
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

Autonomy in Language Education

The Autonomy Approach

ICT-Based Assessment, Methods, and Programs in
Tertiary Education

Autonomy and Language Learning

Learner and Teacher Autonomy
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Autonomy in Language Learning
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RHETT**

Autonomy in
Language

Education
Pearson
Education
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.

The Autonomy Approach
Springer

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

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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.

ICT-Based Assessment,

Methods, and Programs in Tertiary Education
Springer
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 and Language Learning Routledge 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	supplementin g 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
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<p>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, implementatio n and modification of an emerging individualised learning</p>	<p>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. Learner and Teacher Autonomy Psychology of Language Learning and Teaching What does 'autonomy' mean within language learning?</p>	<p>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</p>
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<p>autonomy in practice, this book fills a gap in the literature and offers practical benefits to language teachers. <i>Autonomy in Language Learning</i> Peter Lang Pub Incorporated 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</p>	<p>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</p>	<p>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</p>
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and Researching Autonomy will be an essential introduction for teachers and students to a subject at the cutting edge of language teaching and research. *Autonomy in Language Learning* GRIN Verlag 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

<p>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.</p> <p><i>Learner Autonomy and Self-assessment</i></p> <p>Springer</p> <p>This book examines how autonomy in language learning is fostered and constrained in social settings through</p>	<p>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.</p> <p><u>Language Learner Autonomy</u></p> <p>Walter de Gruyter GmbH & Co KG</p> <p>Research Paper (postgraduate) from the year 2017 in the subject</p>	<p>English - Pedagogy, Didactics, Literature Studies, language: English, abstract: In view of the fact that language learners hold different beliefs about language learning, this paper aims to explore teachers' and learners' perceptions of and beliefs about learner autonomy. It also sheds light on the extent to which their beliefs are congruent with their behaviour in</p>
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the classroom, referring to some research findings which provide insight into the impact of learner beliefs on learner behavior, and how they may promote or obstruct learner autonomy. A series of focus group discussions were conducted with a number of students and teachers, randomly selected from the English Department at the College of Education, at the University of Misrata, Libya. The data revealed that there are two types of beliefs. The teachers and most of the students perceived autonomy as learner responsibility and engagement in the decision-making process. They justified the absence of autonomy from their classrooms as a consequence of many obstacles and needs of learners, which could clearly affect their behaviour and classroom practices. The other learners expressed their negative attitudes toward autonomy and believed in the dominant role of teacher who is perceived as the only maker of decisions. This type of learner has demonstrated a strong impact of learner beliefs on learner behaviour, as this could be undoubtedly be extracted from the learners' responses. According to this variation

of beliefs, teachers should take into account the different types of learners, and incorporate them into teaching strategies. Besides, due to the fact that the students at our department are assumed to be qualified as English language teachers after graduation, it is essential to gradually change those negative beliefs about autonomy, because their teaching strategies in

the future will be influenced by their beliefs and, hence, they are no
The Language Portfolio and Its Contribution to Learner Autonomy and Intrinsic Motivation in the EFL
Springer
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. *Teaching and Researching: Autonomy in Language Learning* Peter Lang 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. Autonomy Support Beyond the Language Learning Classroom Springer Nature As innovation advances and grows, classrooms are able utilize more advanced technology to educate students. Through virtual learning environments, students can experience
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real-life tasks and situations more directly, promoting active engagement in education. Integrating Multi-User Virtual Environments in Modern Classrooms provides emerging research on the development of multi-user virtual learning environments and their potential role in education. Highlighting a range of pertinent topics, such as project-based learning, social learning

theory, and interactive media, this book is a vital resource for educational researchers, school teachers, college professors, and instructional designers seeking current research on the benefits and integration of multi-user virtual environments in modern education. Autonomy in Language Learning and Teaching Routledge 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. *Struggling for Autonomy in*

<p><i>Language Education</i> Routledge As the title suggests, it is the teacher who is in the spotlight of 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</p>	<p>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</p>	<p>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</p>
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<p>fit their unique teaching situation and benefit their own students. <u>Autonomy and Foreign Language Learning</u> Janus Book Pub/Alemaný Press 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</p>	<p>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</p>	<p>and offers teachers practical advice on chances and pitfalls in realizing learner autonomy goals in the CALL-supported classroom. <i>Social Dimensions of Autonomy in Language Learning</i> Palgrave Macmillan TAKING CONTROL: <i>Autonomy in Language Learning</i> focuses on an area of language learning and teaching that is currently receiving an</p>
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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. Learner Autonomy and CALL Environment s Multilingual Matters 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
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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.

Taking Control

Springer
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. Autonomy in Language Learning Routledge 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. Multilingual Matters Limited This text defines autonomy in language learning, how

it is implemented and how research and independence/ autonomy can inform each other.

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