

Autonomy in Language Learning

- Teachers' role

- In order to help learners to develop autonomy in their process of acquiring the language,
- a teacher should consider three domains (for different levels of autonomy)

1. Communication through language
2. Learning process
3. Students' personal life

Teaching And Researching Autonomy In Language Learning

Sabine Zange



Teaching And Researching Autonomy In Language Learning:

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

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

Teaching and Researching Autonomy in Language Learning Phil Benson, 2005

Teaching and researching Phil Benson, 2001

Teaching and Researching Taylor & Francis Group, 2020-09-03

Teaching and Researching Autonomy Phil Benson, 2011 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 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

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Teaching and Researching ,2017 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 Autonomy in Language Learning and Teaching Alice

Chik,Naoko Aoki,Richard Smith,2017-12-07 This book seeks to expand the research agendas on autonomy in language learning and teaching in diverse contexts by examining the present landscape of established studies identifying research gaps and providing practical future research directions Based on empirical studies it explores research agendas in five emerging domains language learning and teaching in developing countries social censure and teacher autonomy learner autonomy and groups learner autonomy and digital practice and finally learner autonomy and space In doing so it sheds new light on the impact of digital media group dynamics and the application of ecological perspectives on learner autonomy The contributors present a novel reconsideration of new learning affordances and their discussion of spatial dimensions provides much needed expansion in the field This book will have international appeal and provide an invaluable resource for students and scholars of second language learning and higher education as well as teacher educators Chapter 2 of this book is open access under a CC BY 4 0 license via https://link.springer.com/content/pdf/10.1057/9781137529985_2.pdf Teaching & Researching: Computer-Assisted Language Learning Ken Beatty,2013-11-04 Computers play a crucial and rapidly evolving role in education particularly in the area of language learning Far from being a tool mimicking a textbook or teacher Computer Assisted Language Learning CALL has the power to transform language learning through the pioneering application of innovative research and practices Technological innovation creates opportunities to revisit old ideas conduct new research and challenge established beliefs meaning that the field is constantly undergoing change This fully revised second edition brings teachers and researchers up to date by offering A comprehensive overview of CALL and current research issues Step by step instructions on conducting research projects in CALL Extensive resources in the form of contacts websites and free software references A glossary of terms related to CALL Closely linked to other branches of study such as autonomy in language learning and computer science CALL is at the cutting edge of current research directions This book is essential reading for all teachers and researchers interested in using CALL to make language learning a richer more productive and more enjoyable task Ken Beatty has taught at colleges and universities in Canada Asia and the Middle East

His publications include more than 100 textbooks for learning English as a Second Language as well as various websites CD ROMs and educational videos *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 Handbook of

Research on Integrating Technology Into Contemporary Language Learning and Teaching Zou, Bin,Thomas, Michael,2018-02-23 Technology has become an integral part of our everyday lives As today s teachers prepare to instruct a new generation of students the question is no longer whether technology should be integrated into the classroom but how The *Handbook of Research on Integrating Technology Into Contemporary Language Learning and Teaching* is a critical scholarly publication that examines the relationship between language education and technology and the ability to improve language education through technological advances Featuring coverage on a wide range of topics such as computer assisted language learning flipped instruction and teacher education this publication is geared toward researchers practitioners and education professionals seeking relevant research on the improvement of language education through the use of technology

International Approaches to Bridging the Language Gap Huertas-Abril, Cristina-Aránzazu,Gómez-Parra, María Elena,2019-11-15 In the age of information an essential priority in the context of international education is the development of language learning and its inconsistencies The gap between language and education has intermittently grown through time with mistaken assumptions about how linguistic shortcomings are being solved around the world Research on comparative educational approaches to teaching verbiage and the foundation of future language development are instrumental in positively impacting the global narrative of dialectal education *International Approaches to Bridging the Language Gap* is a collection of innovative research on the methods and applications of second language teaching as well as social developments regarding intercultural learning While highlighting topics including curricular approaches digital competence and linguistic disparities this book is ideally designed for language instructors linguists teachers researchers public administrators cultural

centers policymakers government officials academicians researchers and students seeking current research on the latest advancements of multilingual education *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 **The Routledge Handbook of Language Learning and Teaching Beyond the Classroom** Hayo Reinders,Chun Lai,Pia Sundqvist,2022-05-30

Informal language learning beyond the classroom plays an important and growing role in language learning and teaching This Handbook brings together the existing body of research and unites the various disciplines that have explored this area in order to present the current state of knowledge in one accessible resource Much of adult learning takes place outside of formal education and for language learning it is likely that out of class experiences play an equally important role It is therefore surprising that the role of informal language learning has received little attention over the years with the vast majority of research instead focusing on the classroom Researchers from a range of backgrounds however have started to realise the important contribution of informal language learning both in its own right and in its relationship with classroom learning Studies in the areas of learner autonomy learning strategies study abroad language support learners voices computer mediated communication mobile assisted language learning digital gaming and many others all add to our understanding of the complex and intersecting ways in which learners construct their own language learning experiences drawing from a wide range of resources including materials teachers self study technology other learners and native speakers This Handbook provides a sound and comprehensive basis for researchers and graduate students to build upon in their own research of language learning and teaching beyond the classroom Hybrid Learning in English Language Teaching Okon Effiong,Bill Batziakas,Karima Ben Abbes,2023-12-19 This collection of chapters offers readers diverse perspectives on English Language Teaching along with various closely related theoretical constructs and pedagogical tools such as motivation learner autonomy and technology

Amalgamating these constructs provides a much needed theoretical grounding by using empirical studies. The chapters vary in their focus and reflect on classroom practices and yield findings pertaining to a wide range of topics. As such it will be of interest to a wide range of English Language Teaching professionals from university instructors to schoolteachers. This edited volume broadens the conceptual boundaries of language learning theories, offers insights and directions into the future of hybrid teaching and learning and adds a new line of enquiry emanating from empirical findings. This book will also be useful in professional development seminars and workshops that support multilingual learners, teacher trainers and trainer teachers.

International Handbook of English Language Teaching Jim Cummins, Chris Davison, 2007-12-31. This two volume handbook provides a comprehensive examination of policy, practice, research and theory related to English language teaching (ELT) in international contexts. Nearly 70 chapters highlight the research foundation for the best practices, frameworks for policy decisions and areas of consensus and controversy in the teaching and development of English as a second and/or additional language for kindergarten through to adult speakers of languages other than English. In doing so it problematizes traditional dichotomies and challenges the very terms that provide the traditional foundations of the field. A wide range of terms has been used to refer to the key players involved in the teaching and learning of the English language and to the enterprise of English language teaching as a whole. At various times and in different contexts the following labels have been used in countries where English is the dominant language to describe programs, learners or teachers of English: English as a second language (ESL), English as an additional language (EAL), limited English proficient (LEP) and English language learners (ELL). In contexts where English is not the dominant language the following terms have been used: English as a foreign language (EFL), English as an international language (EIL) and English as a lingua franca (ELF).

Teaching English to Speakers of Other Languages David Nunan, 2015-02-11. David Nunan's dynamic learner centered teaching style has informed and inspired countless TESOL educators around the world. In this fresh, straightforward introduction to teaching English to speakers of other languages, he presents teaching techniques and procedures along with the underlying theory and principles. Complex theories and research studies are explained in a clear and comprehensible yet non-trivial manner without trivializing them. Practical examples of how to develop teaching materials and tasks from sound principles provide rich illustrations of theoretical constructs. The content is presented through a lively variety of different textual genres including classroom vignettes showing language teaching in action, question and answer sessions and opportunities to eavesdrop on small group discussions among teachers and teachers in preparation. Readers get involved through engaging interactive pedagogical features and opportunities for reflection and personal application. Each chapter follows the same format so that readers know what to expect as they work through the text. Key terms are defined in a Glossary at the end of the book. David Nunan's own reflections and commentaries throughout enrich the direct up-close style of the text.

Essential Competencies for English-medium University Teaching Ruth Breeze, Carmen Sancho Guinda, 2016-10-06. As English gains prominence as the

language of higher education across the world many institutions and lecturers are becoming increasingly concerned with the implications of this trend for the quality of university teaching and learning With an innovative approach in both theme and scope this book addresses four major competencies that are essential to ensure the effectiveness of English medium higher education creativity critical thinking autonomy and motivation It offers an integrated perspective both theoretical and practical which defines these competences from different angles within ELT and Applied Linguistics while also exploring their points of contact and applications to classroom routines This approach is intended to provide practical guidance and inspiration in the form of pedagogical proposals examples of teaching practice and cutting edge research by scholars and university teachers from all over the world To that end a leading specialist in the field introduces each of the four competencies explaining concepts accessibly and synthetically exposing false myths presenting an updated state of the art and opening windows for future studies These introductions are followed by practitioner chapters written by teachers and scholars from different cultures and university contexts who reflect on their experience and or research and share effective procedures and suggestions for the university class with English as a vehicle for instruction

Unveiling the Magic of Words: A Report on "**Teaching And Researching Autonomy In Language Learning**"

In some sort of defined by information and interconnectivity, the enchanting power of words has acquired unparalleled significance. Their ability to kindle emotions, provoke contemplation, and ignite transformative change is truly awe-inspiring. Enter the realm of "**Teaching And Researching Autonomy In Language Learning**," a mesmerizing literary masterpiece penned by a distinguished author, guiding readers on a profound journey to unravel the secrets and potential hidden within every word. In this critique, we shall delve to the book is central themes, examine its distinctive writing style, and assess its profound effect on the souls of its readers.

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Teaching And Researching Autonomy In Language Learning Introduction

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