

# **Assessment and Autonomy in Language Learning**

**Edited by  
Carol J. Everhard  
and Linda Murphy**



# Assessment And Autonomy In Language Learning

**Phil Benson**



### **Assessment And Autonomy In Language Learning:**

*Assessment and Autonomy in Language Learning* C. Everhard, L. Murphy, 2015-03-25 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 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 **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

**The Language Portfolio and Its Contribution to Learner Autonomy and Intrinsic Motivation in the EFL** Nils Hübinger, 2013-04-26 Seminar paper from the year 2011 in the subject Didactics for the subject English Pedagogy 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

Autonomy in Second Language Learning: Managing the Resources Mirosław 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

*Social Dimensions of Autonomy in Language Learning* G. Murray, 2014-05-06 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

**Perspectives from the European Language Portfolio** Barbel Kuhn (Ed), María Luisa Pérez Cavana, 2012 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 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

**Current Issues in Language Evaluation, Assessment and Testing** Christine Coombe, Christina Gitsaki, 2016-03-08 Current Issues in Language Evaluation Assessment and Testing Research and Practice is a collection of research papers most of which were presented at the 17th World Congress of the International Association of Applied Linguistics AILA which was held in 2014 in Brisbane Australia The volume comprises 15 chapters presenting current research projects and discussing issues related to language testing and the development of language assessment instruments in a variety of contexts around the world This anthology will be of use to both new and seasoned researchers within the field of Applied Linguistics and TESOL Teacher educators language teachers and language assessment professionals will find this volume equally useful as the papers present current trends in testing and evaluation

**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

*ICT-Based Assessment, Methods, and Programs in Tertiary Education* Meri Yilan, Serpil, Koruyan, Kasim, 2020-04-17 The use of information and communication technologies ICTs in education has revolutionized learning Shifting beyond traditional mode of education the integration of ICTs has become an advantage for students at tertiary education when used for the right purpose to enhance learning The use of technology brings forth a flexible and accessible mode of education and bridges the gap of learning across borders This enables students at tertiary level to have access to other universities and academic resource materials globally thereby expanding their knowledge Thus it is crucial to consider the development of technology in education as part of a comprehensive pedagogical framework and take into account new developments in ICTs ICT Based Assessment Methods and Programs in Tertiary Education is an essential research publication that provides relevant theoretical frameworks and recent empirical research findings on integrating ICTs in tertiary education to enhance learning and allow students to take more control of their learning Highlighting topics such as assessment language learning and e learning this book is ideal for teachers professionals academicians researchers administrators curriculum designers instructional designers and students

Learner Autonomy in the Foreign Language Classroom David Little, Jennifer Ridley, Ema Ushioda, 2003

**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

**Autonomy in Language Education** Manuel Jimenez Raya, Flavia Vieira, 2020-07-09 Autonomy in Language Education offers a holistic overview of and novel contribution to a complex and multifaceted yet under studied field of inquiry that is transforming language pedagogy It offers nineteen original chapters that critically analyze the impact of Henri Holec s seminal 1979 book Autonomy in Foreign Language Learning unpack theoretical empirical conceptual methodological ethical and political developments over the last forty years from many perspectives explore practical implications for teaching learning and teacher education and suggest future avenues and challenges for research and practice in this broad diverse essential field

**Reconstructing Autonomy in Language Education** A. Barfield, S. Brown, 2007-05-01 This book uses fifteen grounded research projects to explore innovative self reflexive approaches to autonomy in language education It emphasizes the multi voiced and contradictory complexity of pursuing autonomy in language education and includes commentary chapters to help readers engage with key issues emerging from the research

**Autonomy 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](https://link.springer.com/content/pdf/10.1057/9781137529985_2.pdf) Autonomy and Foreign Language Learning Henri Holec, Council of Europe. Council for Cultural Co-operation, 1980 Major Trends in Theoretical and Applied Linguistics 3 Nikolaos Lavidas, Thomai Alexiou, Areti Maria Sougari, 2014-02-10 In the three volumes of Major Trends in Theoretical and Applied Linguistics the editors guide the reader through a well selected compendium of works presenting a fresh look at contemporary linguistics Specialists will find chapters that contribute to their fields of interest and the three volume collection will provide useful reading for anyone interested in linguistics The first volume explores theoretical issues dealing with phonetics phonology and syntax semantics morphology Volume two is organized into three main sections that examine interdisciplinary linguistics discourse analysis gender and lexicography language acquisition and language disorders Finally volume three focuses on applied linguistics both language teaching learning and education *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 Mori 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 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 **Mapping the Terrain of Learner Autonomy** Felicity Kjisik, Peter Voller, Naoko Aoki, Yoshiyuki Nakata, 2009 Mapping the terrain of learner autonomy written by leading researchers and teachers in the field of language learner autonomy draws a concise map of the main developments in the field which has expanded enormously in the past decade It provides an analysis of the current state of learner autonomy practices presents some concrete examples addresses issues of teacher advisor and counsellor development and suggests future directions both in pedagogical practice and research The book will be a useful textbook or reader for advanced students in foreign language education applied linguistics and teacher education as well as for experienced language teachers who wish to update their knowledge in the field of learner autonomy

Back cover



## **Assessment And Autonomy In Language Learning** Book Review: Unveiling the Power of Words

In a global driven by information and connectivity, the ability of words has become more evident than ever. They have the capacity to inspire, provoke, and ignite change. Such may be the essence of the book **Assessment And Autonomy In Language Learning**, a literary masterpiece that delves deep to the significance of words and their affect our lives. Written by a renowned author, this captivating work takes readers on a transformative journey, unraveling the secrets and potential behind every word. In this review, we shall explore the book is key themes, examine its writing style, and analyze its overall affect readers.

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### **Table of Contents Assessment And Autonomy In Language Learning**

1. Understanding the eBook Assessment And Autonomy In Language Learning
  - The Rise of Digital Reading Assessment And Autonomy In Language Learning
  - Advantages of eBooks Over Traditional Books
2. Identifying Assessment And Autonomy In Language Learning
  - Exploring Different Genres
  - Considering Fiction vs. Non-Fiction
  - Determining Your Reading Goals
3. Choosing the Right eBook Platform
  - Popular eBook Platforms
  - Features to Look for in an Assessment And Autonomy In Language Learning
  - User-Friendly Interface
4. Exploring eBook Recommendations from Assessment And Autonomy In Language Learning
  - Personalized Recommendations
  - Assessment And Autonomy In Language Learning User Reviews and Ratings
  - Assessment And Autonomy In Language Learning and Bestseller Lists

5. Accessing Assessment And Autonomy In Language Learning Free and Paid eBooks
  - Assessment And Autonomy In Language Learning Public Domain eBooks
  - Assessment And Autonomy In Language Learning eBook Subscription Services
  - Assessment And Autonomy In Language Learning Budget-Friendly Options
6. Navigating Assessment And Autonomy In Language Learning eBook Formats
  - ePub, PDF, MOBI, and More
  - Assessment And Autonomy In Language Learning Compatibility with Devices
  - Assessment And Autonomy In Language Learning Enhanced eBook Features
7. Enhancing Your Reading Experience
  - Adjustable Fonts and Text Sizes of Assessment And Autonomy In Language Learning
  - Highlighting and Note-Taking Assessment And Autonomy In Language Learning
  - Interactive Elements Assessment And Autonomy In Language Learning
8. Staying Engaged with Assessment And Autonomy In Language Learning
  - Joining Online Reading Communities
  - Participating in Virtual Book Clubs
  - Following Authors and Publishers Assessment And Autonomy In Language Learning
9. Balancing eBooks and Physical Books Assessment And Autonomy In Language Learning
  - Benefits of a Digital Library
  - Creating a Diverse Reading Collection Assessment And Autonomy In Language Learning
10. Overcoming Reading Challenges
  - Dealing with Digital Eye Strain
  - Minimizing Distractions
  - Managing Screen Time
11. Cultivating a Reading Routine Assessment And Autonomy In Language Learning
  - Setting Reading Goals Assessment And Autonomy In Language Learning
  - Carving Out Dedicated Reading Time
12. Sourcing Reliable Information of Assessment And Autonomy In Language Learning
  - Fact-Checking eBook Content of Assessment And Autonomy In Language Learning
  - Distinguishing Credible Sources
13. Promoting Lifelong Learning

- Utilizing eBooks for Skill Development
- Exploring Educational eBooks

#### 14. Embracing eBook Trends

- Integration of Multimedia Elements
- Interactive and Gamified eBooks

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