

Autonomy In Foreign Language Learning And Teaching A

Recent years have seen a growing interest in the pedagogical benefits of digital games, which have the potential to engage learners and to encourage interaction in the target language. The use of digital games in language education is based on the premise that successful learning is integrated into the sociocultural context of learners' lives and encourages collaboration and lifelong learning, bridging learning within and outside the language classroom. However, the potential of digital games has not been properly investigated from a second language learning and teaching perspective. This volume presents the first dedicated collection of papers to bring together the state-of-the-art in research into game-based learning. It includes theoretical, empirical, and practice-oriented contributions and as such will appeal to anyone with an interest in the most recent developments in language education.

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

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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.

"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 --

This book combines detailed accounts of classroom practice with empirical and case-study research and a wide-ranging engagement with applied linguistic

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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.

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.

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

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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

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maximize the educational potentials of technology to construct quality out-of-class learning experience.

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.

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.

Modern language classrooms are currently dominated by the communicative method of language teaching. This reader draws together recent and newly commissioned papers to show the origins of communicative methodology, how it has developed, what its research justification is and how it can most effectively be used in the classroom. Various chapters examine the particular challenges of differentiation, teaching grammar,

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encouraging pupils to use the target language together and teaching a foreign language to children with special educational needs. The final section discusses ways of developing creativity in the modern languages classroom through the use of drama, creative writing and role play. Anyone involved in teaching modern languages will find this reader a rich source for reflection and good practice. 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.

Navigating Foreign Language Learner Autonomy

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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.

Autonomy and Foreign Language Learning Janus Book Pub/Alemany Press
Autonomy and Foreign Language Learning in a Virtual Learning Environment A&C Black
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

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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.

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

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and postgraduate students working on their BA, MA and PhD theses, as well as practitioners wishing to promote learner independence in their classrooms.

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.

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.

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-

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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.

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. 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

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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.

This dissertation, "Autonomy, Agency and Identity in Foreign Language Learning and Teaching" by Jing, Huang, ??, was obtained from The University of Hong Kong (Pokfulam, Hong Kong) and is being sold pursuant to Creative Commons: Attribution 3.0 Hong Kong License. The content of this dissertation has not been altered in any way. We have altered the formatting in order to facilitate the ease of printing and reading of the dissertation. All rights not granted by the above license are retained by the author. DOI:

10.5353/th_b4175798 Subjects: Learner autonomy English language - Study and teaching (Higher) - China English language - Study and teaching (Higher) - Chinese speakers English teachers - Training of - China

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

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'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.

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

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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. 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. 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. 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

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language teaching and learning in a wide variety of environments.

This practical guide encourages learners to take an active role in their learning.

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.

The topics of autonomy and independence play an increasingly important role in language education.

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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 is basically described as an individual's taking responsibility for his/her own learning and seen as one of the most significant features of life-long learning process today. Therefore modern language teaching approaches and innovations in this area have made language practitioners focus

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largely on the concept "autonomy" in educational setting in recent years. Main stream of the learner autonomy in the class mostly emanates from teacher and teacher behaviours. Therefore the role of autonomy-supportive teachers on mastering students' language learning is increasing in education day by day. As a result there is a great amount of interest and studies on learner and teacher autonomy in literature. This study is a literature review on autonomy-supportive language environments and teachers. By considering the related studies and comparing the features of autonomy-supportive and controlling language teaching atmospheres, and looking from the perspective of Self- Determination Theory, a modern motivation theory, the review aims to give some practical tips on how to promote learner autonomy and overcome learner reticence in foreign language classroom.

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

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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.

The advent of networked digital technologies, in enabling language learners to collaborate and create content online, has given rise to new ways in which learners are able to express their autonomy. *Learner Autonomy and Web 2.0* explores tensions between the "classical" definitions of learner autonomy and the learning dynamics observed in specific online contexts. Some of the contributions argue for the emergence of actual new forms of autonomy, others consider that this is merely a case of "old wine in new bottles." In this volume, autonomy is seen as emerging and developing in a complex relationship with L2 proficiency and other competencies. The volume takes an expansive view of what is meant by

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Web 2.0 and, as a result, a wide diversity of environments is featured, ranging from adaptive learning systems, through mobile apps, to social networking sites and - almost inevitably - MOOCs. Paradoxically, autonomy is seen to flourish in some quite restricted contexts, while in less constrained environments learners experience difficulty in dealing with a requirement to self-regulate. Individual chapters run the gamut of age groups, learning activities and online environments. The stage for all of them is set by an exchange in which David Little and Steve Thorne discuss the evolution of the concept of language learner autonomy, from its origins in the era of self-access resource centres to its more recent instantiations in online (and offline) learning communities. Subsequent contributors include an exploration how autonomy can be exercised even within the constraints of adaptive learning systems, a discussion of the metacognitive operations engaged in by autonomous adult learners in a French/Australian teletandem exchange, a look at an ecological paradigm of autonomy to conceptualise its emergence in relation to the use of mobile apps by primary- and secondary-level language learners in Canada, a study of how learner autonomy with a markedly social and empathic dimension drives collaboration in a Facebook-based collaborative writing project, a study of the autonomy stances adopted by different groups of learners

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using the Busuu online language exchange platform, an analysis of the difficulties encountered by a group of trainee language teachers in engaging with a range of language MOOCs and finally a study of how autonomy is experienced by advanced learners of English with a preference for online informal learning based on gaming and streamed video.

Using constructivist principles and autonomous learning techniques the ELP has pioneered innovative and cutting edge approaches to learning languages that can be applied to learning across the spectrum. Although articles on the success of the ELP project have appeared in some academic journals, Perspectives from the European Language Portfolio is the first book to report on and contextualise the project's innovative techniques for a wider educational research audience. During the last ten years the ELP has increasingly become a reference tool for language learning and teaching in primary, secondary and tertiary educational settings all around Europe. The editors of this volume believe that there is a need to reflect on the significant contribution that the ELP has delivered for language learning and teaching, and to critically evaluate its achievements. This volume offers a range of investigations from theoretical studies to practical cases around these issues, and includes: relevant contributions of the ELP to language pedagogy; assessing the impact of the ELP on pedagogical

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research and practice; exploring and defining pathways for future developments; Reflective learning. This book is intended for a readership of language teachers and researchers across Europe. It will be of particular relevance to those engaged in language learning and teaching within the Common European Framework of Reference, supporting independent learning and developing a language curriculum, whether in school, adult, further or higher education.

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

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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.

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