

*Autonomy In Language Learning The Answer Is Learner Autonomy Issues In Language Teaching And Learning Selected Papers From The Lasig Conference At Treffpunkt Sprachen In Graz Austria***Teaching and Researching: Autonomy in Language Learning**Routledge

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.

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.

Through the application of self-determination theory (SDT) to research and practice, this book deepens our understanding of how autonomous language learning can be supported, developed and understood within environments outside of the classroom.

Theoretical, empirical and practice-focused chapters examine autonomy support in a range of contexts and settings, dealing with learning environments and open spaces, communities and relationships, and advising and self-access language learning. They reveal what occurs beyond the classroom, how socializing agents support autonomous motivation and wellness, and how SDT can enhance our understanding of supporting language learner autonomy. It will be of interest to language teachers, university lecturers and learning advisors who are providing support outside the classroom, as well as to graduate students and researchers who are working in the fields of applied linguistics and TESOL.

Struggling for Autonomy in Language Education**The Learner, the Teacher and the Institution****Language, Autonomy and the New Learning Environments****Space, Place and Autonomy in Language Learning****Language Learner Autonomy****Theory, Practice and Research**

This text defines autonomy in language learning, how it is implemented and how research and independence/autonomy can inform each other.

Pedagogy for autonomy is a continuous struggle for transformative and empowering education. That struggle entails reflecting on what fosters or hinders teacher and learner development, acting towards challenging and reshaping oppressive forces and circumstances, and being willing to deal with complexity, uncertainty and risk-taking, without losing one's hopes and ideals. Our main purpose is to present and discuss ways in which critical reflecting, acting, and being emerge in contexts of teaching and/or teacher education, not as realisations of a grand theory of pedagogy for autonomy, but rather as local, idiosyncratic struggles to grasp and enhance the meanings that autonomy may (not) take in diverse educational settings. Although from different angles, the chapters highlight the central role of teacher and learner development as interrelated aspects of pedagogy for autonomy in language education.

This volume brings together two prominent strands in second language acquisition theory and research: the concept of learner autonomy and computer-assisted language learning (CALL). Learner autonomy supports learners in becoming more reflective and communicative and in experimenting with language and language learning. CALL environments offer more and qualitatively different opportunities for learner autonomy than the traditional language classroom. This book offers researchers a starting point into researching learner autonomy in CALL contexts and offers teachers practical advice on chances and pitfalls in realizing learner autonomy goals in the CALL-supported classroom.

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.

Defining the Field and Effecting Change

Teaching and Researching Autonomy

Language Education Perspectives

Language Learning in the Classroom and Beyond

Autonomy and Language Learning

Learner and Teacher Autonomy

The Autonomy Approach presents an important departure from the theoretical discussions which underpin the majority of work on learner autonomy. It introduces a practical perspective to self-directed language learning (teachable-learnable activities rooted in principles of learning), which draws on aspects of study skills and strategies as well as a variety of approaches, namely differentiated, individualised, self-directed, self-access and open-access learning. With the Autonomy Approach, emphasis is placed on students being supported in class to learn at their own pace, away from the classroom – in other words, self-directing their own learning. The authors examine and explain the theory behind metacognitive knowledge and skills, and support this with an extensive sequence of activities for the teacher and the learner to use – to help learners take the development of their language learning into their own hands. The activities in this book aim not to teach a language but, rather, to raise awareness of different aspects of language learning, to encourage learners (and teachers) to share, select and try out activities, and to reflect on the effectiveness of what they have tried. The activities are suitable for developing a self-directed learning course or for supplementing an existing course. This book is intended for: • Language teachers and learning advisors. • Trainers involved in professional development. • Materials developers for self-access centres or distance education. The Autonomy Approach contains three distinctive parts which focus in turn on theory, practice and development: Part A offers a detailed breakdown of the philosophy behind the Autonomy Approach. Clear rationales are established for promoting self-directed learning, and teachers are invited to reflect on the benefits of learners taking more responsibility for their own learning. Part B is packed with step-by-step activities to support learners through the development, implementation and modification of an emerging individualised learning plan. Part C promotes a deeper understanding of the Autonomy Approach, and includes strategies to develop professional practice for us, as language learning facilitators, to learn and grow from our own experience.

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.

The aim of this volume is to expand knowledge on research and action-research on language learner autonomy, conceivably inspiring further investigation into how students can be helped to be more actively involved in their own learning. The volume explores concepts such as 'motivation', 'self-efficacy', 'learner strategies', 'self-reflection', as well as the use of specific autonomous tools and tasks that may be included in the curriculum, yet help students make the most of out-of-class language learning opportunities. The volume features contributions by Anna Uhl Chamot, Leni Dam, Lienhard Legenhäuser, David Little and Marcella Menegale with a foreword by Carmel Mary Coonan. It was inspired by an International Conference on Language Learner Autonomy held at Ca' Foscari University, Venice in September 2011 supported by the IATEFL Learner Autonomy Special Interest Group.

"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 --

*Social Dimensions of Autonomy in Language Learning**Practice and Reflection in Language Education Contexts**Taking Control**Learner Autonomy and CALL Environments**Theory, Research and Practice**A Self-Determination Theory Perspective*

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.

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.

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.

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 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.

Concepts, realities, and response

Fostering Learner Autonomy

Reflecting, Acting, and Being

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

Autonomy and Independence in Language Learning

A Case-Based Approach to Teacher and Learner Development

The book investigates interest groups and various learning circles, Reading Circles (RCs) learning opportunity in particular, as a mode of in-class and beyond class autonomous learning in the context of English Language Teaching (ELT) at tertiary level in Oman, and in similar contexts in the Middle East and North Africa (MENA) region. This investigation presents learners' positive perceptions of learner autonomy and their readiness to adopt related practices. Building on findings from these RCs, the book introduces collaborative learner autonomy (CLA) as a novel concept of learner autonomy for use in educational contexts in the MENA region. As a concept of gradual development of learner autonomy, the CLA represents a new dynamic learner autonomy development process consisting of individual, competitive, collaborative, and autonomous stages. The CLA advocated in the book emphasizes the constructive role of teachers and educational institutions can play with other stakeholders in developing autonomy in their learners. The book also suggests that it is a shared responsibility that students, teachers, educational establishments, families, society and the educational systems should assume in a spirit of partnership.

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.

As the title suggests, it is the teacher who is in the spotlight in 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 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.

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.

The Teacher's Role in Developing Learner Autonomy

Inquiry and Innovation

Enhancing Autonomy in Language Education

A Mode of Learner Autonomy Development

Autonomy in Language Education

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.

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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.

The rise of global mobility has had a deep impact on the study of urban multilingualism. Once associated with research on minority speech communities and inner-city ethnolinguistic enclaves (Chinatowns, Little Italies, etc), it is now concerned much more with the use of multiple languages in diverse neighbourhoods across the city. In this book the authors take an innovative approach that builds on previously published work in two ways. First, it focuses on a single city and, second, it adopts a multidisciplinary approach to multilingualism. By examining the phenomenon of multilingualism in a single city from a range of perspectives this book paints a more comprehensive picture of the current dimensions of urban multilingualism. A unique feature of this book is the inclusion of contributions from scholars with expertise in education, geography, media, health communication and international studies, in addition to community practitioners. Sydney is the largest city in Australia and, on most counts, it is also among the most linguistically diverse cities in the world. As such it is an ideal site for a multidisciplinary study of urban multilingualism. The selection of 18 multidisciplinary case studies on multilingualism in Sydney, Australia represents some of the strongest and most innovative research on urban multilingualism in the world today. This book examines how multilingualism permeates institutional and everyday practice in the city, raising important questions about what a 'multilingual city' can and should be.

Beyond The Classroom

Autonomy Support Beyond the Language Learning Classroom

Learner Autonomy Across Cultures

Realizing Autonomy

Multilingual Sydney

Assessment and Autonomy in Language Learning

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.

This work explores how to make sense of autonomy in language learning. It also looks at controlling learning, learner autonomy in a mainstream writing course, reflective lesson planning, autonomy and control in curriculum development, and much more.

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.

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.

Getting Learners Actively Involved

Maintaining Control

Learner Autonomy in Language Learning

Autonomy in Language Learning

Collaborative Learner Autonomy

Autonomous Language Learning with Technology

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

What does 'autonomy' mean within language learning? Should it be enhanced within national, institutional or small group culture and, if so, how can that be done? A variety of new theoretical perspectives are here firmly anchored in research data from projects worldwide. By foregrounding cultural issues and thus explicitly addressing the concerns of many educators on the appropriateness and feasibility of developing learner autonomy in practice, this book fills a gap in the literature and offers practical benefits to language teachers.

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.

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.

Digital Genres, New Literacies and Autonomy in Language Learning

Teaching and Researching Autonomy in Language Learning

New Research Agendas

Teaching and Researching: Autonomy in Language Learning

Learners, Teachers and Researchers in Action

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

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.

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.

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 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.

Reconstructing Autonomy in Language Education

Identity, Motivation and Autonomy in Language Learning

Autonomy in Second Language Learning: Managing the Resources

The Autonomy Approach

Autonomy and Foreign Language Learning

Autonomy in Language Learning and Teaching