance of informal learning for creating tacit attitudes and values, knowledge and skills which influence (conscious, planned) learning – formal and non-formal. Moreover, he explores the implications of informal learning for educational planners and teachers in the context of lifelong learning. While mainly aimed at adult educators, the book’s arguments apply also to schooling and higher education, in both industrialised societies and developing countries where large numbers of children and adults are not and have not been in school and so rely on informal learning to manage change. Informal education is the process of education where the attainment of learning follows practices that depend on interactive, dialogic and experiential subject matter whereas formal education refers to a more systematic and structured form of education. This book on formal and informal education takes into account the locations where educational is imparted, the various methodologies that facilitate learning and the interactive tools that help in the learning process. It includes contributions of experts and scientists which will provide innovative insights into this field. The book aims to shed light on some of the unexplored aspects of formal and informal education and the recent researches in this field. Coherent flow of topics, students-friendly language and
extensive use of examples make this book an invaluable source of knowledge. “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. Turn every field trip into a high-quality learning experience! What youngster isn’t excited at the prospect of taking a field trip? Enthusiastic students present teachers with the ideal scenario for creating meaningful out-of-the-classroom encounters and giving students the building blocks to help them become active participants in their own educational process. This resource helps educators take full advantage of off-site educational opportunities by developing lessons that connect informal learning with content standards. Based on constructivist philosophy and inquiry-based learning, the book provides numerous sample lesson plans and technology tips, and includes: • Learner-centered activities for language arts, math, science, social studies, and fine art • Ways to support English Language Learners and special education students • Guidelines for developing corresponding classroom activities • Strategies for building partnerships with informal learning sites • Methods for bringing museum-type activities into the classroom when a trip is not possible Field trips turn the whole world into a classroom. Informal Learning and Field Trips helps enrich students' lives as they explore the world outside the school grounds and gives teachers a prime opportunity to revitalize the learning experience. Describes a range of classroom-tested activities and strategies designed to help elementary school teachers meet the needs of a diverse student population. Language learning is a complex and challenging endeavor. For students to achieve the desired proficiency in English as a Foreign Language (EFL) their institutions need to invest time, effort and huge resources in order to cater for different learning styles. To be cost effective, many language-teaching institutions strive to provide intensive foreign
language (FL) instruction to reduce the time period needed to learn the target language. This explains the current interest in combining different technologies are constantly transforming traditional notions of language use and literacy in online communication environments. While previous research has provided a foundation for understanding the use of new technologies in instructed second language environments, few studies have investigated new literacies and electronic discourse beyond the classroom setting. This volume seeks to address this gap by providing corpus-based and empirical studies of electronic discourse analyzing social and linguistic variation as well as communicative practices in chat, discussion forums, blogs, and podcasts. Several chapters also examine the assessment and integration of new literacies. This volume will serve as a valuable resource for researchers, teachers, and students interested in exploring electronic discourse and new literacies in language learning and teaching.

Cantonese is a language from southern China that is spoken by roughly 70 million people worldwide. It is the language of Hong Kong cinema and has traditionally been the most prominent language spoken in Chinatowns around the world. People choose to learn Cantonese for a variety of social and economic reasons: because it is a heritage language that one’s relatives speak; because it is the language of one’s partner and monolingual in-laws; because it is necessary for living and working in Hong Kong, Macau, Guangzhou, or other Cantonese-speaking communities; because it is the bridge to fully appreciating and understanding Cantonese culture; or simply because it is an irresistible challenge. Whatever the motivation, more and more people are choosing to learn Cantonese as an additional language. This book discusses many issues related to both acquiring and teaching Cantonese. If you are a learner of Cantonese, this long overdue volume is essential to understanding both the grammatical and the social issues involved with learning this notoriously difficult language. If you are a teacher, this book will be invaluable to gaining insight into your students’ motivations and needs. And finally, if you are an applied linguist, the unique aspects related to the acquisition of Cantonese offer a fascinating contribution to the literature. This book provides policy recommendations on how best to structure and organise systems for recognition of non-formal and informal learning and is based on an OECD review of 22 countries. A number of issues of central importance to understanding the nature of language, its acquisition and use were considered at a seminar on language learning. Papers delivered at the seminar are as follows: "Why Don’t Learners Learn What Teachers Teach? The Interaction Hypothesis" (Dick Allwright); "The Role of Instruction in Second Language Acquisition" (Rod Ellis); "The Development of the Verb Phrase in a Bilingual Child" (Annick de Houwer); "What Has the Learner Learned? Proficiency Testing in a Communicative Perspective" (Allan Emmett); "Learning Languages Through Various Media" (Sabine Jones); "Bilingualism and Lexical Innovation" (Appie Kennedy-Jonker); "Learning German Without a Teacher: A Self-Instructional Programme for Undergraduate Students of Engineering Science" (David Little, Aedamar Grant); "Motivation and Perseverance in Foreign Language Learning" (Lubasa N’ti Nseendi); "Foreigner Register" (Rose Macalaran, David Singleton); "Bridging the Formal and Informal Fields of Irish Language Learning at Primary Level" (Sinead Norton); "Interaction Between Learner and Learning Environment: Issues in the Development of Learning Materials for Adult Learners of Irish" (Helen O Murchu); "The Acquisition of Relative Clauses in a Formal and in an Informal Setting: Further Evidence in Support of the Markedness Hypothesis" (Maria Pavesi);
"Patterns of Reading in L1 and L2" (Nancy Sanguineti de Serrano); "Stimulating Interaction in the Foreign Language Classroom Through Conversation in Small Groups of Learners" (Anna Trosborg); and "Stop the Monitor I Want To Get Off: or Looking for a Way Forward in Language Teaching" (Carol Wallace, Jane Macaskie). An ever-widening gap exists between how students and schools use communication technology. Using Network and Mobile Technology to Bridge Formal and Informal Learning introduces new methods (inspired by ‘pedagogy 2.0’) of harnessing the potential of communication technologies for teaching and learning. This book considers how attitudes towards network and mobile technology (NMT) gained outside the school can be shunted into new educational paradigms combining formal and informal learning processes. It begins with an overview of these paradigms, and their sustainability. It then considers the pedagogical dimension of formal/informal integration through NMT, moving on to teachers’ professional development. Next, the organizational development of schools in the context of formal and informal learning is detailed. Finally, the book covers the role of technologies supporting formal/informal integration into subject-oriented education. Includes a framework for the sustainability of new educational paradigms based on the combination of formal and informal learning processes supported by network and mobile technology (NMT). Provides a series of recommendations on how to use attitudes towards NMT gained outside the school to integrate formal and informal learning. Gives a teacher training approach on how to use network and mobile technology-based informal learning to enhance formal learning pathways. Discusses ways to integrate reading instruction with language instruction and includes lessons that emphasize ongoing assessment and choosing appropriate books according to reading and language level. Computer-based technologies can enhance language learning and help students embrace the complexities of an additional language. Due to rapid technological changes, innovative teaching approaches and strategies are necessary in order to successfully integrate new technologies within language teaching. Explorations of Language Teaching and Learning with Computational Assistance provides cutting-edge research which evaluates, improves, and applies effective pedagogy in the fields of computer-assisted language learning (CALL) and foreign language learning. It expands on the principles, theories, design, and implementation of computer-assisted language learning programs. Approximately 4.7 million designated English language learners attend public schools (Office of English Language Acquisition, 2002). It is predicted that by the 2030s, English language learners will account for about 40 percent of the school-age population. Yet very few teachers have been trained to address the needs of these students, and the questions they ask are the same as they asked decades ago: Who are English language learners and what are effective ways for schooling them? What kind of educational program brings about the best results? What are sound practices for facilitating English language acquisition? How can English language learners have academic success in subject areas? How do we teach English language learners in our classrooms? Heritage language (HL) education has as its primary aims to help learners regain, develop, or maintain their HL while gaining deeper understanding of their cultural heritage. The topic has gained traction in recent years, as the interest in bilingual education and the numbers of people speaking English as a second language have grown. Teachers play a vital role in advancing HL learning (HLL). This edited volume presents them with the knowledge and tools necessary to
overcome common obstacles in HLL based on cutting-edge research. In twelve chapters, contributors address the various types of challenges faced in trying to transfer research findings into new teaching approaches and encourages teacher innovation. Part I reviews fundamental issues in curricular, teacher, and program development, while Part II addresses pedagogical strategies, techniques, and approaches. The book seeks to answer questions such as, What are the best ways to help HLL acquire language for use in professional settings? How should HL learners' skills be assessed? How should new HL programs be designed? How do we define HL learners? How do we prepare teachers to meet their needs? While many HLL books focus on Spanish, information on multiple languages is included in this book. Most learning on the job is informal. This book offers advice on how to support, nurture, and leverage informal learning and helps trainers to go beyond their typical classes and programs in order to widen and deepen their reach. The author reminds us that we live in a new, radically different, constantly changing, and often distracting workplace. He guides us through the plethora of digital learning tools that workers are now accessing through their computers, PDAs, and cell phones. This casebook is designed to broaden L2 teacher knowledge, thinking, and practice with regard to making language and learning accessible to all students. Language teachers are especially accountable for promoting socially just, inclusive, decolonizing, and multicultural pedagogical practices and curricula; at this critical juncture in history, this book is intended to raise language teachers' awareness of the importance of critically examining and reflecting on the intersectionality of language education and inclusive pedagogical practices. Language teacher educators can use this text in their courses and workshops to build on and extend theoretical foundations, while making critical practical connections. The 12 cases presented here cover a range of inclusive language teaching and learning issues that practitioners are likely to face in their respective teaching contexts. All the cases are based on real-life dilemmas faced by practitioners in the field and have been informed by discussions with pre-service and in-service student teachers. The cases represent a range of classroom contexts: K-12 ESL/sheltered English immersion, world foreign language, and post-secondary EAP; private, charter, and public schools; and urban and suburban settings. The cases are accompanied by pre- and post-problem sets and in-class discussion questions. This volume applies the case-based pedagogy often used in some fields to that of second language teacher education to encourage pre- and in-service teachers to grapple with the types of dilemmas and decisions teachers confront every day. The cases here are not intended as exemplars of practice to be emulated or illustrations of existing theories; instead, they are problem-based narratives that resist clear-cut answers or solutions and remain open ended to stimulate further investigation and reflection. The goal is to mimic the complexity of the classroom where teachers confront a range of pedagogical and learning challenges, and the ensuing experience requires critical, real-time decisions that demand keen professional discernment. This collection gathers contributions from scholars from Poland and abroad addressing different facets of research into the processes of foreign-language and second-language learning and teaching as they transpire in a typical language classroom. The book is divided into three parts, which address in turn: research directions and methodology, the findings of empirical research, and links between theoretical considerations and classroom practice. Accordingly, the first part includes papers that examine the role of different research paradigms, put forward concrete
research proposals, present innovative data gathering tools or assess the role of such instruments in language teaching. The second part includes reports on original research studies focusing e.g. on teachers’ beliefs, the role of lexis and pragmatics, the application of modern technologies, the teaching and assessment of primary school children, and the development of social skills from a cross-cultural perspective. Finally, the third part of the book demonstrates how theory-driven approaches can enhance the effectiveness of instructed second language acquisition. Young people around the world are increasingly able to access English language media online for leisure purposes and interact with other users of English. This book examines the extent of these phenomena, their effect on language acquisition and their implications for the teaching of English in the 21st century. Professor Stern puts applied linguistics research into its historical and interdisciplinary perspective. He gives an authoritative survey of past developments worldwide and establishes a set of guidelines for the future. There are six parts: Clearing the Ground, Historical Perspectives, Concepts of Language, Concepts of Society, Concepts of Language Learning, and Concepts of Language Teaching. Narrative Inquiry in Language Teaching and Learning Research provides an entry-level introduction to research methods using stories, as data or as a means of presenting findings, that is grounded in published empirical research within the field of language teaching and learning. It discusses basic definitions and concepts in narrative inquiry, explains how and why narrative methods have been used in language teaching and learning research, and outlines the different approaches and topics covered by this research. It also examines the different ways of eliciting, analyzing, and presenting narrative inquiry data. Narrative inquiry offers exciting prospects for language teaching and learning research and this book is the first focused and practical guide for readers who are interested in understanding or carrying out narrative studies.

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