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Nota di contenuto	Front matter -- Contents -- Preface -- Introduction -- 1. Autonomy and the Distance Language Learner -- 2. Critical Reflection and Autonomy: A Study of Distance Learners of French, German and Spanish -- 3. Theoretical and Practical Issues in the Promotion of Collaborative Learner Autonomy in a Virtual Self-access Centre -- 4. Towards a Learner-based Theory of Distance Language Learning: The Concept of the Learner-Context Interface -- 5. Feedback in Distance Language Learning: Current Practices and New Directions -- 6. A Framework for Supporting Students Studying English via a Mixed-mode Delivery System -- 7. Assessing Intercultural Competence Gain in a German Distance Learning Course for Adults -- 8. Developing Professional Intercultural Communicative Competence: Reflections on Distance Learning Programmes for Language Educators and Translators/Interpreters in Bulgaria -- 9. Methods: Some Basic Considerations -- 10. Course Design for the Distance Learner of Spanish: More Challenges than Meet the Eye -- 11. Learner Autonomy

and Course Management Software -- 12. Chatlines for Beginners: Negotiating Conversation at a Distance -- 13. Making Online Students Connect: Ethnographic Strategies for Developing Online Learning Experiences -- 14: From Parrots to Puppet Masters: Fostering Creative and Authentic Language Use with Online Tools -- 15. The Challenges of Implementing Online Tuition in Distance Language Courses: Task Design and Tutor Role -- 16. Closing the Distance: Compensatory Strategies in Distance Language Education -- 17. PLEASE (Primary Language Teacher Education: Autonomy and Self-Evaluation) -- 18. Exploring Zones of Interactivity in Foreign Language and Bilingual Teacher Education -- Notes on Contributors -- Index -- Subjects

Sommario/riassunto

This edited book is the first collection of studies dealing specifically with the teaching of languages at a distance. It contains contributions from language teaching professionals working all over the world in different contexts and at different stages of development, and covers a variety of languages. Based on practical experience and research, it includes work on learner autonomy and support; theories of distance language learning; the development of intercultural competence; methodology and course design; different learning environments and how to make best use of them, and language teacher education. These contributions have been collected together in one volume to encourage the establishment of collaborative links between practitioners in different institutions and around the world and inspire more related research in the future to guide our understanding and reflection on evolution and change within the field.
