

# Autonomy In Foreign Language Learning And Teaching A

Autonomy and Foreign Language Learning in a Virtual Learning Environment  
 The European Language Portfolio  
 A Guide to the Planning, Implementation and Evaluation of Whole-school Projects  
 From Autonomy in Foreign Language Learning to Autonomy in Foreign Language Teaching  
 Autonomy and Foreign Language Learning  
 promoting the autonomy through learning activities in the english as a foreign language classes for elementary students  
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## **SIMONE BALLARD**

[Autonomy and Foreign Language Learning in a Virtual Learning Environment](#) Janus Book  
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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.

A&C Black

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.

*The European Language Portfolio* Pearson Education

Can learner autonomy as a pedagogical approach improve the quality of foreign language learning? How can this approach be constructed so that it empowers foreign language learners to

increase their learning independence and create the conditions for continuing progress? This book seeks to contribute to a longstanding and yet ongoing debate around questions such as these. It has been written by teacher trainers from several different European countries for foreign language teacher trainers and for teachers in training. The authors are committed to building a theoretical framework for the development of learner autonomy as well as working out its practical implications for foreign language teaching. The first three chapters of the book aim to help trainers and teachers understand the theory which is relevant to learner autonomy and the principles which support it. The last three chapters present practical ways of fostering learner autonomy in order to facilitate intercultural competence as well as develop listening, reading, speaking and writing skills in a foreign language.

*A Guide to the Planning, Implementation and Evaluation of Whole-school Projects* Routledge  
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*From Autonomy in Foreign Language Learning to Autonomy in Foreign Language Teaching* Springer

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 and Foreign Language Learning** Routledge

As innovation advances and grows, classrooms are able utilize more advanced technology to educate students. Through virtual learning environments, students can experience 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.

*promoting the autonomy through learning activities in the english as a foreign language classes for elementary students* Peter Lang Pub Incorporated

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.

**Language Learning in the Classroom and Beyond** Cambridge Scholars Publishing

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

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

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.

*Learner Autonomy and Self-assessment* Springer

This book offers readers a basic grounding in autonomy and related concepts of agency and identity in foreign language education. The ethnographic study explores how autonomy develops within the long-term process of EFL and TEFL learning in a Chinese social and institutional context. Through examining the general characteristics and patterns within the long-term development of autonomy among the students, the enquiry puts under close scrutiny a number of fundamental

issues in autonomy research and practice, such as reactive autonomy in relation to proactive autonomy, personal autonomy in relation to learner autonomy, other-control in relation to self-control in the multi-control model of autonomy, and also issues of autonomy in the transition from foreign language learning to foreign language teaching. The study presents the more describable concepts of identity and agency to investigate the development of autonomy in foreign language learning and teaching and explores their complex interrelationships. The book finally highlights major contributions and limitations of the investigation, and provides implications and suggestions for theory, pedagogy and research.

*Learner Autonomy in Language Learning* Peter Lang

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](https://link.springer.com/content/pdf/10.1057%2F978-1-137-52998-5_2.pdf).

**Integrating Multi-User Virtual Environments in Modern Classrooms** Multilingual Matters

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.

*Practical Tips on How to Promote Learner Autonomy in Foreign Language Classrooms* Editora Dialética

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.

*The best way to interact with the english language through autonomy in the elementary school* Multilingual Matters Limited

Este livro traz reflexões, oportunidades, percepções e caminhos de como se pode trabalhar com o conceito da autonomia através da Língua Inglesa no Ensino Fundamental. Focando nas habilidades cognitivas, socioemocionais e crenças dos alunos, professores de inglês se aprofundarão em novas perspectivas de estratégias de aprendizagem, podendo abranger um canal de autoconfiança e autoestima entre professores e alunos no processo de ensino-aprendizagem da Língua Inglesa.

*Autonomy in Language Education* Autonomy and Foreign Language Learning

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.

**Perspectives from the European Language Portfolio** IGI Global

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.

**Navigating Foreign Language Learner Autonomy.** Peter Lang Pub Incorporated

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.

*New Research Agendas* Routledge

The European Language Portfolio aims to foster the development of learner autonomy, intercultural awareness and plurilingualism. Teachers of particular languages working on their own can use the ELP to promote learner autonomy, but the goals of intercultural awareness and plurilingualism invite us to use the ELP in all foreign language classes at all levels in the school. The guide introduces the language education policy that underpins the ELP, explores the key concepts that it embodies, and explains how to plan, implement and evaluate whole-school ELP projects. The ten case studies published on the project website illustrate various dimensions of ELP use and include practical suggestions and activities for teachers and learners.

*Autonomy and Foreign Language Learning* Hong Kong University Press

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.

Teacher, Learner, Curriculum and Assessment A&C Black

"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 --

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