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Maintaining Control - Richard Pemberton 2009-05-01

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.

The Handbook of Informal Language Learning - Mark Dressman 2020-02-03

Provides a comprehensive and unique examination of global language learning outside of the formal school setting. Authored by a prominent team of international experts in their respective fields, The Handbook of Informal Language Learning is a one-of-a-kind reference work and it is a timely and valuable resource for anyone looking to explore

informal language learning outside of a formal education environment. It features a comprehensive collection of cutting edge research areas exploring the cultural and historical cases of informal language learning, along with the growing area of digital language learning, and the future of this relevant field in national development and language education. The Handbook of Informal Language Learning examines informal language learning from both theoretical and practical perspectives. Structured across six sections, chapters cover areas of motivation, linguistics, cognition, and multimodality; digital learning, including virtual contexts, gaming, fanfiction, vlogging, mobile devices, and nonformal

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.

Language Learner Autonomy - David Little 2017

This book combines detailed accounts of classroom practice with empirical and case-study research and a wide-ranging engagement with applied linguistic and pedagogical theory. Points for discussion encourage readers to relate the argument of each chapter to their own context, and the book concludes with some reflections on teacher education.

Revisiting Language Learning Resources - Carlos Perriñán Pascual 2009-03-26

Human and material resources are two key elements that make up the language learning process. Regarding material resources, nowadays new technologies can be said to play a leading role in most language learning environments. However, we cannot forget that these relatively new tools still coexist with more traditional ones which are still widely used in the foreign language classroom. On the other hand, the progressive emergence of new 'human roles' in language learning means that human resources have also become a key medium through which the learner accesses knowledge and practice towards language acquisition. There is an obvious need to carry out research on these resources in order to assess their potential for an optimum learning experience. This book tries to meet such needs offering the research work that different authors have carried out in this field.

Teaching & Researching: Computer-Assisted Language Learning - Ken

Beatty 2013-11-04

Computers play a crucial and rapidly evolving role in education, particularly in the area of language learning. Far from being a tool mimicking a textbook or teacher, Computer-Assisted Language Learning (CALL) has the power to transform language learning through the pioneering application of innovative research and practices. Technological innovation creates opportunities to revisit old ideas, conduct new research and challenge established beliefs, meaning that the field is constantly undergoing change. This fully revised second edition brings teachers and researchers up-to-date by offering: A comprehensive overview of CALL and current research issues Step-by-step instructions on conducting research projects in CALL Extensive resources in the form of contacts, websites and free software references A glossary of terms related to CALL Closely linked to other branches of study such as

autonomy in language learning and computer science, CALL is at the cutting edge of current research directions. This book is essential reading for all teachers and researchers interested in using CALL to make language learning a richer, more productive and more enjoyable task. Ken Beatty has taught at colleges and universities in Canada, Asia and the Middle East. His publications include more than 100 textbooks for learning English as a Second Language, as well as various websites, CD-ROMs and educational videos.

The European Language Portfolio - David Little
2011-01-01

The European Language Portfolio aims to foster the development of learner autonomy, intercultural awareness and plurilingualism. Teachers of particular languages working on their own can use the ELP to promote learner autonomy, but the goals of intercultural awareness and plurilingualism invite us to use the ELP in all

foreign language classes at all levels in the school. The guide introduces the language education policy that underpins the ELP, explores the key concepts that it embodies, and explains how to plan, implement and evaluate whole-school ELP projects. The ten case studies published on the project website illustrate various dimensions of ELP use and include practical suggestions and activities for teachers and learners.

Reconstructing Autonomy in Language Education - A.

Barfield 2007-05-01

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.

Autonomy and Foreign Language Learning in a Virtual Learning Environment -

Miranda Hamilton 2013-06-13
Digitalised learning with its promise of autonomy, enhanced learner choice, independence and freedom, is an intuitive and appealing construct but closer examination reveals it to be a rather simplistic proposition, raising the following questions.
-What do we mean by autonomy? -What are we implying about the role of the teacher, the classroom, and interaction between learners? -What do we understand about the impact of technology on the ecology of the learning environment? This book describes the use of a Virtual Learning Environment (VLE) by a group of advanced English language learners in Mexico, comparing what students thought and what they did in response to the technology. The theoretical aim of the book is to work towards the construction of a theory of the development of autonomy and virtual learning in an EFL context. Enhanced understanding about the relationship between autonomy

and technology has the potential to inform academics, software designers, materials writers, teacher educators, and teachers and to help learners in their quest to acquire a foreign language.

L'autonomie de l'apprenant : La perspective de l'enseignant - George Camilleri 1999

Testing the Untestable in Language Education - Amos Paran 2010

The testing and assessment of language competence continues to be a much debated issue in foreign language teaching and research. This book is the first one to address the testing of four important dimensions of foreign language education which have been left largely unconsidered: learner autonomy, intercultural competence, literature and literary competence, and the integration of content and language learning. Each area is considered through a theoretical framework, followed by two empirical studies, raising questions of

importance to all language teachers: How can one test literary competence? Can intercultural competence be measured? What about the integrated assessment of content and language in CLIL and teaching? Is progress in autonomous learning skill gaugeable? The book constitutes essential reading for anyone interested in the testing and assessment of seemingly largely untestable aspects of foreign language competence. "The title of this book is well chosen. Despite the apparent oxymoron, this collection of papers succeeds in addressing important issues of educational policy and theory with the precision born of empirical work combined with discussion of principles. This book will open new options for testers, for teachers and for those who make policy decisions." Michael Byram, School of Education, University of Durham, UK
Digital Genres, New Literacies and Autonomy in Language Learning - María José Luzón 2010-07-12

The exponential growth in the amount and complexity of information transmitted and shared on the Internet and the capabilities afforded by new information technologies result in the continuous emergence of new genres and new literacy practices that call for new models of genre analysis and new approaches to teaching literacy and language, where language learning autonomy has to take centre stage. Any pedagogical approach which seeks to develop autonomy in online language learning should also be concerned with the development of new literacies, with raising an awareness of digital texts and with the cognitive processes learners engage in when constructing meaning in hypertext. The purpose of this volume is to lay the foundations for an approach to online language learning which draws on the analysis of digital texts and of the practices and strategies involved in using such texts. With this aim in mind, this book incorporates and draws relations between

research on digital genres, autonomy, electronic literacies and language learning tasks, combining theoretical reflections with pedagogical research. The chapters in this volume, written by researchers from different academic traditions, report research concerning digital genres, new literacy skills and the design of webtasks for effective language learning. These chapters will be useful resources for researchers and doctoral students interested in the development of autonomous language learning in digital environments.

ICT-Based Assessment, Methods, and Programs in Tertiary Education - Meri

Yilan, Serpil 2020-04-17

The use of information and communication technologies (ICTs) in education has revolutionized learning. Shifting beyond traditional mode of education, the integration of ICTs has become an advantage for students at tertiary education when used for the right purpose to enhance learning. The use of

technology brings forth a flexible and accessible mode of education and bridges the gap of learning across borders. This enables students at tertiary level to have access to other universities and academic resource materials globally, thereby expanding their knowledge. Thus, it is crucial to consider the development of technology in education as part of a comprehensive pedagogical framework and take into account new developments in ICTs. ICT-Based Assessment, Methods, and Programs in Tertiary Education is an essential research publication that provides relevant theoretical frameworks and recent empirical research findings on integrating ICTs in tertiary education to enhance learning and allow students to take more control of their learning. Highlighting topics such as assessment, language learning, and e-learning, this book is ideal for teachers, professionals, academicians, researchers, administrators, curriculum designers,

instructional designers, and students.

Learner and Teacher Autonomy

- Terry Lamb 2008-02-06

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.

Collaborative Learner

Autonomy - Soufiane Blidi

2016-09-20

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 and Independence in Language Learning

- Phil Benson

2014-06-06

The topics of autonomy and independence play an increasingly important role in language education. They raise issues such as learners' responsibility for their own learning, and their right to determine the direction of their own learning, the skills which can be learned and applied in self-directed learning and capacity for independent learning and the extents to which this can be suppressed by institutional education. This

volume offers new insights into the principles of autonomy and independence and the practices associated with them focusing on the area of EFL teaching. The editors' introduction provides the context and outlines the main issues involved in autonomy and independence. Later chapters discuss the social and political implications of autonomy and independence and their effects on educational structures. The consequences for the design of learner-centred materials and methods is discussed, together with an exploration of the practical ways of implementing autonomy and independence in language teaching and learning. Each section of the book opens with an introduction to give structure to the development of ideas and themes, with synopses to highlight salient features in the text and help build upon the material of previous chapters.

New Directions in Language Learning Psychology - Christina Gkonou 2015-11-27

This book explores potential

new directions in the growing field of language learning psychology. The individual chapters cover theoretical and conceptual developments and innovative methodological designs, while also exploring practical implications. Language learning psychology is a vibrant field of research that typically involves constructs from social and educational psychology, which it considers in terms of their relevance for the domain of language learning. The diverse theoretical and empirical chapters examine a range of familiar and lesser-known constructs, highlighting the importance of taking into account both learner and teacher psychologies, and recognising the complexity, dynamism and situatedness of psychological constructs, as well as the value of employing diverse research methodologies. It is hoped that these 'new directions' concerning populations, constructs and theoretical and methodological frameworks will pave the way for innovative

future developments in this vibrant field.

Autonomy in Language Education - Manuel Jimenez Raya 2020-07-10

Autonomy in Language Education offers a holistic overview of and novel contribution to a complex and multifaceted, yet understudied, 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.

Learner Autonomy in Language Learning - Sara Cotterall 1999

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.

Strategies in Language Learning and Use - Henri Holec 1996-01-01

These studies were prepared in the context of preliminary work on the development of a Common European Framework

of reference for language learning and teaching. The authors explore the notion of strategic competence in communication and learning situations."

Introducing Learner Autonomy in Teacher Education - George Camilleri 1999-01-01

This text is one of a series of six studies which present the work carried out at the European Centre for Modern Languages. The aim of the series is to highlight the results already achieved and provide a point of departure for the future work of the ECML.

Essential Competencies for English-medium University Teaching - Ruth Breeze 2016-10-06

As English gains prominence as the language of higher education across the world, many institutions and lecturers are becoming increasingly concerned with the implications of this trend for the quality of university teaching and learning. With an innovative approach in both theme and scope, this book addresses four major

competencies that are essential to ensure the effectiveness of English-medium higher education: creativity, critical thinking, autonomy and motivation. It offers an integrated perspective, both theoretical and practical, which defines these competences from different angles within ELT and Applied Linguistics, while also exploring their points of contact and applications to classroom routines. This approach is intended to provide practical guidance and inspiration, in the form of pedagogical proposals, examples of teaching practice and cutting-edge research by scholars and university teachers from all over the world. To that end, a leading specialist in the field introduces each of the four competencies, explaining concepts accessibly and synthetically, exposing false myths, presenting an updated state of the art, and opening windows for future studies. These introductions are followed by practitioner chapters written by teachers

and scholars from different cultures and university contexts, who reflect on their experience and/or research and share effective procedures and suggestions for the university class with English as a vehicle for instruction.

Identity, Motivation and Autonomy in Language Learning - Garold Murray
2011-04-14

In this volume researchers from Asia, Europe, the Middle East and North and South America employ a variety of theoretical perspectives and methodological approaches in their exploration of the links between identity, motivation, and autonomy in language learning. On a conceptual level the authors explore issues related to agency, metacognition, imagination, beliefs, and self. The book also addresses practice in classroom, self-access, and distance education contexts, considering topics such as teachers' views on motivation, plurilingual learning, sustaining motivation in distance education, pop culture

and gaming, study abroad, and the role of agency and identity in the motivation of pre-service teachers. The book concludes with a discussion of how an approach which sees identity, motivation, and autonomy as interrelated constructs has the potential to inform theory, practice and future research directions in the field of language teaching and learning.

Reflective Dialogue - Satoko Kato
2015-07-16

Reflective Dialogue presents professional educators with the necessary background and skills to engage in reflective dialogue with language learners effectively. It draws on work in the fields of advising in language learning, reflective practice, sociocultural theory, language learner autonomy, counseling, and life coaching to provide both an introduction to the field and guidance for researching advising in action. The book also includes a wide variety of practical ideas and over 30 sample dialogues that offer clear demonstrations of the concepts discussed in

practice. This dynamic textbook's practical approach illustrates how reflective dialogue can promote language learner autonomy and how language advising can be implemented successfully both inside and outside the classroom.

Learner Autonomy in the Foreign Language Classroom - David Little 2003

Autonomy Support Beyond the Language Learning Classroom

- Jo Mynard 2022-04-04
Through the application of self-determination theory (SDT) to research and practice, this book deepens our understanding of how autonomous language learning can be supported and understood within environments outside of the classroom. Theoretical, empirical and practice-focused chapters examine autonomy support in a range of contexts and settings, dealing with learning environments and open spaces, communities and relationships, and advising and self-access language learning.

They reveal what occurs beyond the classroom, how socializing agents support autonomous motivation and wellness, and how SDT can enhance our understanding of supporting language learner autonomy. It will be of interest to language teachers, university lecturers and learning advisors who are providing support outside the classroom, as well as to graduate students and researchers who are working in the fields of applied linguistics and TESOL. *Informal Learning and Institution-wide Language Provision* - Denyze Toffoli 2020-02-13
“Theoretically wise and practically powerful, this book is about how to take full advantage of advances in technology and the learner autonomy they afford, rather than simply adapt to or deny them. It issues a clarion call to language educators and administrators interested in building on recent advances in language learning via the informal avenues of digital

communications.” --Mark Dressman, Professor Emeritus, University of Illinois at Urbana-Champaign, US, Professor and Chair of English at Khalifa University, UAE “This important and original book challenges us to rethink the design and delivery of the language learning opportunities universities provide for their students. Drawing on Complex Dynamic Systems Theory, Self-Determination Theory and her own empirical explorations of informal online language learning, Denyze Toffoli paints a portrait of today’s university language learner that is novel, unexpected and urgent.” -- David Little, Fellow and Associate Professor Emeritus at Trinity College, Ireland This book takes a fresh look at both context and the language learner in an attempt to shed light on the holistic and ever-changing system of the contemporary L2 speaker’s language development. Drawing on complex dynamic systems theory as a means to more fully understand the

holistic nature of contemporary language learning, the author attempts to bridge the longstanding gap between formal language provision in Higher Education institutions, and more informal language acquisition achieved through activities such as listening to music, watching films and television, and playing games. Based on a theoretical understanding of the interplay between these contexts, contents and practices, the author offers suggestions concerning the shape of language centres in higher education and the role of teachers in readying the contemporary language learner for autonomous lifelong and lifewide language development. This book will be of particular interest to language teachers, teacher trainers, and higher education administrators.

Space, Place and Autonomy in Language Learning -
Garold Murray 2017-11-03
This book explores theories of space and place in relation to autonomy in language learning. Encompassing a wide range of

without losing one's hopes and ideals. Our main purpose is to present and discuss ways in which critical reflecting, acting, and being emerge in contexts of teaching and/or teacher education, not as realisations of a grand theory of pedagogy for autonomy, but rather as local, idiosyncratic struggles to grasp and enhance the meanings that autonomy may (not) take in diverse educational settings. Although from different angles, the chapters highlight the central role of teacher and learner development as interrelated aspects of pedagogy for autonomy in language education.

Target Language, Collaborative Learning and Autonomy - Ernesto Macaro
1997-01-01

This book explores the relevance that second language research has for the secondary foreign language classroom. It analyses the concept of teaching and learning exclusively through the target language. This concept is then related to two current

pedagogical tendencies: peer collaboration and learner autonomy.

The Intersection of Library Learning and Second-Language Learning - Karen Bordonaro
2013-12-01

The Intersection of Library Learning and Second-Language Learning: Theory and Practice is an examination of how the intersections of language learning and library learning are experienced by language learners in a university setting and beyond. It presents everyday scenarios and practical experiences that can contribute to the professional practices employed by working librarians and language instructors in their dealings with international students.

Assessment and Autonomy in Language Learning - C. Everhard
2015-03-25

This book examines this contested relationship between assessment and autonomy from a number of perspectives in a variety of Higher Education language-learning contexts in Europe and the Far East. The contributors to the book

describe research into assessment both for and as autonomy, as well as approaches to the assessment of autonomy itself.

The Cambridge Guide to Pedagogy and Practice in Second Language Teaching - Jack C. Richards 2012-01-31

This collection provides a state-of-the-art survey of key issues and approaches in contemporary second language teaching.

Current Issues in Language Evaluation, Assessment and Testing - Christine Coombe 2016-03-08

Current Issues in Language Evaluation, Assessment and Testing: Research and Practice is a collection of research papers, most of which were presented at the 17th World Congress of the International Association of Applied Linguistics (AILA), which was held in 2014 in Brisbane, Australia. The volume comprises 15 chapters presenting current research projects and discussing issues related to language testing and the development of language

assessment instruments in a variety of contexts around the world. This anthology will be of use to both new and seasoned researchers within the field of Applied Linguistics and TESOL. Teacher educators, language teachers, and language assessment professionals will find this volume equally useful as the papers present current trends in testing and evaluation.

Autonomy in Language Learning and Teaching -

Alice Chik 2017-12-07

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 censure 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.

Language Education in Digital Spaces: Perspectives on Autonomy and Interaction

- Carolin Fuchs
2021-09-09

This book brings together contributions on learner autonomy from a myriad of contexts to advance our understanding of what

autonomous language learning looks like with digital tools, and how this understanding is shaped by and can shape different socio-institutional, curricular, and instructional support. To this end, the individual contributions in the book highlight practice-oriented, empirically-based research on technology-mediated learner autonomy and its pedagogical implications. They address how technology can support learner autonomy as process by leveraging the affordances available in social media, virtual exchange, self-access, or learning in the wild (Hutchins, 1995). The rapid evolution and adoption of technology in all aspects of our lives has pushed issues related to learner and teacher autonomy centre stage in the language education landscape. This book tackles emergent challenges from different perspectives and diverse learning ecologies with a focus on social and educational (in)equality. Specifically, to this effect, the chapters consider

digital affordances of virtual exchange, gaming, and apps in technology-mediated language learning and teaching ranging from instructed and semi-instructed to self-instructed contexts. The volume foregrounds the concepts of critical digital literacy and social justice in relation to language learner and teacher autonomy and illustrates how this approach may contribute to institutional objectives for equality, diversity and inclusion in higher education around the world and will be useful for researchers and teachers alike.

Identity, Motivation and Autonomy in Language Learning - Garold Murray 2011

"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 --
Teaching and Researching:

Autonomy in Language Learning - Phil Benson

2013-11-04

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. Topics new to this edition include: -
Autonomy and new

technologies - Teacher
autonomy - The sociocultural
implications of autonomy 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.