Autonomy In Foreign Language Learning And Teaching A

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A Framework for Freedom - Kees Van Esch 2003-01-01
Can learner autonomy as a pedagogical approach improve the quality of foreign language learning? How can this approach be constructed so that it empowers foreign language learners to increase their learning independence and create the conditions for continuing progress? This book seeks to contribute to a longstanding and yet ongoing debate around questions such as these. It has been written by teacher trainers from several different European countries for foreign language teacher trainers and for teachers in training. The authors are committed to building a theoretical framework for the development of learner autonomy as well as working out its practical implications for foreign language teaching. The first three chapters of the book aim to help trainers and teachers understand the theory which is relevant to learner autonomy and the principles which support it. The last three chapters present practical ways of fostering learner autonomy in order to facilitate intercultural competence as well as develop listening, reading, speaking and writing skills in a foreign language.

Self-access and the Adult Language Learner - Centre for Information on Language Teaching and Research 1994
Self-access centres provide access to language education, offering foreign language programmes to ever-increasing numbers of learners. This book discusses a range of theoretical and practical issues related to the setting up of self-access centres.

Teaching and Researching Autonomy in Language Learning - Phil Benson 2001
This text defines autonomy in language learning, how it is implemented and how research and independence/autonomy can inform each other.

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 intheir quest to acquire a foreign language.

Practical Approaches to Foreign Language Teaching and Learning - Marta Navarro Coy 2009
What does learning a language involve? Obviously, a rapid and definitive answer cannot be provided for this question since the aspects and situations affecting language learning are many and varied. From the role of culture to the use of new technologies in foreign language learning, this work aims to offer its readers some of the current research being carried out in different areas relevant to the topic. A long developing project has become reality thanks to the work of several researchers who are also experienced teaching professionals. In this sense, it is worth mentioning that most chapters of the book relate to different aspects of language learning within the classroom context which has resulted in realistic approaches to foreign language learning that can be of great help to those involved and/or interested in this field. Moreover, the clear division into sections allows readers to make their choice on how to proceed with the reading of the book depending on

their thematic interests. Five sections make up this practical work: culture and language learning, human resources in language learning, language learning strategies, language learning software and language learning web resources.

Autonomy, Agency, and Identity in Teaching and Learning English as a Foreign Language - (Mark) Feng Teng 2018-06-01
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.

Teacher/student Responsibility in Foreign Language Learning - Beverly-Anne Carter 2006
Original Scholarly Monograph

The Language Portfolio and Its Contribution to Learner Autonomy and Intrinsic Motivation in the EFL - Nils Hübinger 2013-04-26
Seminar paper from the year 2011 in the subject English - Pedagogy, Didactics, Literature Studies, grade: 14, Justus-Liebig-University Giessen (Anglistik), course: Seminar: Diagnostic Competence, language: English, abstract: The approach to English foreign language acquisition in German schools has significantly changed in the last decade. Today, students no longer start to learn English in grade five, but begin with the very basics in primary school. In most states, English as a foreign language is introduced in grade three – some states have gone even further and start teaching English in the first grade, e.g. North Rhine-Westphalia. Besides these changes, a major shift from a 'teacher-' to a 'learner- centered' classroom took place. Consequently, the individual learner and his or her language learning process have become more important in the English foreign language (EFL) classroom than before. New methodology such as strategic learning, reflection, and self-evaluation have moved to the center of attention in order to enhance students' language learning efficiency. In order to approach these new competences in an appropriate way for children, the language portfolio was developed and introduced to foreign language learners. By now, there are a number of different portfolio, such as the European Language Portfolio for language learners in secondary schools and adults, or Mein Sprachenportfolio, which is being used in primary schools in the state of Hesse. Those new methods of language learning are meant to offer students the chance to monitor their own language learning process and eventually allow them to see their own learning progress over the years. One of the major goals of the portfolio is to rise learners' motivation and interest in language learning. Research over many years has shown that motivation plays a great role when it comes to foreign language learning and learning in general. Therefore, it is certain that motivation has significant influence on a person's success or failure in language learning. The portfolio might be the key to the problem of creating, fostering, and maintaining language learners' motivation over a period of time that exceeds childhood and adolescence.

Motivation and Experience in Foreign Language Learning - Yoshiyuki Nakata 2006
Originally presented as the author's thesis (Ph. D.)--University of Dublin, Trinity College.

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 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.

Learner Autonomy Across Cultures - D. Palfreyman 2003-11-03
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.

Teaching English: Differentiation and Individualisation - Maria Eisenmann 2019-05-13
Heterogenität im Klassenzimmer ist Alltag und eine Herausforderung. Auch Englischlehrkräfte sind aufgefordert, dies mit speziell zugeschnittenen Lernarrangements zu berücksichtigen. Maria Eisenmann führt daher nicht nur in die Theorien von Heterogenität, Differenzierung und Inklusion ein, sondern stellt individualisierende Methoden und Lernstrategien für die Praxis des Unterrichts vor.

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 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.

Autonomy in Second Language Learning: Managing the Resources - Mirosław Pawlak 2016-12-28
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.

Autonomy and Foreign Language Learning in a Virtual Learning Environment - Miranda Hamilton 2013-04-11
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Autonomy, Agency, and Identity in Teaching and Learning English as a Foreign Language - (Mark) Feng Teng 2018-12-23
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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.

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.

Language, Autonomy and the New Learning Environments - Douglas Allford 2007
The emergence of new learning environments, technological and institutional, implies a need for language understanding and autonomous learning. What do they mean? Why are they necessary? How do they interrelate? This book looks at these questions. The authors consider mother tongue and second/foreign language education in relation to 'language understanding', which includes formal knowledge and an ability to use language communicatively, and should cover the 'new' literacies. Autonomous language learning has been interpreted in various ways, and setting language understanding as a goal allows some of these (such as 'training' models) to be challenged and others endorsed. Some implications of the information society for education are considered. Learning increasingly takes place outside educational establishments, and the authors examine changes from face-to-face teacher-student interaction to mixed-mode and distance learning. The new environments create new possibilities, such as knowledge construction through computer-mediated interaction and learner autonomy in online networks, and these are explored. Throughout the book, the centrality of the teacher's role is affirmed, as educator and guide on autonomous second/foreign language programmes, and as a moderator of online discussions and a designer of online materials.

Navigating Foreign Language Learner Autonomy. - Maria Giovanna Tassinari 2020-05-17
Navigating Foreign Language Learner Autonomy provides novel insights into both the theory and practice of learner autonomy in the context of foreign language education, and does so in multiple languages and through multiple voices. The contributing authors showcase effective practices and new directions in research, but also report on the status quo of learner autonomy at institutions around the world. Most of the authors write about their experiences with implementing foreign language learner autonomy in their home or dominant language(s). The volume includes contains chapters in 13 languages: Czech, Danish, English, Finnish, German, Hungarian, Italian, Japanese, Mandarin Chinese, Portuguese, Spanish, Thai, and Turkish, each with an

accompanying English chapter or summary. As a starting point, a theoretical introduction is provided by David Little, and to conclude, the editors analyse the narratives of the contributors and comment on the process of navigating autonomy through different languages.

New Technological Applications for Foreign and Second Language Learning and Teaching - Kruk, Mariusz 2020-03-13
Population diversity is becoming more prevalent globally with increasing immigration, emigration, and refugee placement. These circumstances increase the likelihood that a child will be raised speaking a different language in the home than the common language used in each country. This necessitates the development of comprehensive strategies that promote second language learning through the adoption of new technological advancements. New Technological Applications for Foreign and Second Language Learning and Teaching is a scholarly publication that explores how the latest technologies have the potential to engage foreign and second language learners both within and outside the language classroom and to facilitate language learning and teaching in the target language. Highlighting a range of topics such as learning analytics, digital games, and telecollaboration, this book is ideal for teachers, instructional designers, curriculum developers, IT consultants, educational software developers, language learning specialists, academicians, administrators, professionals, researchers, and students.

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.

The Teacher's Role in Developing Learner Autonomy - Barbora Chovancová 2020-03-08
As the title suggests, it is the teacher who is in the spotlight of this volume on learner autonomy. The issues addressed herein include the specific and ever-changing role of teachers within the context of autonomous learning; an impassioned promotion of professionalism, creativity, reflection, and ability to tune into the minds of students; the effectivity of teaching in general; and, last but not least, the teacher's own autonomy.In autonomous learning, learners become "researchers of their own learning". Likewise, teachers should become "researchers of their own teaching" and, as this book attests, they indeed do. When the focus of their explorations is learner autonomy, the results can include theoretically grounded research papers with practical applications, action research and exploratory practice, and good practice papers which emphasize how learner autonomy is being promoted. This book is not only written by teachers but also addressed directly to them. Teachers at all levels, in different teaching contexts, and of various languages can benefit from the ideas and adapt them to fit their unique teaching situation and benefit their own students.

Learner Autonomy in the Foreign Language Classroom - David Little 2003

Autonomy in Second Language Learning: Managing the Resources - Pawlak Mirosław 2016-08-07
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 chapter includes papers dealing with different ways in which learner autonomy can be fostered and evaluated. Chapter Two focuses on developing teacher autonomy, which, in the opinion of many specialists, is indispensable if learner autonomy is to be promoted. Finally, the papers contained in Chapter Three are connected with the role of language learning strategies in the development of learner independence. 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.

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 --

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.

Enhancing Autonomy in Language Education - Manuel Jiménez Raya 2015-04-24
The book explores the idea that pedagogy for autonomy requires the integration of teacher and learner development and can be enhanced through a case-based approach in teacher education. A case-based approach values experiential professional learning and expands professional competences necessary to promote autonomy in schools: developing a critical view of (language) education; managing local constraints so as to open up spaces for manoeuvre; centring teaching on learning; interacting with others in the professional community. Two strategies to implement the approach are presented and illustrated. The first one involves teachers in designing, implementing and evaluating experiences of pedagogy for autonomy, which are the basis for writing professional narratives and building a case portfolio. The second draws on teachers' pedagogical experience as the basis for the construction of case materials where experiential elements are combined with theoretical input and reflective tasks, so that the teachers who use those materials can reflect about and explore their own practice.

Autonomy and Foreign Language Learning - Henri Holec 1981

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.

Autonomy in Language Learning and Teaching - Alice Chik 2016-01-12
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 link.springer.com.

Autonomy in Second Language Learning: Managing the Resources - Mirosław Pawlak 2018-07-12
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.

Left to My Own Devices: Learner Autonomy and Mobile-Assisted Language Learning - Javier Díaz-Vera 2012-01-04
This book is the result of five years of intensive dedication to teaching innovation and curriculum development and offers a series of studies exploring how mobile technologies in particular, and mobile learning in general, may be used for second language teaching and learning in a wide variety of environments.

New Insights Into Foreign Language Learning and Teaching - Kees Van Esch 2004
This book aims to offer insights into cognitive, sociocultural and pedagogical aspects of foreign language learning and teaching. It focuses on different competences, such as communicative competence, intercultural competence and the autonomy of the language learner. A significant feature of this volume is that it bears the fruit of collaboration between researchers and practitioners on both sides of the Atlantic and, therefore, offers a variety of perspectives. The book is divided into four parts, focusing on the following four areas of research: sociocultural theory, communicative language teaching, intercultural competence and learner autonomy. The first chapter of each part covers theoretical issues by outlining the origins and development of a theory and explaining its core concepts. In the second chapter, theoretical, empirical and applied research is reviewed, and the implications for foreign language learning and teaching are discussed. The third chapter of each part is devoted to the application of the theories in focus. It presents either an example of a research project or an application of the theory in terms of developing materials and/or giving suggestions for good practice in the foreign language classroom.

Autonomy in Language Learning and Teaching - Alice Chik 2017-12-07
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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.

Learner Autonomy and CALL Environments - Klaus Schwienhorst 2012-11-12
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.

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.

Autonomy, Agency and Identity in Foreign Language Learning and Teaching - Jing Huang 2013-12-03
This book offers readers a basic grounding in autonomy and related concepts of agency and identity in foreign language education. The ethnographic study explores how autonomy develops within the long-term process of EFL and TEFL learning in a Chinese social and institutional context. Through examining the general characteristics and patterns within the long-term development of autonomy among the students, the enquiry puts under close scrutiny a number of fundamental issues in autonomy research and practice, such as reactive autonomy in relation to proactive autonomy, personal autonomy in relation to learner autonomy, other-control in relation to self-control in the multi-control model of autonomy, and also issues of autonomy in the transition from foreign language learning to foreign language teaching. The study presents the more describable concepts of identity and agency to investigate the development of autonomy in foreign language learning and teaching and explores their complex interrelationships. The book finally highlights major contributions and limitations of the investigation, and provides implications and suggestions for theory, pedagogy and research.

Social Dimensions of Autonomy in Language Learning - G. Murray 2014-05-06
This book examines how autonomy in language learning is fostered and constrained in social settings through interaction with others and various contextual features. With theoretical grounding, the authors discuss the implications for practice in classrooms, distance education, self-access centres, as well as virtual and social learning spaces.

Fostering Learner Autonomy - Christian Ludwig 2018-03-07
The volume contains 16 chapters that bring together language learner autonomy and the complex and multifaceted concept of action research.This volume shows that learner autonomy is both a prerequisite and ultimate goal of (action) research.