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Nota di contenuto	Intro -- English Language Learning and Technology -- Editorial page -- Title page -- LCC page -- Dedication page -- Table of contents -- Preface -- The changing world of English language teaching -- Visions of the invisible -- The technologist's vision -- The social pragmatist's vision -- The critical analyst's perspective -- Visioning the future of ELT -- English language learners -- Motivation for English use with peers -- Technology-shaped registers of English use -- Communicative language ability for the 21st century -- English language teachers -- The English language -- The study of language

-- Tasks for language learning -- New forms of assessments -- Research on learning -- Teacher education and applied linguistics -- Applied linguistics -- Technology -- Research methods -- Critical analysis -- Conclusion -- The potential of technology for language learning -- Language learning and instruction -- Insights from the classroom and materials -- Insights from theory and research -- Enhanced input -- Input salience -- Input modification -- Input elaboration -- Enhanced input for CALL -- Interaction -- Theoretical perspectives on interaction -- Interaction in CALL -- Linguistic production -- Theoretical perspectives on production -- Production in CALL tasks -- Integrating input, interaction, and production into tasks -- Conclusion -- Evaluating language learning -- Reconsidering research -- Making a case for technology -- Increasing professional knowledge -- Advice from the field -- What is research? -- General vs. specific knowledge -- Research methodology -- Theory-research links -- Examples of useful CALL research -- Focus on software -- Focus on the learners -- Focus on the learning task -- Summary -- Research methods -- The role of theory -- Theory as a resource -- Theory as a limitation -- Conclusion.

Investigating learners' use of technology -- Technology-related process data -- Examples of process data -- Implementing process research -- Notation for the data -- Description -- Interaction analysis -- Discourse analysis -- Conversation analysis -- Issues in description -- Use of description -- Interpretation -- Inferences about capacities -- Inferences about tasks -- Inferences about capacities and tasks -- Critical discourse analysis -- Validity issues for inferences -- Evaluation -- The problem of evaluation -- Process-based approaches -- Conclusion -- Advancing applied linguistics: L2 learning tasks -- The study of L2 learning tasks -- Task evaluation -- L2 task description -- Technology-mediated L2 tasks -- Examples from the chat room -- Studying technology-based tasks -- The attraction of technology -- Tools for building tasks -- Task theory -- Revisiting assessment -- Conclusion -- Advancing applied linguistics: Assessment -- The tunnel of efficiency -- The panorama of theory -- Construct definition -- Validation -- Probing construct definition -- The test design-construct connection -- The test scoring-construct connection -- Devil in the detail -- Validation -- Educational assessments -- Assessment in second language research -- Validation and consequences -- Conclusion -- The imperative for applied linguistics and technology -- English language use -- Second language acquisition -- Alternatives to CALL-classroom comparison -- Improving the alternatives -- Second language assessment -- Conclusion -- References -- Subject index.

Sommario/riassunto

This book explores implications for applied linguistics of recent developments in technologies used in second language teaching and assessment, language analysis, and language use. Focusing primarily on English language learning, the book identifies significant areas of interplay between technology and applied linguistics, and it explores current perspectives on perennial questions such as how theory and research on second language acquisition can help to inform technology-based language learning practices, how the multifaceted learning accomplished through technology can be evaluated, and how theoretical perspectives can offer insight on data obtained from research on interaction with and through technology. The book illustrates how the interplay between technology and applied linguistics can amplify and expand applied linguists' understanding of fundamental issues in the field. Through discussion of computer-assisted approaches for investigating second language learning tasks

and assessment, it illustrates how technology can be used as a tool for applied linguistics research.
