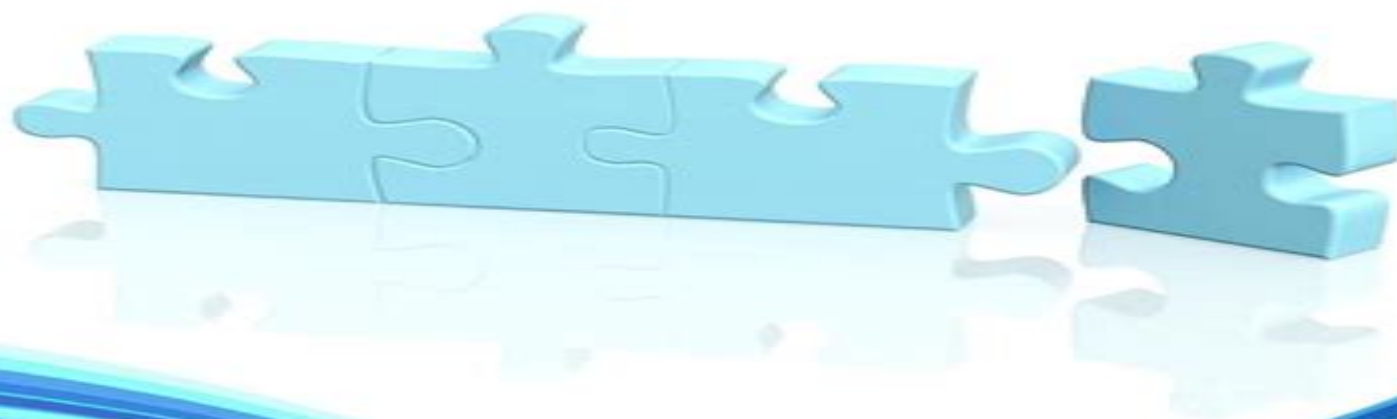


Autonomy in Language Learning: Stories of Practices



Edited by Andy Barfield and
Natanael Delgado Alvarado



Autonomy In Language Learning Stories Of Practices

Carol Morgan, Albane Cain



Autonomy In Language Learning Stories Of Practices:

The Routledge Handbook of English Language Teaching Graham Hall, 2016-05-12 The Routledge Handbook of English Language Teaching is the definitive reference volume for postgraduate and advanced undergraduate students of Applied Linguistics ELT TESOL and Language Teacher Education and for ELT professionals engaged in in service teacher development and or undertaking academic study Progressing from broader contextual issues to a narrower focus on classrooms and classroom discourse the volume s inter related themes focus on ELT in the world contexts and goals planning and organising ELT curriculum resources and settings methods and methodology perspectives and practices second language learning and learners teaching language knowledge skills and pedagogy understanding the language classroom The Handbook s 39 chapters are written by leading figures in ELT from around the world Mindful of the diverse pedagogical institutional and social contexts for ELT they convincingly present the key issues areas of debate and dispute and likely future developments in ELT from an applied linguistics perspective Throughout the volume readers are encouraged to develop their own thinking and practice in contextually appropriate ways assisted by discussion questions and suggestions for further reading that accompany every chapter Advisory board Guy Cook Diane Larsen Freeman Amy Tsui and Steve Walsh

Innovation in Language Learning and Teaching P. Darasawang, H. Reinders, 2016-01-12 This book investigates the ways in which new developments in areas of language teaching practice such policymaking planning methodology and the use of educational technology spread globally and are adopted rejected or adapted locally **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 Dynamics of a Social Language Learning Community Jo Mynard, Michael Burke, Daniel Hooper, Bethan Kushida, Phoebe Lyon, Ross Sampson, Phillip Taw, 2020-08-07 This book provides an in depth exploration of psychological phenomena affecting language learning within a social learning space Drawing on the literature from identity in second language learning communities of practice and learner beliefs in conjunction with other individual difference factors it uncovers perceptions and assumptions that language learners have of the space and how they affect their

relationship with it and the people within it Readers will gain a greater understanding of how psychological phenomena shape a space and how a learning space can contribute to a wider learning ecology This book will appeal to researchers interested in language learning beyond the classroom and psychological aspects of language acquisition as well as to practitioners and professionals who are supporting learners outside the classroom **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

Students' Narrative Journeys in Learning Communities: Mapping Landscapes of Practice Daniel

Hooper, 2025-01-20 Students Narrative Journeys in Learning Communities Mapping Landscapes of Practice by Daniel Hooper offers a unique exploration into how students navigate the often challenging transitions within English education in Japan Drawing on nearly two decades of teaching experience and detailed research Hooper dives deep into the complexities of student experiences in self access learning centers SALCs and foreign language classrooms The book spotlights the narratives of three students Kei Sara and Tenka whose stories illuminate the diverse ways learners adapt to new environments and reshape their identities as language learners This volume bridges the gap between academic theory and practical application offering educators a roadmap to better understand and support their students during periods of change By elevating student voices Students Narrative Journeys challenges traditional pedagogies and calls for a more inclusive reflective approach to language education With a balanced mix of theory and real life narratives this book is an essential resource for teachers researchers and advisors looking to enhance their understanding of learner agency and self access learning practices *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 **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

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

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

Language Learner Strategies: 30 Years of Research and Practice Andrew Cohen, Ernesto Macaro, 2007-11-29 Provides a unique and timely re examination of key issues such as strategies in context strategy instruction and strategy research methods by numerous experts in the field Offers an invaluable overview of what is known from empirical research about listening reading speaking writing vocabulary and grammar strategies Proposes a clear and focused research agenda for the next decades

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

Foreign Language and Culture Learning from a Dialogic

Perspective Carol Morgan,Albane Cain,2000 This book analyses an intercultural project undertaken by French and English 14 year olds based on an exchange of materials created by the pupils and focused on the topic of law and order The project was based on a view of learning as a dialogic process interacting with others A first language and home culture is acquired through such interaction This project sought to realise this dialogic process in a more meaningful way than is often the case in foreign language classrooms Contemporary Perspectives in English Language Studies Sarjit Kaur,Shakila Abdul

Manan,2013 **Advanced Research on Mechanical Engineering, Industry and Manufacturing Engineering** Helen Zhang,David Jin,2011-06-08 Selected peer reviewed papers from the 2011 International Conference on Mechanical Engineering Industry and Manufacturing Engineering MEIME 2011 July 23 24 2011 Beijing China **Narratives of Learning and Teaching EFL** Paula Kalaja,Vera Lúcia Menezes de Oliveira e Paiva,Ana Maria F. Barcelos,2008-08-20 Narratives of Learning and Teaching EFL can thus function as a source of ideas and also as a tool kit BOOK JACKET

Beyond Listening Alison Clark,Peter Moss,Anne Trine Kjørholt,2005 More young children than ever before are spending their time in some form of early childhood service But how do we know what they think about it While there has been a move to take children s views into account more generally very little attention has been given to listening to young children below the age of six or seven This book is the first of its kind to focus on listening to young children both from an international perspective and through combining theory practice and reflection With contributions and examples from researchers and practitioners in six countries it examines critically how listening to young children in early childhood services is understood and practised Each chapter is rooted in the everyday lives of young children and presents a range of actual experiences for students and practitioners to draw from Beyond listening goes further to address key questions emerging from early childhood services and research These are What do we mean by listening Why listen How do we listen to young children What view of the child do different approaches to listening presume What risks does listening entail for young children The authors are leading experts in this area of rapidly growing interest and have themselves developed innovative methods such as the Mosaic approach which is discussed in the book **Identity, Motivation and Autonomy in Language Learning** Garold Murray,Xuesong Gao,Terry Lamb,2011 Through the use of qualitative research methods the authors explore the complex contingent and dynamic nature of motivation identity and autonomy both for language learners and teachers in many different parts of the world Importantly they also look for relationships among the three constructs This is precisely the integrative approach that should be encouraged as we seek to understand the lived experience of individuals Diane Larsen Freeman University of Michigan USA Realizing Autonomy Kay Irie,Alison Stewart,2011-11-25 Realizing Autonomy Practice and Reflection in Language Education Contexts presents critical practitioner research into innovative approaches to language learner autonomy Writing about experiences in a range of widely differing contexts the authors offer fresh insights and perspectives on the challenges and contradictions of learner autonomy **New**

Perspectives on Teaching and Learning Modern Languages Simon Green, 2000 This book featuring chapters from the foremost practitioners in the field of modern languages closely examines research based analysis structural contexts and classroom practice in teaching and learning It provides much needed fresh thinking on methodology and pedagogy

The Top Books of the Year Autonomy In Language Learning Stories Of Practices The year 2023 has witnessed a remarkable surge in literary brilliance, with numerous captivating novels enthralling the hearts of readers worldwide. Lets delve into the realm of popular books, exploring the engaging narratives that have enthralled audiences this year. The Must-Read : Colleen Hoover's "It Ends with Us" This heartfelt tale of love, loss, and resilience has captivated readers with its raw and emotional exploration of domestic abuse. Hoover skillfully weaves a story of hope and healing, reminding us that even in the darkest of times, the human spirit can triumph. Autonomy In Language Learning Stories Of Practices : Taylor Jenkins Reids "The Seven Husbands of Evelyn Hugo" This captivating historical fiction novel unravels the life of Evelyn Hugo, a Hollywood icon who defies expectations and societal norms to pursue her dreams. Reids compelling storytelling and compelling characters transport readers to a bygone era, immersing them in a world of glamour, ambition, and self-discovery. Autonomy In Language Learning Stories Of Practices : Delia Owens "Where the Crawdads Sing" This captivating coming-of-age story follows Kya Clark, a young woman who grows up alone in the marshes of North Carolina. Owens spins a tale of resilience, survival, and the transformative power of nature, captivating readers with its evocative prose and mesmerizing setting. These bestselling novels represent just a fraction of the literary treasures that have emerged in 2023. Whether you seek tales of romance, adventure, or personal growth, the world of literature offers an abundance of engaging stories waiting to be discovered. The novel begins with Richard Papen, a bright but troubled young man, arriving at Hampden College. Richard is immediately drawn to the group of students who call themselves the Classics Club. The club is led by Henry Winter, a brilliant and charismatic young man. Henry is obsessed with Greek mythology and philosophy, and he quickly draws Richard into his world. The other members of the Classics Club are equally as fascinating. Bunny Corcoran is a wealthy and spoiled young man who is always looking for a good time. Charles Tavis is a quiet and reserved young man who is deeply in love with Henry. Camilla Macaulay is a beautiful and intelligent young woman who is drawn to the power and danger of the Classics Club. The students are all deeply in love with Morrow, and they are willing to do anything to please him. Morrow is a complex and mysterious figure, and he seems to be manipulating the students for his own purposes. As the students become more involved with Morrow, they begin to commit increasingly dangerous acts. The Secret History is an exceptional and suspenseful novel that will keep you guessing until the very end. The novel is a warning tale about the dangers of obsession and the power of evil.

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