

# Autonomy And Independence In Language Learning Author Phil Benson Published On March 1997

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**The Impact of Self-Concept on Language Learning** - Kata Csizér  
2014-08-27

This volume highlights the effects of self-concept on L2 learning and teaching by considering a wide range of theories as well as their practical application. The book includes chapters discussing various approaches related to self-concept; empirical studies related to the selves of the learners; research from the teachers' perspective on students' self-concept and L2 motivational intervention studies associated with the development of self-concept of language learners.

**Digilect** - Ágnes Veszelszki 2017-06-26

The high degree of internet penetration and its social (and linguistic) effects evidently influence how people, and especially the highly susceptible younger generations, use language. The primary aim of the book is not only to identify the characteristic features of the digital language variety (this has already been done by several works) but to examine how digital communication affects the language of other mediums of communication: orality, handwritten texts, digitally created but not digitally perceived, that is printed texts, including in particular

advertisements (which quickly respond to linguistic change). Naturally, the book presents the characteristics of the digital language variety (and coins the term digilect) but only to give a framework to the impact analysis. It is important to document changes in progress and thus direct attention to potential outcomes. The current linguistic change is different from previous ones primarily in its speed and form of spreading, and it not only brings innovative grammatical forms and writing/spelling solutions but may also have far-reaching cultural and educational consequences in the long run.

**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.

**Language Learner Autonomy** - David Little 2017

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.

**Autonomy and Independence in Language Learning** - Phil Benson 2014-06-06

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.

**ICT and Language Learning** - A Chambers 2004-07-01

This book aims to provide language teachers and trainers with a guide, in both practical and pedagogical terms, to the effective integration of Information and Communications Technologies (ICT) into language teaching and learning. It also aims to serve as an introduction to key areas in ICT for postgraduate students in applied linguistics and related disciplines, and thus to encourage further research and development in these areas.

**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.

*Self-instruction in Language Learning* - Leslie Dickinson 1987-05-07

Emphasis is placed on displaying the advantages of various forms of self-instruction in this exploration of the ways teachers can help students become more independent in their language learning. A wealth of exercise material, activities, & testing techniques are included.

Self and Identity in Adolescent Foreign Language Learning - Florentina Taylor 2013-07-04

This book explores the role of identity in adolescent foreign language learning to provide evidence that an identity-focused approach can make a difference to achievement in education. It uses both in-depth exploratory interviews with language learners and a cross-sectional survey to provide a unique glimpse into the identity dynamics that learners need to manage in their interaction with contradictory relational contexts (e.g. teacher vs. classmates; parents vs. friends), and that appear to impair their perceived competence and declared achievement in language learning. Furthermore, this work presents a new model of identity which incorporates several educational psychology theories (e.g. self-discrepancy, self-presentation, impression management), developmental theories of adolescence and principles of foreign language teaching and learning. This book gives rise to potentially policy-changing insights and will be of importance to those interested in the relationship between self, identity and language teaching and learning.

**The language of international communication** - 2002

*Strategies in Learning and Using a Second Language* - Andrew D. Cohen 2014-06-11

Strategies in Learning and Using a Second Language examines what it takes to achieve long-term success in languages beyond the first language. Distinguishing language learning from language-use strategies, Andrew D. Cohen disentangles a morass of terminology to help the reader see what language strategies are and how they can enhance performance. Particular areas of research examined in the book include: - links between the use of task-specific strategies and language performance - how multilinguals verbalise their thoughts during language learning and use strategies that learners use in test-taking contexts In this fully revised and substantially rewritten second edition, every chapter has been reworked, with material either updated or replaced. Entirely new material has also been developed based on examples of specific strategies supplied by actual learners, mostly drawn from a website

featuring these strategies in the learning of Spanish grammar. Strategies in Learning and Using a Second language will be an invaluable resource for language teachers and researchers, as well as for administrators of second language programmes and for students of applied linguistics.

**Translation into the Second Language** - Stuart Campbell 2014-08-27

The dynamics of immigration, international commerce and the postcolonial world make it inevitable that much translation is done into a second language, despite the prevailing wisdom that translators should only work into their mother tongue. This book is the first study to explore the phenomenon of translation into a second language in a way that will interest applied linguists, translators and translation teachers, and ESOL teachers working with advanced level students. Rather than seeing translation into a second language as deficient output, this study adopts an interlanguage framework to consider L2 translation as the product of developing competence; learning to translate is seen as a special variety of second language acquisition. Through carefully worked case studies, separate components of translation competence are identified, among them the ability to create stylistically authentic texts in English, the ability to monitor and edit output, and the psychological attitudes that the translator brings to the task. While the case studies mainly deal with Arabic speakers undergoing translator training in Australia, the conclusions will have implications for translation into a second language, especially English, around the world. Translation into the Second Language is firmly grounded in empirical research, and in this regard it serves as a stimulus and a methodological guide for further research. It will be a valuable addition for advanced undergraduate and postgraduate students of applied linguistics, translation theory, bilingualism and second language acquisition as well as those involved in teaching or practicing translation at a professional level.

**Self-access** - Susan Sheerin 1991

Designed to help EFL and ESL teachers set up and manage self-access study facilities.

*Social Dimensions of Autonomy in Language Learning* - G. Murray 2014-05-06

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.

**Space, Place and Autonomy in Language Learning** - Garold Murray 2017-11-03

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.

Advanced Research on Computer Science and Information Engineering - Gang Shen 2011-05-09

This two-volume set (CCIS 152 and CCIS 153) constitutes the refereed proceedings of the International Conference on Computer Science and Information Engineering, CSIE 2011, held in Zhengzhou, China, in May 2011. The 159 revised full papers presented in both volumes were carefully reviewed and selected from a large number of submissions. The papers present original research results that are broadly relevant to the theory and applications of Computer Science and Information Engineering and address a wide variety of topics such as algorithms, automation, artificial intelligence, bioinformatics, computer networks, computer security, computer vision, modeling and simulation, databases, data

mining, e-learning, e-commerce, e-business, image processing, knowledge management, multimedia, mobile computing, natural computing, open and innovative education, pattern recognition, parallel computing, robotics, wireless networks, and Web applications.

*Teachers as Course Developers* - Maria del Carmen Blyth 1996-02-23

*Teachers as Course Developers* is a book about how language teachers themselves rather than curriculum specialists develop and implement their own courses. It uses a unique case study approach featuring the stories of six teachers who successfully designed their own courses in different settings in Japan, the U.S., and Latin America. The book provides a framework for the processes of course development which any teacher can use in developing his or her own courses. Each chapter highlights a different aspect of the framework based on the particular teacher's approach and examines how the teacher has utilized or departed from the framework in meeting the challenges of a particular situation. Each narrative is followed by a set of tasks and discussion questions. An annotated bibliography is also included.

**Researching Language Teaching and Learning** - Tatsuhiro Yoshida 2009

Papers presented at the first Oxford-Kobe English Education Seminar, sponsored by the Kobe Institute, Kobe, Japan, and held at the Institute from 14-17 March, 2007.

Current Issues in English Language Methodology - Eva Alcón Soler 1998

An interesting contribution to the discussed task of adopting an effective methodology in the teaching of English as a foreign language. Aspects such as the application of a cognitive theory, the usage of electronic mail in the classroom, the making of informative glossaries; take that question again and new proposals are actualised.

**Slogonization in Language Education Discourse** - Barbara Schmenk 2018-11-01

This volume focuses (self-)critically on sloganization as an emergent phenomenon in language education discourse. Motivated by an increasing uneasiness with a number of widespread concepts in current language education research that have become sloganized, this volume comprises

a collection of chapters by international scholars that scrutinize the discourse of language education, identify popular slogans and reconstruct the sloganization processes. It promotes critical self-reflection of scholars and professionals in the field of language education – a field that has widely been dominated by the need to develop innovative approaches and practices, at the expense of self-critical work that attempts to situate the field and its approaches within wider historical, cultural and conceptual contexts.

*Language Learning Environments* - Phil Benson 2021-06-04

This book is the first in-depth examination of the application of theories of space to issues of second language learning. The author introduces the work of key thinkers on the theory of space and place and the relevance of their ideas to second language acquisition (SLA). He also outlines a new conceptual framework and set of terms for researching SLA that centre on the idea of 'language learning environments'. The book considers the spatial contexts in which language learning takes place and investigates how these spatial contexts are transformed into individualised language learning environments, as learners engage with a range of human and nonhuman, and physical and nonphysical, resources in their daily lives. Revisiting linguistics and language learning theory from a spatial perspective, the book demonstrates that the question of where people learn languages is equally as important as that of how they do so. This work is essential reading for any researcher wishing to research the role of the environment as an active player in SLA.

*Algorithms for Decision Making* - Mykel J. Kochenderfer 2022-08-16

A broad introduction to algorithms for decision making under uncertainty, introducing the underlying mathematical problem formulations and the algorithms for solving them. Automated decision-making systems or decision-support systems—used in applications that range from aircraft collision avoidance to breast cancer screening—must be designed to account for various sources of uncertainty while carefully balancing multiple objectives. This textbook provides a broad introduction to algorithms for decision making under uncertainty, covering the underlying mathematical problem formulations and the algorithms for solving them.

The book first addresses the problem of reasoning about uncertainty and objectives in simple decisions at a single point in time, and then turns to sequential decision problems in stochastic environments where the outcomes of our actions are uncertain. It goes on to address model uncertainty, when we do not start with a known model and must learn how to act through interaction with the environment; state uncertainty, in which we do not know the current state of the environment due to imperfect perceptual information; and decision contexts involving multiple agents. The book focuses primarily on planning and reinforcement learning, although some of the techniques presented draw on elements of supervised learning and optimization. Algorithms are implemented in the Julia programming language. Figures, examples, and exercises convey the intuition behind the various approaches presented.

*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.

*Learner and Teacher Autonomy* - Terry Lamb 2008-02-06

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.

*Teaching and Researching Autonomy in Language Learning* - Phil Benson 2001

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

*Learner Autonomy in Language Learning* - Sara Cotterall 1999

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.

**CALL Environments** - Joy Egbert 2007

When the first edition of CALL Environments was published in 1999 (Alexandria, VA: TESOL), it filled a distinct need for a computer assisted language learning (CALL) text focused specifically on second language acquisition (SLA). Much has happened in the world of technology since then, but the need to maintain this connection between research on both CALL and SLA still exists. This second edition continues to meet that need by highlighting new tools, discussing new research, and proposing new practical applications. And many of the chapters, which discuss topics

such as visual literacy, critical thinking, and creativity, address content from the revised National Education Technology Standards for Students. As Egbert and Hanson-Smith point out, although technology presents a whole new language, the language of technology is not the most crucial information that educators need in order to use computers and the Internet effectively in their language classrooms. More important is an understanding of good pedagogy and the relationships among teaching, learning, and technological environments. This volume builds on the structure of the first edition, based on the eight conditions for optimal learning environments, by adding suggestions for projects and questions for reflection at the end of each chapter, as well as an index of terms used throughout the book.

*Autonomy and Foreign Language Learning* - Henri Holec 2001

*Diversity in Japanese Education* - Naoko Araki 2017-06-09

No one is born fully-formed: it is through self-experience in the world that we become what we are. – Paulo Freire *Diversity in Japanese Education* explores 'self-experience' of individual learners and educators in Japan. The word 'diversity' is not limited to one's ethnic background. Here, diversity refers to one's pedagogical experiences and life experiences; to the norms, beliefs and values that impact such relations. These experiences and relations are fluid as they are shaped and reshaped in global and glocal settings. They are also reflected in praxis of English language learning and teaching in Japan. The authors' educational backgrounds vary but they all share the common ground of being educators in Japan. Through being involved in learning and/or teaching English language in Japan, they have witnessed and experienced 'diversity' in their own pedagogical context. The book focuses on shifting critical and reflexive eyes on qualitative studies of pedagogical experiences rather than presenting one 'fixed' view of Japanese education.

*Independent Language Learning* - Bruce Morrison 2011-10-01

Louise Ho is a Chinese poet from Hong Kong who finds her feet in English. Since her first publications more than thirty years ago, her poetry

collected here has been a reflection of the fortunes of the city and its people, their hopes and anxieties, their achievements, crises, dispersals and renewals.

**International Handbook of English Language Teaching** - Jim Cummins 2007-12-31

This two volume handbook provides a comprehensive examination of policy, practice, research and theory related to English Language Teaching in international contexts. More than 70 chapters highlight the research foundation for best practices, frameworks for policy decisions, and areas of consensus and controversy in second language acquisition and pedagogy. The Handbook provides a unique resource for policy makers, educational administrators, and researchers concerned with meeting the increasing demand for effective English language teaching. It offers a strongly socio-cultural view of language learning and teaching. It is comprehensive and global in perspective with a range of fresh new voices in English language teaching research.

*An Introduction To Second Language Acquisition* - Hery Yufrizal 2023-02-14

Second Language Acquisition as a branch of study has developed rapidly since the last four or five decades and produced thousands of books, articles, and studies all over the world. Many scientific journals are published based on this branch of science, such as *Studies in Second Language Acquisition*, *Applied Linguistics*, *TESOL Quarterly*, *RELC Journals*, *TEFLIN*, and many others. Despite the rapid development of Second Language Acquisition as a branch of knowledge, students in Indonesia still need books that are available and reachable by the students' capacity and capability

**Maintaining Control** - Richard Pemberton 2009-05-01

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.

*Autonomy in Language Education* - Manuel Jimenez Raya 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 in Language Learning and Teaching** - Alice Chik 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%2F978-1-137-52998-5\\_2.pdf](https://link.springer.com/content/pdf/10.1057%2F978-1-137-52998-5_2.pdf).

**Information Technology and Innovation in Language Education** - Chris Davison 2005-01-01

This book presents a critical analysis and investigation of current developments and debates in the use of information technology (IT) in English language teaching (ELT) internationally. The first section of the

book provides an overview of the key issues in IT and innovation in English language education such as the complex nature of IT and its use in ELT, both in the present and future, and the often problematic nature of innovation in relation to IT and ELT. It focuses primarily on the level of programs and curricula, looking at the way organizations and educational systems in different countries respond to the so-called "IT imperative." The second section adopts a more overtly social constructivist perspective to explore examples of innovative practice in IT use in ELT around the world. It tackles issues arising from classroom implementation and pedagogy, looking at the way learners and teachers can and do use IT in their everyday practice. The final section investigates the problems of building a community of professional practice in IT in English language education. It focuses on the level of professional development and teacher education and in doing so, demonstrates how the implementation of IT in schools and classrooms can be enhanced through taking into account key aspects of teachers' existing contexts and professional practices. Throughout the book, the contributors adopt a constructive but critical perspective on the use of IT in English language education, often challenging its role in developing learner autonomy, its effectiveness in developing language learning and its capacity to enhance pedagogic practice in the language teaching classroom, at the same time suggesting effective models and guidelines for good practice.

Language Learning Strategies in Independent Settings - Stella Hurd 2008

In recent years traditional, classroom-based language tuition has been increasingly overshadowed by innovative approaches, such as distance learning, supported independent learning and blended learning (with an

online component). This timely volume examines the use of language learning strategies in a range of independent settings, and addresses key issues for independent learners such as autonomy, strategic awareness and self-regulation.

**Linguistic Studies in Academic and Professional English** - Juan Carlos Palmer Silveira 2004

A collection of articles that tries to reflect the relevance of the research on specific English. The book will be an interesting resource for students and teachers of English, as well as for professionals who wish to learn more about specific English.

**Odisea nº 2: Revista de estudios ingleses** - José Francisco Fernández Sánchez 2015-11-23

Revista de Estudios Ingleses es un anuario dirigido y gestionado por miembros del Departamento de Filología Inglesa y Alemana de la Universidad de Almería con el propósito de ofrecer un foro de intercambio de producción científica en campos del conocimiento tan diversos como la lengua inglesa, literatura en lengua inglesa, didáctica del inglés, traducción, inglés para fines específicos y otros igualmente vinculados a los estudios ingleses.

*Assessment and Autonomy in Language Learning* - C. Everhard 2015-03-25

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.