

Contents

Introduction	<i>page</i> xiii
PART I BACKGROUND	I
1 The idea of distance language learning	I
1.1 Introduction	I
1.2 Distance language courses	2
1.3 Distance, place and time	8
1.4 Definitions	11
1.5 Generations	13
1.6 The landscape	16
1.7 New challenges	21
1.8 Summary	25
2 Related concepts	26
2.1 Introduction	26
2.2 Online learning	27
2.3 Distributed learning	31
2.4 Asynchronous learning networks	32
2.5 Telematics	34
2.6 Open learning	35
2.7 Lifelong learning	38
2.8 The open courseware movement	39
2.9 Adapting a face-to-face EAP course to online delivery	40
2.10 Summary	45
3 Issues and trends	47
3.1 Introduction	47
3.2 Interactive competence	47
3.3 The advent of CMC	51
3.4 Participation, interaction and online learning communities	55
3.5 Social presence	59
	vii

Contents

3.6	The technology challenge	65
3.7	Teacher roles and responsibilities	68
3.8	The emergence of new constraints	71
3.9	Quality	74
3.10	Access	77
3.11	Distance language learning by interactive television	78
3.12	Summary	85
4	The learner–context interface	86
4.1	Introduction	86
4.2	Conceptualising distance language learning	86
4.3	The interface-based theory of distance language learning	88
4.4	Features of the learner–context interface	93
4.5	The contribution of the teacher	98
4.6	Summary	99
PART II	LEARNER DIMENSIONS	101
5	Developing awareness of distance language learners	101
5.1	Introduction	101
5.2	Learner awareness: challenges and constraints	102
5.3	Knowledge of learners for course design	103
5.4	Knowledge of learners at course entry	107
5.5	A practical knowledge of distance language learners	109
5.6	Learning sites and roles	112
5.7	The affective domain	114
5.8	A ‘dynamic’ conception of distance learners	118
5.9	A profile of learners of German in a large-scale distance language programme	118
5.10	Summary	122
6	The initial experience of distance language learning	124
6.1	Introduction	124
6.2	Participation and progression	125
6.3	Learner identities	127
6.4	Integration, values and affiliation	131
6.5	Entering the new language learning environment	133
6.6	Expectations in the anticipatory stage	135
6.7	Conceptual change	136
6.8	Emergent beliefs: internal vs external regulation	137
6.9	Metacognitive experiences	140

	<i>Contents</i>
6.10 Environmental restructuring, internal restructuring	143
6.11 The initial experience of learners of German in an online environment	144
6.12 Summary	148
7 Learner autonomy	149
7.1 Introduction	149
7.2 Autonomy, independence and control	149
7.3 A focus on learner training	154
7.4 A focus on learner involvement	156
7.5 Traditional and emerging paradigms	159
7.6 Towards collaborative control	161
7.7 Reflective interaction in an online learning environment	163
7.8 Summary	167
PART III LEARNING CONTEXTS	169
8 Learner support	169
8.1 Introduction	169
8.2 Definition: learner support as response	170
8.3 The case for learner support	171
8.4 Concerns expressed by learners	173
8.5 Functions and scope	176
8.6 Sources of support	179
8.7 Online learner support: access, value and congruence	182
8.8 The situated nature of learner support	186
8.9 Feedback as support for learners of English	187
8.10 Summary	192
9 Learning sources	194
9.1 Introduction	194
9.2 Conceptualising content	195
9.3 Development of course content	197
9.4 Multiple sources for learning	204
9.5 Learners as course producers	206
9.6 Learner response to multiple sources in a distance Spanish course	207
9.7 Summary	213
10 New learning spaces and the way ahead	214
10.1 Introduction	214
10.2 The notion of learning spaces	214

Cambridge University Press
978-0-521-81541-3 - Language Learning in Distance Education
Cynthia White
Table of Contents
[More information](#)

Contents

10.3	The development of new learning spaces	215
10.4	A taxonomy of online courses	217
10.5	Online course models	218
10.6	Integrated electronic learning environments	222
10.7	Innovation and uptake	225
10.8	Participants	226
10.9	The way ahead	228
Appendix		232
References		235
Index		249