**Autonomy In Foreign Language Learning And Teaching**

Autonomy, Agency and Identity in Foreign Language Learning and Teaching

Navigating Foreign Language Learner Autonomy

Space, Place and Autonomy in Language Learning

Learner and Teacher Autonomy

A Critical Analysis of Forms of Autonomous Learning (autodidaxy and Semi-autonomy) in the Field of Foreign Language Learning

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Digital Genres, New Literacies and Autonomy in Language Learning

Teaching and Researching: Autonomy in Language Learning

The Language Portfolio and Its Contribution to Learner Autonomy and Intrinsic Motivation in the EFL

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Practical Tips on How to Promote Learner Autonomy in Foreign Language Classrooms

Autonomy, Agency, and Identity in Teaching and Learning English as a Foreign Language

Developing Learner Autonomy in Foreign Language Learning

Towards Greater Learner Autonomy in the Foreign Language Classroom

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Blended Learning and Autonomy in Learning English as a Foreign Language

Language, Autonomy and the New Learning Environments

New Perspectives on Teaching and Learning Modern Languages

Learner Autonomy in Secondary-school English Classes

Identity, Motivation and Autonomy in Language Learning

A Framework for Freedom

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Space, Place and Autonomy in Language Learning

This exciting new publication featuring chapters from some of the foremost practitioners in the field of modern languages today closely examines research-based analysis, structural contexts and classroom practice in teaching and learning. After analysing the current situation, each author proposes radical solutions to current problems and the whole book provides much needed fresh thinking on methodology and pedagogy.

**Learner and Teacher Autonomy**

In this volume researchers from Asia, Europe, the Middle East and North and South America employ a variety of theoretical perspectives and methodological approaches in their exploration of the links between identity, motivation, and autonomy in language learning. On a conceptual level the authors explore issues related to agency, metacognition, imagination, beliefs, and self. The book also addresses practice in classroom, self-access, and distance education contexts, considering topics such as teachers' views on motivation, plurilingual learning, sustaining motivation in distance education, pop culture and gaming, study abroad, and the role of agency and identity in the motivation of pre-service teachers. The book concludes with a discussion of how an approach which sees identity, motivation, and autonomy as interrelated constructs has the potential to inform theory, practice and future research directions in the field of language teaching and learning.

**A Critical Analysis of Forms of Autonomous Learning (autodidaxy and Semi-autonomy) in the Field of Foreign Language Learning**

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

**Left to My Own Devices**

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 endorse. 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 in Second Language Learning: Managing the Resources**

Learner autonomy in English language teaching and learning is nothing new, however, it differs from traditional approaches to language learning quite a lot. Learners and achieving their independence are in the centre of learning process whereas traditional approaches still put focus on teachers and acknowledge them as the source of the majority of information. But, in an autonomous classroom, learners' existing knowledge and their readiness to bring their knowledge and experiences to the classroom are most appreciated. The term learner autonomy in foreign language teaching and learning first began to be used in the late seventies by the Council of Europe, when different project groups were formed in order to promote life-long learning. Henry Holec was the first who began using the term learner autonomy in adult education. Following Holec’s introduction of the concept of autonomy a number of projects were carried out in different European countries. The goal of these projects was to try to create an environment, in which learners would like to work in, and would create grounds for more independent learning. The outcomes of these projects were amazing, resulting in greater learners' motivation, independence and ability to use the language not only in the classroom but also in real-life situations. Traditional English teachers in Slovenia are still bound to follow the National Curriculum and plan their lessons around the prescribed coursebooks, which limits their options of trying new completely different approaches. However, there appear to be various options of implementing at least some elements of learner autonomy into traditional English classes and of enabling the teachers with the opportunity to observe the creative learning process, where learners are motivated, responsible and gain on their independence.

**Autonomy and Foreign Language Learning in a Virtual Learning Environment**

“This book reports the findings of an Irish research-and-development project whose purpose was to explore ways of making post-primary foreign language learners more autonomous. It begins by considering learner autonomy first as a practical achievement and then as a theoretical construct. It goes on to explain how the project was organized, presents the quantitative data collected in the early stages, and uses qualitative data to explore what the project meant to the teachers and learners involved. It concludes by summarizing the different perspectives on learner autonomy brought to the project by experienced practitioners and researchers from Denmark, Germany, Finland, Norway, and Spain. This book presents a unique insight into teaching and learning foreign languages at second level.”--Publisher description.

**Digital Genres, New Literacies and Autonomy in Language Learning**

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**

“Based on the selected proceedings from an international conference Concept of progress in foreign language teaching and learning, held in Dublin in February 2004”--Cover.

**The Language Portfolio and Its Contribution to Learner Autonomy and Intrinsic Motivation in the EFL**

Originally presented as the author's thesis (Ph. D.)--University of Dublin, Trinity College.

**Autonomy in Language Learning and Teaching**

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

Practical Tips on How to Promote Learner Autonomy in Foreign Language Classrooms

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.

Autonomy, Agency, and Identity in Teaching and Learning English as a Foreign Language

The exponential growth in the amount and complexity of information transmitted and shared on the Internet and the capabilities afforded by new information technologies result in the continuous emergence of new genres and new literacy practices that call for new models of genre analysis and new approaches to teaching literacy and language, where language learning autonomy has to take centre stage. Any pedagogical approach which seeks to develop autonomy in online language learning should also be concerned with the development of new literacies, with raising an awareness of digital texts and with the cognitive processes learners engage in when constructing meaning in hypertext. The purpose of this volume is to lay the foundations for an approach to online language learning which draws on the analysis of digital texts and of the practices and strategies involved in using such texts. With this aim in mind, this book incorporates and draws relations between research on digital genres, autonomy, electronic literacies and language learning tasks, combining theoretical reflections with pedagogical research. The chapters in this volume, written by researchers from different academic traditions, report research concerning digital genres, new literacy skills and the design of webtasks for effective language learning. These chapters will be useful resources for researchers and doctoral students interested in the development of autonomous language learning in digital environments.

Developing Learner Autonomy in Foreign Language Learning

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.

Towards Greater Learner Autonomy in the 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 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.

Autonomy and Foreign Language Learning; by Henri Holec

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.
Language Learner Autonomy

This volume offers a collection of essays addressing contemporary issues in foreign and second language education. In particular, it addresses language learner autonomy, both as a theoretical construct and in relation to areas of application such as the Common European Framework of Reference (CEFR), the European Language Portfolio (ELP), teacher training, Content and Language Integrated Learning (CLIL), and minority language provision. The contributors - well-known researchers, policy makers, teachers and teacher trainers - provide a multi-faceted insight into an innovative and influential approach to language education. David Little, to whom the volume is dedicated, was Associate Professor of Applied Linguistics and Head of the School of Linguistic, Speech and Communication Sciences at Trinity College Dublin. He is recognised worldwide as a leading proponent of the theory of language learner autonomy, and has been a driving force behind many influential language education initiatives internationally.

Target Language, Collaborative Learning and Autonomy

The Concept of Progression in the Teaching and Learning of Foreign Languages

This study investigates the extent to which learner autonomy can be fostered in a blended learning situation involving the integration of a course management system into a traditional face-to-face English class. The purpose is to identify whether there is evidence that such an intervention brings about changes in the students' perception and practice in relation to their autonomous learning. The research makes use of both qualitative and quantitative methods, and adopts a case study approach together with elements of a quasi-experimental design. The data from four research tools: i.e., questionnaire, student learning journals, interviews and classroom observation are triangulated and amalgamated to increase the validity and reliability of the findings which suggest that the course management system plays a prominent role in the creation and development of four aspects of learner autonomy. These are autonomous perception, autonomous behaviour, autonomous strategy and interdependence.

Autonomy and Foreign Language Learning in a Virtual Learning Environment

From Autonomy in Foreign Language Learning to Autonomy in Foreign Language Teaching

Motivation and Experience in Foreign Language Learning

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.

Autonomy and Foreign Language Learning

Teacher/student Responsibility in Foreign Language 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.

Blended Learning and Autonomy in Learning English as a Foreign Language
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.

**Language, Autonomy and the New Learning Environments**

Original Scholarly Monograph

**New Perspectives on Teaching and Learning Modern Languages**

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 Autonomy in Secondary-school English Classes**

**Identity, Motivation and Autonomy in Language Learning**

**Autonomy, Agency and Identity in Foreign Language Learning and Teaching**

**Left to My Own Devices: Learner Autonomy and Mobile-Assisted Language Learning** is the result of five years of intensive dedication to teaching innovation and curriculum development. The book 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. Although a strong emphasis is laid on issues to do with autonomy and independence in second language acquisition, the volume also examines the connections and interrelations of mobile learning and second language teaching and learning process on the whole, as well as the process of adoption of new, mobile technologies as teaching tools in various communities across the globe. The volume is targeted at a broad spectrum of readers including academics in the field of e-learning, online learning, and ICT-based learning, with an interest in exploring the possibilities of mobile-assisted learning and the new developments of ICT - in particular, portable devices - for the foreign language classroom. The volume will also be of interest to e-learning practitioners, course designers, resource centers managers, educators - on different levels - and foreign language instructors and trainers alike. All in all, the volume is most attractive to those interested in the emerging field of mobile-assisted learning in general, and its potential for foreign language teaching and learning in particular.

**Autonomy in Foreign Language Learning**

**Teaching and Researching: Autonomy in Language Learning**

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

**Das Leben des Michelangelo Buonarroti**

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.

**Proceedings of the Symposium on 'Autonomy in Foreign Language Learning'**

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.

**Towards Learner Autonomy in Foreign Language Learning in Senior Secondary School**

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.

**Understanding Learner Autonomy in Foreign Language Learning**

**A Framework for Freedom**

**Learner Autonomy and Foreign Language Learning**

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 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.

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