(Mark) Feng Teng

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

Autonomy In Foreign Language Learning And Teaching A

Manuel Jiménez Raya,Flávia Vieira

Autonomy In Foreign Language Learning And Teaching A:

Autonomy and Foreign Language Learning Henri Holec,1981 <u>Autonomy, Agency and Identity in Foreign Language Learning and Teaching</u> Jing Huang,2013 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 <u>Autonomy in Second Language Learning: Managing the Resources</u> Mirosław Pawlak,Anna Mystkowska-Wiertelak,Jakub Bielak,2016-12-28 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 *Autonomy and Foreign Language Learning in a Virtual Learning Environment* Miranda Hamilton,2013-04-11 Digitalised learning with its promise of autonomy enhanced learner choice independence and freedom is an intuitive and appealing construct but closer examination reveals it to be a rather simplistic proposition raising the following questions What do we mean by autonomy What are we implying about the role of the teacher the classroom and interaction between learners What do we understand about the impact of technology on the ecology of the learning environment This book describes the use of a Virtual Learning Environment VLE by a group of advanced English language learners in Mexico comparing what students thought and what they did in response to the technology The theoretical aim of the book is to work towards the construction of a theory of the development of autonomy

and virtual learning in an EFL context Enhanced understanding about the relationship between autonomy and technology has the potential to inform academics software designers materials writers teacher educators and teachers and to help learners in their quest to acquire a foreign language **Autonomy in Language Education** Manuel Jimenez Raya,Flavia Vieira,2020-07-09 Autonomy in Language Education offers a holistic overview of and novel contribution to a complex and multifaceted yet under studied field of inquiry that is transforming language pedagogy It offers nineteen original chapters that critically analyze the impact of Henri Holec s seminal 1979 book Autonomy in Foreign Language Learning unpack theoretical empirical conceptual methodological ethical and political developments over the last forty years from many perspectives explore practical implications for teaching learning and teacher education and suggest future avenues and challenges for research and practice in this broad diverse essential field A Framework for Freedom Kees Van Esch,Oliver St. John,2003 Seven European teacher trainers contribute to this text written for foreign language teacher trainers and for their trainees who will become teachers of foreign languages in school classrooms across Europe Based on a multiyear collaborative project investigating learner autonomy in foreign language learning the text presents a theoretical framework and basic rationale for the development of learner autonomy followed by practical modules on specific language skills listening reading speaking and writing and intercultural competence Annotation 2004 Book News Inc Portland OR booknews com **Autonomy, Agency, and Identity in Teaching and Learning English as a Foreign Language** (Mark) Feng Teng,2018-06-01 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 **Teaching and Researching: Autonomy in Language Learning** Phil Benson,2013-11-04 Autonomy has become a keyword of language policy in education systems around the world as the importance of independent learning and new technologies has grown Now in a fully revised and updated second edition Teaching and Researching Autonomy provides an accessible and comprehensive critical account of the theory and practice of autonomy Examining the history of the concept it addresses important questions of how we can identify autonomy in language learning behaviours and how we can evaluate the wide variety of educational practices that have been designed to foster autonomy in learning Topics new to this edition include Autonomy and new technologies Teacher autonomy The sociocultural implications of autonomy With over three hundred new references and five new case studies of research on

autonomy providing practical advice on research methods and topics in the field Teaching and Researching Autonomy will be an essential introduction for teachers and students to a subject at the cutting edge of language teaching and research

Autonomy in Language Learning and Teaching Alice Chik,Naoko Aoki,Richard Smith,2017-12-07 This book seeks to expand the research agendas on autonomy in language learning and teaching in diverse contexts by examining the present landscape of established studies identifying research gaps and providing practical future research directions Based on empirical studies it explores research agendas in five emerging domains language learning and teaching in developing countries social censure and teacher autonomy learner autonomy and groups learner autonomy and digital practice and finally learner autonomy and space In doing so it sheds new light on the impact of digital media group dynamics and the application of ecological perspectives on learner autonomy The contributors present a novel reconsideration of new learning affordances and their discussion of spatial dimensions provides much needed expansion in the field This book will have international appeal and provide an invaluable resource for students and scholars of second language learning and higher education as well as teacher educators Chapter 2 of this book is open access under a CC BY 4 0 license via https link springer com content pdf 10 1057 978 1 137 52998 5_2 pdf   Teaching and Researching Autonomy in Language Learning Phil Benson,William Grabe,Fredricka L. Stoller,2001 This text defines autonomy in language learning how it is implemented and how research and independence autonomy can inform each other   **Navigating Foreign Language Learner Autonomy** Christian Ludwig,Maria Giovanna Tassinari,Jo Mynard,2020-05-10 Navigating Foreign Language Learner Autonomy provides novel insights into both the theory and practice of learner autonomy in the context of foreign language education and does so in multiple languages and through multiple voices The contributing authors showcase effective practices and new directions in research but also report on the status quo of learner autonomy at institutions around the world Most of the authors write about their experiences with implementing foreign language learner autonomy in their home or dominant language s The volume contains full chapters or extracts in 15 languages Czech Danish English Finnish German Hungarian Italian Japanese Korean Mandarin Chinese M ori Portuguese Spanish Thai and Turkish Each chapter is accompanied by a chapter or summary in English along with a glossary and some reflective questions As a starting point a theoretical introduction is provided by David Little and to conclude the editors analyse the narratives of the contributors and comment on the process of navigating autonomy through different languages   **From Autonomy in Foreign Language Learning to Autonomy in Foreign Language Teaching** Christine Siqueira Nicolaides,Vera Fernandes,Heliana Ribeiro de Mello,Deise P. Dutra,Miriam Jorge,Phil Benson,Jing Huang,Vera Lúcia Menezes de Oliveira e Paiva,Junia de Carvalho Fidelis Braga,Walkyria Magno e Silva,2008   Enhancing Autonomy in Language Education Manuel Jiménez Raya,Flávia Vieira,2015-04-24 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 **Autonomous Language Learning with Technology** Chun Lai,2017-06-29 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 **Teacher/student Responsibility in Foreign Language Learning** Beverly-Anne Carter,2006 Original Scholarly Monograph **Learner and Teacher Autonomy** Terry Lamb,Hayo Reinders,2008 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 *Autonomy in Language Education* MANUEL JIMENEZ. VIEIRA RAYA (FLAVIA.),Flavia Vieira,2020-07-10 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, Agency and Identity in Foreign Language Learning and Teaching** Jing Huang,2017-01-27 This dissertation Autonomy Agency and Identity in Foreign Language Learning and Teaching by Jing Huang was obtained from The University of Hong Kong Pokfulam Hong Kong and is being sold pursuant to Creative Commons Attribution 3 0 Hong Kong License The content of this dissertation has not been altered in any way We have altered the formatting in order to facilitate the ease of printing and reading of the dissertation All rights not granted by the above license are retained by the author DOI 10 5353 th_b4175798 Subjects Learner autonomy English language Study and teaching Higher China English language Study and teaching Higher Chinese speakers English teachers Training of China *The Language Portfolio and Its Contribution to Learner Autonomy and Intrinsic Motivation in the EFL* Nils Hübinger,2013-04-26 Seminar paper from the year 2011 in the subject Didactics for the subject English Pedagogy 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 **Left to My Own Devices: Learner Autonomy and Mobile-Assisted Language Learning** Javier Díaz-Vera,2012-01-04 This book is the result of five years of intensive dedication to teaching innovation and curriculum development and offers a series of studies exploring how mobile technologies in particular and mobile learning in general may be used for second language teaching and learning in a wide variety of environments Although a strong emphasis is laid on issues to do with autonomy and independence in second language acquisition the volume also examines the connections and interrelations of mobile learning and second language teaching and learning process on the whole as well as the process of adoption of new mobile technologies as teaching tools in various communities across the globe The volume is targeted at a broad spectrum of readers including academics in the field of e learning online learning and ICT based learning with an interest in exploring the possibilities of mobile assisted learning and the new developments of ICT in particular portable devices for the foreign language classroom It is most attractive to those interested in the emerging field of mobile assisted learning in general and its potential for foreign language teaching and learning in particular

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