

Friday 5 June

12:00 - 12:40pm

Room: Block Y, Room Y301

Presentation Title: Developing autonomous learners in the digital realm: Exploring digital language learning strategies from macro and micro perspectives

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Theme:	E-learning initiatives
Presentation Type:	Paper presentation

Abstract

With the pervasive influence of digital technology, most learners in economically developed countries are now either “digital immigrants” or “digital natives” (Prensky, 1990, 2001). How does this “white water change” (Oxford, 2008b, p. 191) – a metaphor for the tremendous, all-encompassing change that digital technologies have created – influence the use of learning strategies for second and foreign languages? What are the strengths and possible pitfalls in using digital technologies for language learning? This paper critically reviews and synthesizes existing research literature regarding learners’ autonomous uses of digital language learning strategies (DLLS).

Two perspectives are employed in this review: macro and micro.

The macro perspective involves reporting studies about the use of wide-ranging DLLS, such as multitasking, splitting attention, branching, social networking, and seeking multisensory learning opportunities online and with a range of mobile digital devices (Oxford, 2008a). The macro perspective also considers how these DLLS interact with, support, or impede the traditional learning strategies reported in the literature (Chamot & O’Malley, 1990; Cohen & Macaro, 2008; Griffiths, 2008; Oxford, 1990, 1996, forthcoming), such as cognitive, metacognitive, affective, and social strategies. At a more micro level, the paper focuses on how these trends affect learning to read in a second or foreign language (web-based reading strategies, web-based reading strategy instruction, and new digital demands for metacognitive control during reading). The paper unifies the macro and micro syntheses and makes recommendations for future research and teaching.

References:

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Biodata

Chien-Yu Lin is a third-year doctorate student in the program of Second Language Education and Culture (SLEC) in the University of Maryland, College Park. She has two lines of research interest. The first one centers around L2 reading, including reading strategy use, reading interest and reading assessment. The second line is about learners' cognitive process and affective engagement in the web-based environment. Currently, she is working on a research project focusing on the influences of reading strategy use, interest experiences and content knowledge on L2 reading comprehension.

Rebecca L. Oxford, Ph.D., is Professor and Distinguished Scholar-Teacher at the University of Maryland. She has published on learning styles, learning strategies, technology-supported language instruction, learner autonomy, and self-regulated instruction for L2 learners. Recently she completed a new book, *Teaching and Researching Language Learning Strategies*, which synthesizes several decades of research and offers innovative perspectives on learning strategies and strategy instruction.