

Autonomy in Language Learning

- Teachers' role

- In order to help learners to develop autonomy in their process of acquiring the language,
- a teacher should consider three domains (for different levels of autonomy)

1. Communication through language
2. Learning process
3. Students' personal life

Teaching And Researching Autonomy In Language Learning

**Richard Pemberton, Edward S.L.
Li, Winnie W.F. Or, Herbert D. Pierson**

Teaching And Researching Autonomy In Language Learning:

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

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

Teaching and Researching Taylor & Francis Group, 2020-09-03 *T Teaching and Researching*, 2017 **Teaching and Researching Autonomy** Phil Benson, 2011

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

Autonomy in Language Learning and Teaching Alice Chik, Naoko Aoki, Richard Smith, 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 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/10.1057/9781137529985_2.pdf **Autonomy in Language Education** Manuel Jimenez Raya, Flavia Vieira, 2020-07-09 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

Reconstructing Autonomy in Language Education Andrew Barfield, Stephen H. Brown, 2007-05 Reconstructing Autonomy in Language Education Inquiry and Innovation provides a critical re interpretation of the contextual co construction of autonomy in language education Fifteen grounded research projects explore innovative self reflexive approaches to autonomy in learner and teacher education classroom practice self access and materials development The book 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 **Taking Control** Richard Pemberton, Edward S.L. Li, Winnie W.F. Or, Herbert D. Pierson, 1996-06-01 TAKING CONTROL Autonomy in Language Learning focuses on an area of language learning and teaching that is currently receiving an increasing amount of attention The book featuring 18 chapters from key figures around the world in the field of autonomous and self access language learning provides insightful coverage of the theoretical issues involved and represents a significant contribution to research in this area At the same time it provides a variety of examples of current practice in classrooms and self access centres at secondary and tertiary levels and in a number of different cultural contexts This volume is a timely publication which will be of interest to all those concerned with learner autonomy and self directed language learning **Navigating Foreign Language Learner Autonomy** Christian Ludwig, Maria Giovanna Tassinari, Jo Mynard, 2020-05-10 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 contains full chapters or extracts in 15 languages Czech Danish English Finnish German Hungarian Italian Japanese Korean Mandarin Chinese M ori Portuguese Spanish Thai and Turkish Each chapter is accompanied by a chapter or summary in English along with a glossary and some reflective questions 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

Reconstructing Autonomy in Language Education A. Barfield, S. Brown, 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, 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

Teaching and Researching Philip Benson, 2011 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 and Independence in Language Learning Phil Benson, Peter Voller, 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

Anglica Wratislaviensia, 2005

Elt in the 21st century Mamadou Kandji, 2019-02-05 The present book is a compendium of ten critical essays about ELT in the 21st Century It covers the theme from various perspectives which can be subdivided into six main headings 1 Learner Autonomy 2

Teacher Professional Development 3 New Paradigms and Technologies in CLT 4 Skills Development 5 Opportunities and Challenges Facing the Teaching Profession 6 Other Issues in Today's English Teaching The essays collected here discuss crucial issues in ELT in the Senegalese context **Kwartalnik neofilologiczny**, 2005 Language Learner Autonomy David Little, Leni Dam, Lienhard Legenhausen, 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 **Teaching and Researching** Philip Benson, 2011 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 *Kalbu mokymas ir mokymasis daugiakultūroje ir daugiakalbėje Europoje*, 2007

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