



Laurence ANTHONY

Biography

Laurence Anthony is Professor of Applied Linguistics at Waseda University, Japan. He is the current Director of the Center for English Language Education in Science and Engineering (CELESE). His main research interests are in corpus linguistics, educational technology, and English for Specific Purposes (ESP) program design and teaching methodologies. He received the National Prize of the Japan Association for English Corpus Studies (JAECS) in 2012 for his work in corpus software tools design.

Taking Control of Language Learning with Corpus Data, Tools, and Methods

Abstract

One of the most important skills that humans possess is their ability to communicate with others through language. As with any other skill, mastering language communication requires knowledge of its fundamentals (e.g. vocabulary, syntax, and discourse) as well as practice in a variety of settings and situations that leads to an ever-increasing understanding and refined use of the skill. Foreign language learning classrooms have traditionally focused much attention on the knowledge aspect of language. In some sense, this is inevitable as students will often have few opportunities to apply their foreign language skill in settings and situations beyond those of the classroom. However, a knowledge focus in the classroom can lead to several problems. One problem is that teachers usually have to take control of the learning agenda, deciding what materials should be used and how students should make best use of them. Another problem is that language practice can become relegated to a minor component of a course or in extreme cases become neglected completely. To date, a huge variety of inventive methods have been proposed to expand the scope of language practice in the classroom, including pair-work, group work, role-plays, project-based learning, content-based instruction, English medium instruction, and many others. These methods are often described to be learner-centered, but the reality is that many of these approaches are also teacher-controlled.

In this presentation, I will first review the current state of language learning, taking examples from typical technical writing language classroom settings. Next, I will explain how technology has hugely broadened the scale, scope, and possibilities for learning, giving students the ability to take

control of their own learning agenda and providing them with numerous platforms to practice their skill outside the realm of the teacher. To illustrate some of these innovations, I will introduce various corpus data resources, software tools, and learning methods that can help learners to independently develop their technical writing skills. These resources, tools, and methods provide students with direct access to expert knowledge that goes far beyond that of a normal teacher. They also provide students with direct opportunities to practice their writing skill in various settings and situations beyond those of the classroom. I will finish the presentation with a discussion on the future of technology in learning and how changes in the use of technology might affect university teaching and program administration.



Chee-Kit LOOI 吕赐杰 新加坡南洋理工大學國立教育學院 教授

Biography

Chee-Kit LOOI is Professor of Education at the National Institute of Education (NIE), Nanyang Technological University (NTU), Singapore. He is Co-Director of the Centre for Research and Development in Learning at NTU. He was the founding Head of the Learning Sciences Lab, the first research centre devoted to the study of the sciences of learning in the Asia-Pacific region. His research interests are in the areas of seamless mobile learning, computer-supported collaborative learning and classroom orchestration. His research on seamless mobile learning has created a model of 1:1 computing, and transformed the curricula of science in a primary school in Singapore so that they can harness the affordances of mobile devices for inquiry learning. This research is remarkable in terms of reaching the stage of achieving sustainability and scalability. Chee Kit is a Fellow of the Asia-Pacific Society on Computers in Education. He is a founding member of the Global Chinese Society of Computers in Education, sits on its advisory board, as well as the advisory board of the Computers in Education journal published by Springer. He served as the President of the Global Chinese Society of Computers in Education from 2017 to 2019.

因應 COVID-19 學校停課之自主學習能力發展模式再研討與再探究

Abstract

The Covid-19 situation has led to lockdowns in many countries and regions, and these lockdowns include school closures, meaning that students do not go to school, and have to resort to home-based learning. Indeed, there have been much discussion and debates on how to support students doing online learning. The Covid-19 situation has created the need as well as the opportunity to think differently about what students can, might and should learn that would be different from their typical school education. What we do know is that students need to be good self-directed learners to make the best use of home-based learning. In schools, they receive face-to-face supervision from their teachers. In their homes, parents can help supervise, but otherwise students need to build up their motivational, self-regulation and resilience skills to tackle the shortcomings and challenges of online learning. In this talk, I draw on the research literature, including my own research, to provide a discussion of how self-directed skills can be enculturated in students to cope with their online and technology-based learning, their cognitive and socio-emotional learning, as well as their dispositions and competencies towards lifelong learning.