

Teaching And Researching Autonomy In Language Learning Author Phil Benson Published On March 2011

Taking ControlAutonomy and Independence in Language LearningTeaching and Researching:
Autonomy in Language LearningAutonomy in Language Learning and TeachingTeaching and
Researching Autonomy in Language LearningAutonomy in Second Language Learning:
Managing the ResourcesEnhancing Autonomy in Language EducationLearner Autonomy in
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Language LearningIdentity, Motivation and Autonomy in Language LearningSpace, Place and
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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

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

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

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 link [springer.com/content/pdf/10.1057/2f97811375299852.pdf](https://www.springer.com/content/pdf/10.1057/2f97811375299852.pdf)

this text defines autonomy in language learning how it is implemented and how research and independence autonomy can inform each other

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

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

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

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

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 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

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 legenhausen 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

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

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 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 explores advising in action by focusing on advising programmes and advising tools there are 11 chapters including a foreword by christopher candlin chapters in the advising programmes part of the book include details of ways in which support is given for learners both inside and outside class through the provision of advising in addition contributors show how the principles of advising can be applied to ongoing teacher education and also to peer advising in the advising tools section of the book contributing authors share various tools that can facilitate deep reflection on learning and the advising process contributors also explore written advising and advisor education the book was produced as a result of the advising for language learner autonomy conference an iatefl learner autonomy sig event held at kanda university of international studies in japan in november 2011 in the developing field of advising it has become a well referenced resource for researchers and practitioners in the field

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

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

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Introduction

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