

大学生外语学习投入研究：回顾与展望

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摘 要

近年来学习投入在教育研究领域日益受到广泛关注, 并且已成为外语教学领域的重要话题。本文首先基于大学课堂和新型教学模式分析了我国大学生外语学习投入现状, 然后阐述了国内大学生外语学习投入影响因素与量表研制的相关成果, 最后对国内大学生外语学习投入的未来研究提出了建议和展望, 以期为推进本科生外语学习投入的研究与实践提供参考。

关键词

外语学习投入, 大学生, 回顾, 展望

A Study of College Students' Engagement in Foreign Language Learning: Review and Prospect

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Abstract

In recent years, learning engagement has attracted more attention in the field of educational research, and has become an important topic in the field of foreign language teaching. This paper first analyzes the current situation of undergraduates' foreign language learning engagement in China based on college classrooms and new teaching modes, then expounds the relevant results of the influencing factors of undergraduates' foreign language learning engagement and the scale development in China. Finally, suggestions and prospects for the future research of undergraduates' foreign language learning engagement are put forward, with a view to providing refer-

Language Learning Review

Öner Özçelik, Amber Kennedy Kent

Language Learning Review:

Mobile Assisted Language Learning Across Educational Contexts Valentina Morgana, Agnes Kukulska-Hulme, 2021-02-10 This concise collection critically reflects on mobile assisted language learning research across educational stages from early childhood through to university settings The volume traces the development of MALL practices through researchers and teachers efforts to make sense of the impact of mobile technologies on formal and informal second language learning and development The chapters explore a range of topics around mobile learning design implementation and affordances across different educational and geographic contexts drawing on both qualitative and quantitative perspectives In so doing the book creates a broader conversation around the importance of continuity in the successful integration of MALL practices into L2 learning curricula across the educational lifespan This book will appeal to students and scholars in applied linguistics and language teaching and learning especially to those with a specific interest in mobile technologies Policies and Practice in Language Learning and Teaching Sabine Doff, Richard Smith, 2025-10-01 This book brings together studies from Georgia Germany Italy Japan New Zealand Poland South Korea and the UK which explore links between policy and practice in language teaching in the twentieth century The 14 contributions set out to expand the remit of grounded history within the field of History of Language Learning and Teaching HoLLT by focusing on language teaching policies and linking these to practices and to contexts situating policy formulation in particular contexts on the one hand and exploring the relationship between policy and practice on the other In this sense the book shows how the theories policy pronouncements curricula textbooks and overall teaching approaches which tend to feature in most histories of language teaching always emerge from particular researchable contexts and in the other direction are interpreted and responded to in practice again in particular contexts In this way it hopes to contribute a context based perspective that highlights diversity of practices in opposition to received views that language teaching methodology is universal and context free *Designing Effective Language Learning Materials for Less Commonly Taught Languages* Öner Özçelik, Amber Kennedy Kent, 2023 Many teachers of less commonly taught languages or LCTLs find themselves in the position of needing access to quality language teaching and learning materials where none exist or where those that do are extremely outdated *Designing Effective Language Learning Materials for Less Commonly Taught Languages* is a concise guide for language instructors or anyone with an interest in developing language learning materials While guiding instructors through the development process using the ADDIE model of instructional design Analysis Design Development Implementation Evaluation z elik and Kennedy Kent present examples from many different languages provide reflection questions for readers to consider at the end of each chapter and give concrete strategies and tips throughout the process Readers will come away from the book with a more comprehensive understanding of how to develop materials world language learning in general and LCTL learning in particular and a clear roadmap for doing so Language Learning Strategies Around the World Rebecca L. Oxford, 1996 **Contextual**

Language Learning Yu-Ju Lan, Scott Grant, 2021-08-31 This book presents research and developments in the virtual augmented technology and mixed reality used in language learning and teaching. It provides the readers with a comprehensive overview of contextual language learning with the support of immersive technology. From theoretical foundations, methodological issues, the features of virtual and augmented reality, and educational practices of language learning to the future of immersive technology for and research on language learning. During the past two decades, abundant research on different realities has recognized the potential of language learning in virtual augmented and mixed reality environments. Wang et al 2020, Lin Lan 2015. Given insufficient studies of Chinese learning in immersive contexts reported in existing literature, this book includes several excellent studies about using immersive technologies for Chinese learning in addition to other foreign language learning such as English as a foreign language (EFL). Since learning Chinese has grown significantly as a global trend, the authors vitally consolidate and synthesize various theoretical foundations, visions, and recent research and practices in the context of Chinese teaching from broader and more diverse perspectives. On the other hand, the chapters about EFL learning also shed light on the research on contextual language learning. Thus, the chapters included in this book will likely provide readers with a deep and extensive understanding of the potential of the smart combination of immersive technologies and language learning. More issues for future research will undoubtedly be inspired by reading the chapters in this book.

Preparing Classroom Teachers to Succeed with Second Language Learners Thomas Levine, Elizabeth Howard, David Moss, 2014-07-11 This volume identifies resources, models, and specific practices for improving teacher preparation for work with second language learners. It shows how faculty positioned themselves to learn from resources, experts, preservice teachers, their own practice, and each other. The teacher education professionals leverage their experience to offer theoretical and practical insights regarding how other faculty could develop their own knowledge, improve their courses, and understand their influence on the preservice teachers they serve. The book addresses challenges others are likely to experience while improving teacher preparation, including preservice teacher resistance, the challenge of adding to already packed courses, the difficulty of recruiting and retaining busy faculty members, and the question of how to best frame the larger issues. The authors also address options for integrating the work of improving teacher preparation for linguistic diversity into a variety of different teacher education program designs. Finally, the book demonstrates a data-driven approach that makes this work consistent with many institutions' mandate to produce research and to collect evidence supporting accreditation.

Early Foreign Language Learning and Teaching Marianne Nikolov, Stela Letica Krevelj, 2024-10-15 Over the past six decades, the field of teaching modern foreign languages to young learners has come a long way from the early surmises about the advantages of a young start to today's widespread integration of foreign languages into curricula in public and private schools. The chapters in this book bring together internationally renowned researchers who have been vocal in establishing early language teaching and learning as an independent area of research.

and novice voices who represent a new generation of devoted researchers to present a state of the art volume on the topic. The authors address key questions about young learner second foreign language L2 FL development methodological issues when conducting research with young learners L2 FL teaching pedagogy language education policy technology enhanced learning and assessment. Together the chapters capture the reality of early FL development in the context of a globalized world and will be of great interest to researchers and postgraduate students of SLA and Applied Linguistics specifically in the field of early language development and teaching languages to young learners.

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Exploring the Role of Strategic Intervention in Form-focused Instruction Olga Trendak, 2014-11-11 The monograph is devoted to the notion of strategic intervention and its application in the foreign language classroom in particular with reference to teaching grammar structures. The first four chapters which are theoretical in nature address such concepts as form focused instruction language learning strategies and strategies based instruction. The last chapter provides insight into the results of a study investigating the grammar learning strategies employed by advanced learners of English. Additionally the chapter presents the views of foreign language teachers on the idea of introducing strategy training in the foreign language classroom. The book closes with the discussion concerning the implementation of strategy training and its value in teaching target language grammar.

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Language Learner Strategies: 30 Years of Research and Practice Andrew Cohen, Ernesto Macaro, 2007-11-29 Provides a unique and timely re examination of key issues such as strategies in context strategy instruction and strategy research methods by numerous experts in the field. Offers an invaluable overview of what is known from empirical research about listening reading speaking writing vocabulary and grammar strategies. Proposes a clear and focused research agenda for the next decades.

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