Autonomy In Foreign Language Learning And Teaching

Terry Lamb, Hayo Reinders

Autonomy in Second Language Learning: Managing the Resources
Miroslaw Pawlak, Anna Mystkowska-Wiertelak, Jakub Bielak, 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
Henri Holec, 1981

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 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
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.

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.

A Framework for Freedom  Kees Van Esch, Oliver St. John, 2003 Seven European teacher trainers contribute to this text written for foreign language teacher trainers and for their trainees who will become teachers of foreign languages in school classrooms across Europe. Based on a multiyear collaborative project investigating learner autonomy in foreign language learning, the text presents a theoretical framework and basic rationale for the development of learner autonomy, followed by practical modules on specific language skills--listening, reading, speaking and writing--and intercultural competence. Annotation 2004 Book News, Inc., Portland, OR (booknews.com).

Autonomous Language Learning with Technology  Chun Lai, 2017-06-29 This book looks beyond the classroom, and focuses on out-of-class autonomous use of technology for language learning, discussing the theoretical frameworks, key findings and critical issues. The proliferation of digital language learning resources and tools is forcing language education into an era of unprecedented change. The book will stimulate discussions on how to support language learners to construct quality autonomous technology-mediated out-of-class learning experience outside the classroom and raise greater awareness of and research interest in this field. Out-of-class learning constitutes an important context for human development, and active engagement in out-of-class activities is associated with successful language development. With convenient access to expanded resources, venues and learning spaces, today's learners are not as dependent on in-class learning as they used to be. Thus, a deeper understanding of the terrain of out-of-class learning is of increasing significance in the current
educational era. Technology is part and parcel of out-of-class language learning, and has been a primary source that learners actively use to construct language learning experience beyond the classroom. Language learners of all ages around the world have been found to actively utilize technological resources to support their language learning beyond formal language learning contexts. Insights into learners' out-of-class autonomous use of technology for language learning are essential to our understanding of out-of-class learning and inform educators on how language learners could be better supported to maximize the educational potentials of technology to construct quality out-of-class learning experience.

**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.

**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.

**Autonomy in Language Learning**, 1994


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.

**Learner and Teacher Autonomy in Higher Education** Manuel Jiménez Raya, José Javier Martos Ramos, María Giovanna Tassinari, 2017

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.

**Language Education in Digital Spaces: Perspectives on Autonomy and Interaction** Carolin Fuchs, Mirjam Hauck, Melinda Dooly, 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.

**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.

**Space, Place and Autonomy in Language Learning** Garold Murray, Terry Lamb, 2017

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.

**Autonomy, Agency and Identity in Foreign Language Learning and Teaching** Jing Huang, 2013

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.

**Autonomy, Agency, and Identity in Teaching and Learning English as a Foreign Language** (Mark) Feng Teng, 2018

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.

Learner and Teacher Autonomy Terry Lamb, Hayo Reinders, 2008 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.

Enhancing Autonomy in Language Education Manuel Jiménez Raya, Flávia Vieira, 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.

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, Māori, 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.

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