

Teaching And Researching Autonomy In Language Learning Author Phil Benson Published On March 2011

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 Language Teacher Motivation, Autonomy and Development in East Asia

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GOODMAN MELODY

Identity, Motivation and Autonomy in Language Learning Springer

This book seeks to expand the research agendas on autonomy in language learning and teaching in diverse contexts, by examining the present landscape of established studies, identifying research gaps and providing practical future research directions. Based on empirical studies, it explores research agendas in five emerging domains: language learning and teaching in developing countries; social culture and teacher autonomy; learner autonomy and groups; learner autonomy and digital practice; and finally, learner autonomy and space. In doing so, it sheds new light on the impact of digital media, group dynamics and the application of ecological perspectives on learner autonomy. The contributors present a novel reconsideration of new learning affordances, and their discussion of spatial dimensions provides much needed expansion in the

field. This book will have international appeal and provide an invaluable resource for students and scholars of second language learning and higher education, as well as teacher educators. Chapter 2 of this book is open access under a CC BY 4.0 license via

https://link.springer.com/content/pdf/10.1057%2F978-1-137-52998-5_2.pdf.

Teaching and Researching Reading Multilingual Matters Limited

This dissertation, "Autonomy, Agency and Identity in Foreign Language Learning and Teaching" by Jing, Huang, 黄晶, was obtained from The University of Hong Kong (Pokfulam, Hong Kong) and is being sold pursuant to Creative Commons: Attribution 3.0 Hong Kong License. The content of this dissertation has not been altered in any way. We have altered the formatting in order to facilitate the ease of printing and reading of the dissertation. All rights not granted by the above license are retained by the author. DOI: 10.5353/th_b4175798 Subjects: Learner autonomy English language - Study and teaching (Higher) - China English language - Study and teaching (Higher) - Chinese speakers English teachers - Training of - China
Learner Autonomy Across Cultures Peter Lang GmbH, Internationaler Verlag Der Wissenschaften

"Through the use of qualitative research methods, the authors explore the complex, contingent and dynamic nature of motivation, identity and autonomy --- both for language learners and teachers --- in many different parts of the world. Importantly, they also look for relationships among the three constructs. This is precisely the integrative approach that should be encouraged as we seek to understand the lived experience of individuals."---Diane Larsen-Freeman, University of Michigan, USA --

Autonomy, Agency and Identity in Foreign Language Learning and Teaching Teachers College Press

This volume pools the insights and experiences of a group of international researchers on different aspects of autonomy and related issues. Although autonomy is acknowledged as one of the main goals of education, in higher education the need for accountability and standardisation of learning outcomes constrain its development.

Autonomy in Second Language Learning: Managing the Resources Springer Nature

What does 'autonomy' mean within language learning? Should it be enhanced within national,

institutional or small group culture and, if so, how can that be done? A variety of new theoretical perspectives are here firmly anchored in research data from projects worldwide. By foregrounding cultural issues and thus explicitly addressing the concerns of many educators on the appropriateness and feasibility of developing learner autonomy in practice, this book fills a gap in the literature and offers practical benefits to language teachers.

Taking Control Springer

This volume brings together two prominent strands in second language acquisition theory and research: the concept of learner autonomy and computer-assisted language learning (CALL). Learner autonomy supports learners in becoming more reflective and communicative and in experimenting with language and language learning. CALL environments offer more and qualitatively different opportunities for learner autonomy than the traditional language classroom. This book offers researchers a starting point into researching learner autonomy in CALL contexts and offers teachers practical advice on chances and pitfalls in realizing learner autonomy goals in the CALL-supported classroom.

Teaching & Researching: Computer-Assisted Language Learning Springer

This book uses fifteen grounded research projects to explore innovative self-reflexive approaches to autonomy in language education. It emphasizes the multi-voiced and contradictory complexity of pursuing autonomy in language education and includes commentary chapters to help readers engage with key issues emerging from the research.

FOSTERING LEARNER AUTONOMY Routledge

Teaching and Researching Autonomy provides an accessible and comprehensive critical account of the theory and practice of autonomy. Examining the history of the concept, it addresses important questions of how we can identify autonomy in language learning behaviours and how we can evaluate the wide variety of educational practices that have been designed to foster autonomy in learning.

Autonomy in Language Education Routledge

The present volume brings together papers devoted to the role of learner and teacher autonomy in the process of second and foreign language learning, which have been contributed by scholars from Poland and abroad. The book has been divided into three parts in accordance with the topics that the individual contributions touch upon. The first part includes papers dealing with different ways in which learner autonomy can be fostered and evaluated. The papers contained in Part Two are connected with the role of language learning strategies in the development of learner independence. Finally, Chapter Three focuses on developing teacher autonomy, which, in the opinion of many specialists, is indispensable if learner autonomy is to be promoted. Thanks to its wide-ranging focus, this edited collection will be of interest not only to second language learning specialists interested in the role of learner autonomy, but also to undergraduate, graduate and postgraduate students working on their BA, MA and PhD theses, as well as practitioners wishing to promote learner independence in their classrooms.

Teaching and Researching Autonomy in Language Learning Second Language Acquisition

This book explores theories of space and place in relation to autonomy in language learning. Encompassing a wide range of linguistically and culturally diverse learning contexts, this edited collection brings together research papers from academics working in fourteen countries. In their studies, these researchers examine physical, virtual and metaphorical learning spaces from a wide range of theoretical and interdisciplinary perspectives (semiotic, ecological, complexity, human geography, linguistic landscapes, mediated discourse analysis, sociocultural, constructivist and social constructivist) and methodological approaches. The book traces its origins to the first-ever symposium on space, place and autonomy, which was held at the International Association of Applied Linguistics (AILA) 2014 World Congress in Brisbane. The final chapter, which presents a thematic analysis of the papers in this volume, discusses the implications for theory development, further enquiry, and pedagogical practice.

Space, Place and Autonomy in Language Learning Walter de Gruyter GmbH & Co KG

This book is a collection of papers that explores the notion of learner autonomy and the problem of helping language learners to manage their learning effectively. The first part of the book deals with issues of definition: what is the cognitive base for autonomous learning behaviour and how is this mediated by social and cultural expectations of a learner's role? The second part reports on

experiences of working with learners and with teachers to promote learner autonomy. In working with learners, the focus is on language learning strategies and how strategic learning might be developed through strategy training, materials design, reflection and counselling. In working with teachers, the focus is on bringing about change in traditional perspectives on the roles of learners and teachers within education systems.

Autonomy Support Beyond the Language Learning Classroom Longman

This edited volume offers a cohesive account of recent developments across the world in the field of learner and teacher autonomy in languages education. Drawing on the work of eminent researchers of language learning and teaching, it explores at both conceptual and practical levels issues related to current pedagogical developments in a wide range of contexts. Global shifts have led to an increase in autonomous and independent learning both in policy and practice (including self-access and distance learning). The book's scope and focus will therefore be beneficial to language teachers as well as to students and researchers in applied linguistics and those involved in pre- and in-service teacher education. The book concludes with an overview of the state of research in this field, focusing on the (inter)relationships between the concepts of learner and teacher autonomy.

Social Dimensions of Autonomy in Language Learning Multilingual Matters

This book discusses the importance of autonomy, agency, and identity in teaching and learning English as a foreign language, all of which are central themes in the educational domain. By linking theory with practice to appeal to researchers as well as classroom practitioners, it provides an overview of the theoretical constructs of autonomy, agency, and identity along with empirical studies that explore these constructs through life stories as told by English teachers and students. Key features include: • New ideas to inspire professionals involved in foreign language education. • Up-to-date information to showcase for English language educators how autonomy, agency, and identity can be conceptualized across various institutional, sociocultural, and political contexts. • A concise yet comprehensive review of the theoretical and practical issues characterizing English foreign language education today.

Autonomy, Agency and Identity in Foreign Language Learning and Teaching John Benjamins Publishing

This volume explores tensions between the "classical" definitions of learner autonomy and the learning dynamics observed in specific online contexts. Some of the contributions argue for the emergence of actual new forms of autonomy, others consider that this is merely a case of "old wine in new bottles". In this volume, autonomy is seen as emerging and developing in a complex relationship with L2 proficiency and other competencies. The volume takes an expansive view of what is meant by Web 2.0 and, as a result, a wide diversity of environments is featured, ranging from adaptive learning systems, through mobile apps, to social networking sites and - almost inevitably - MOOCs. Paradoxically, autonomy is seen to flourish in some quite restricted contexts, while in less constrained environments learners experience difficulty in dealing with a requirement to self-regulate. Individual chapters run the gamut of age groups, learning activities and online environments. The stage for all of them is set by an exchange in which David Little and Steve Thorne discuss the evolution of the concept of language learner autonomy, from its origins in the era of self-access resource centres to its more recent instantiations in online (and offline) learning communities. Subsequent contributors include an exploration how autonomy can be exercised even within the constraints of adaptive learning systems, a discussion of the metacognitive operations engaged in by autonomous adult learners in a French/Australian teletandem exchange, a look at an ecological paradigm of autonomy to conceptualise its emergence in relation to the use of mobile apps by primary- and secondary-level language learners in Canada, a study of how learner autonomy with a markedly social and empathic dimension drives collaboration in a Facebook-based collaborative writing project, an analysis of the difficulties encountered by a group of trainee language teachers in engaging with a range of language MOOCs and finally a study of how autonomy is experienced by advanced learners of English with a preference for online informal learning based on gaming and streamed video.

Learner Autonomy in Language Learning Hong Kong University Press

The book investigates interest groups and various learning circles, Reading Circles (RCs) learning

opportunity in particular, as a mode of in-class and beyond class autonomous learning in the context of English Language Teaching (ELT) at tertiary level in Oman, and in similar contexts in the Middle East and North Africa (MENA) region. This investigation presents learners' positive perceptions of learner autonomy and their readiness to adopt related practices. Building on findings from these RCs, the book introduces collaborative learner autonomy (CLA) as a novel concept of learner autonomy for use in educational contexts in the MENA region. As a concept of gradual development of learner autonomy, the CLA represents a new dynamic learner autonomy development process consisting of individual, competitive, collaborative, and autonomous stages. The CLA advocated in the book emphasizes the constructive role of teachers and educational institutions can play with other stakeholders in developing autonomy in their learners. The book also suggests that it is a shared responsibility that students, teachers, educational establishments, families, society and the educational systems should assume in a spirit of partnership.

Autonomy, Agency, and Identity in Teaching and Learning English as a Foreign Language Palgrave Macmillan

The volume contains 16 chapters that bring together language learner autonomy and the complex and multifaceted concept of action research.

Teaching and Researching Pearson Education

Autonomy has become a keyword of language policy in education systems around the world, as the importance of independent learning and new technologies has grown. Now in a fully revised and updated second edition, Teaching and Researching Autonomy provides an accessible and comprehensive critical account of the theory and practice of autonomy. Examining the history of the concept, it addresses important questions of how we can identify autonomy in language learning behaviours and how we can evaluate the wide variety of educational practices that have been designed to foster autonomy in learning. With over three hundred new references and five new case studies of research on autonomy providing practical advice on research methods and topics in the field, Teaching and Researching Autonomy will be an essential introduction for teachers and students to a subject at the cutting edge of language teaching and research.

Identity, Motivation and Autonomy in Language Learning Hong Kong University Press

This work explores how to make sense of autonomy in language learning. It also looks at controlling learning, learner autonomy in a mainstream writing course, reflective lesson planning, autonomy and control in curriculum development, and much more.

Learner Autonomy and CALL Environments Multilingual Matters

Cultivating motivation is crucial to a language learner's success - and therefore crucial for the language teacher and researcher to understand. This fully revised edition of a groundbreaking work reflects the dramatic changes the field of motivation research has undergone in recent years, including the impact of language globalisation and various dynamic and relational research methodologies, and offers ways in which this research can be put to practical use in the classroom and in research. Key new features and material: · A brand new chapter on current socio-dynamic and complex systems perspectives · New approaches to motivating students based on the L2 Motivational Self System · Illustrative summaries of qualitative and mixed methods studies · Samples of new self-related motivation measures Providing a clear and comprehensive theory-driven account of motivation, Teaching and Researching Motivation examines how theoretical insights can be used in everyday teaching practice, and offers practical tips. The final section provides a range of useful resources, including relevant websites, key reference works and tried and tested example questionnaires. Written in an accessible style and illustrated with concrete examples, it is an invaluable resource for teachers and researchers alike.

Autonomy in Language Learning and Teaching Channel View Publications

Autonomy in Language Education offers a holistic overview of and novel contribution to a complex and multifaceted, yet under-studied, field of inquiry that is transforming language pedagogy: It offers nineteen original chapters that critically analyze the impact of Henri Holec's seminal 1979 book *Autonomy in Foreign Language Learning*; unpack theoretical, empirical, conceptual, methodological, ethical, and political developments over the last forty years from many perspectives; explore practical implications for teaching, learning, and teacher education; and suggest future avenues and challenges for research and practice in this broad, diverse, essential field.

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