

1. Record Nr.	UNINA9910453583203321
Titolo	Language learning strategies in independent settings [[electronic resource] /] / edited by Stella Hurd and Tim Lewis
Pubbl/distr/stampa	Bristol, UK ; ; Buffalo, NY, : Multilingual Matters, c2008
ISBN	1-78892-062-7 1-281-87844-8 9786611878443 1-84769-099-8
Edizione	[1st ed.]
Descrizione fisica	1 online resource (347 p.)
Collana	Second language acquisition ; ; 33
Altri autori (Persone)	HurdStella LewisTim <1946->
Disciplina	418.0071
Soggetti	Language and languages - Study and teaching Independent study Second language acquisition Electronic books.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Front matter -- Contents -- The Contributors -- Introduction -- Chapter 1: Language Learning Strategies in Independent Language Learning: An Overview -- Chapter 2: Individual Variation and Language Learning Strategies -- Chapter 3: Hero With a Thousand Faces: Learner Autonomy, Learning Strategies and Learning Tactics in Independent Language Learning -- Chapter 4: Independent Second Language Reading as an Interdependent Process -- Chapter 5: Learning Strategies for Listening Comprehension -- Chapter 6: Second Language Composition in Independent Settings: Supporting the Writing Process with Cognitive Strategies -- Chapter 7: Speaking Strategies for Independent Learning: A Focus on Pragmatic Performance -- Chapter 8: Bringing the Learner Back Into the Process: Identifying Learner Strategies for Grammatical Development in Independent Language Learning -- Chapter 9: Deliberate and Incidental: Vocabulary Learning Strategies in Independent Second Language Learning -- Chapter 10: Strategies for Acquiring Intercultural Competence -- Chapter 11:

Learning Logs and Strategy Development for Distance and Other Independent Language Learners -- Chapter 12: Affect and Strategy Use in Independent Language Learning -- Chapter 13: Collaborative Language Learning Strategies in an Email Tandem Exchange -- Chapter 14: Self-correction Strategies in Distance Language Learning -- Chapter 15: Strategies for Online Learning Environments -- Chapter 16: Integrating Strategy Instruction into Learning Materials -- Index

Sommario/riassunto

Language learning strategies have been a topic of research for roughly three decades. Broadly speaking, that research has focused on classroom tuition, predominantly at secondary level. Increasingly, however, language learning occurs in independent settings, whether at distance, on Institution-Wide Language Programmes (IWLPs), or in virtual environments. Success in independent language learning is achieved by autonomous individuals with a capacity for self-regulation. Yet we still know relatively little about the specific means they use to learn effectively, whether in terms of the affective strategies they employ to sustain motivation, the metacognitive strategies required for planning, monitoring and evaluating their learning, or the specific cognitive strategies applied to difficult learning tasks. These are all discussed and evaluated in Language Learning Strategies in Independent Settings.

2. Record Nr.	UNINA9910818658303321
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Titolo	Des Oiseaux et des Hommes : Fonctions ecologiques et Services ecosystemiques // Jacques Blondel, Jean-Francois Desmet ; preface de Virginie Maris
Pubbl/distr/stampa	Versailles Cedex : , : Editions Quae, , 2018
ISBN	2-7592-2808-8
Descrizione fisica	1 online resource (167 pages)
Disciplina	615.902
Soggetti	Ecosystem
Lingua di pubblicazione	Francese
Formato	Materiale a stampa
Livello bibliografico	Monografia