

Teaching and Researching Autonomy in Language Learning

Phil Benson



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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. *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. **Teaching and Researching Autonomy** Phil Benson, 2011 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. *Teaching and Researching Autonomy in Language Learning* Phil Benson, 2005 **Teaching and researching** Phil Benson, 2001 *Teaching and Researching Language Learning Strategies* Rebecca L. Oxford, 2016-12-19 Now in its second edition, *Teaching and Researching Language Learning Strategies* Self Regulation in Context charts the field systematically and coherently for the benefit of language learning practitioners, students, and researchers. This volume carries on the author's tradition of linking theoretical insights with readability and practical utility and offers an enhanced Strategic Self Regulation Model. It is enriched by many new features such as the first ever major content analysis of published learning strategy definitions, leading to a long-awaited encompassing strategy definition that to a significant degree brings order out of chaos in the strategy field. Rebecca L. Oxford provides an intensive discussion of self-regulation, agency, and related factors as the soul of learning strategies. She ushers the strategy field into the twenty-first century with the first in-depth treatment of strategies and

complexity theory A major section is devoted to applications of learning strategies in all language skill areas and in grammar and vocabulary The last chapter presents innovations for strategy instruction such as ways to deepen and differentiate strategy instruction to meet individual needs a useful scenario based emotion regulation questionnaire insights on new research methods and results of two strategy instruction meta analyses This revised edition includes in depth questions tasks and projects for readers in every chapter This is the ideal textbook for upper level undergraduate and graduate courses in TESOL ELT education linguistics and psychology Teaching and Researching: Motivation Zoltán Dörnyei, Ema Ushioda, 2013-11-26 Cultivating motivation is crucial to a language learner's success and therefore crucial for the language teacher and researcher to understand This fully revised edition of a groundbreaking work reflects the dramatic changes the field of motivation research has undergone in recent years including the impact of language globalisation and various dynamic and relational research methodologies and offers ways in which this research can be put to practical use in the classroom and in research Key new features and material A brand new chapter on current socio dynamic and complex systems perspectives New approaches to motivating students based on the L2 Motivational Self System Illustrative summaries of qualitative and mixed methods studies Samples of new self related motivation measures Providing a clear and comprehensive theory driven account of motivation Teaching and Researching Motivation examines how theoretical insights can be used in everyday teaching practice and offers practical tips The final section provides a range of useful resources including relevant websites key reference works and tried and tested example questionnaires Written in an accessible style and illustrated with concrete examples it is an invaluable resource for teachers and researchers alike *Teaching & Researching: Computer-Assisted Language Learning* Ken Beatty, 2013-11-04 Computers play a crucial and rapidly evolving role in education particularly in the area of language learning Far from being a tool mimicking a textbook or teacher Computer Assisted Language Learning CALL has the power to transform language learning through the pioneering application of innovative research and practices Technological innovation creates opportunities to revisit old ideas conduct new research and challenge established beliefs meaning that the field is constantly undergoing change This fully revised second edition brings teachers and researchers up to date by offering A comprehensive overview of CALL and current research issues Step by step instructions on conducting research projects in CALL Extensive resources in the form of contacts websites and free software references A glossary of terms related to CALL Closely linked to other branches of study such as autonomy in language learning and computer science CALL is at the cutting edge of current research directions This book is essential reading for all teachers and researchers interested in using CALL to make language learning a richer more productive and more enjoyable task Ken Beatty has taught at colleges and universities in Canada Asia and the Middle East His publications include more than 100 textbooks for learning English as a Second Language as well as various websites CD ROMs and educational videos 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

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

Handbook of Research on Managing and Designing Online Courses in Synchronous and Asynchronous Environments

Durak, Gürhan, Çankaya, Serkan, 2021-12-17 In order to be successful online learning should be planned systematically It can be said that offering distance education courses without preparation and knowledge about the theoretical background can cause drawbacks While distance education has become widespread and popular it is observed that there could be problems in its application Such problems can include technical problems inability to meet the learning needs at the learners own speeds lack of communication among learners and between learners and teachers and lack of quality materials appropriate for online learning or the inclusion of materials used in traditional methods directly into online learning For successful online courses these critical aspects of distance education are important and they should be taken into account by the institutions and the instructors offering online courses The Handbook of Research on Managing and Designing Online Courses in Synchronous and Asynchronous Environments provides up to date knowledge and experiences regarding technologies processes and environments for online course design in distance education systems and covers topics related to the aspects of successful distance education systems with a focus on teaching and learning in online environments Focusing on topics such as instructional design and integrated systems it is an ideal guide for online course designers instructional designers curricula developers administrators educators researchers trainers and students

The Cambridge Guide to Pedagogy and Practice in Second Language Teaching

Jack C. Richards, Anne Burns, 2012-01-31 This collection of original articles provides an overview of key issues and approaches in contemporary language teaching

Language Learning Strategies in Independent Settings Stella Hurd, Tim Lewis, 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

Practice in TESOL Fiona

Farr,2015-10-08 Do you want to improve your teaching practice Do you need to know more about getting the most out of student feedback This textbook covers all topics in preparing TESOL teachers for the practical component of their programme *Insights into Autonomy and Technology in Language Teaching* Chun Lai,2023-03-08 Drawing on the literature and research findings from relevant research fields including educational technology educational psychology adult and workplace learning and language education this book gives an overview of the relationship of learner and teacher autonomy and technology in language teaching It discusses how technology both benefits and constrains autonomy and how a positive interaction between the two could be fostered It underscores a critical perspective in understanding their relationships and a holistic approach to boosting a positive reciprocal relationship between the two **Hybrid Learning in English Language Teaching** Okon Effiong,Bill Batziakas,Karima Ben Abbes,2023-12-19 This collection of chapters offers readers diverse perspectives on English Language Teaching along with various closely related theoretical constructs and pedagogical tools such as motivation learner autonomy and technology Amalgamating these constructs provides a much needed theoretical grounding by using empirical studies The chapters vary in their focus and reflect on classroom practices and yield findings pertaining to a wide range of topics As such it will be of interest to a wide range of English Language Teaching professionals from university instructors to schoolteachers This edited volume broadens the conceptual boundaries of language learning theories offers insights and directions into the future of hybrid teaching and learning and adds a new line of enquiry emanating from empirical findings This book will also be useful in professional development seminars and workshops that support multilingual learners teacher trainers and trainer teachers **ICT-Based Assessment, Methods, and Programs in Tertiary Education** Meri Yilan, Serpil,Koruyan, Kasim,2020-04-17 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 **Empowering Educators: Integrating AI Tools for Personalized Language Instruction** Vu Phi Ho Pham,Andrew Lian,Ania Lian,Jeremy White,2025-11-01 This book examines the use of AI technology particularly ChatGPT into English

language education This 15 chapter anthology examines the pedagogical ethical and cognitive aspects of AI enhanced instruction utilizing research from Vietnam and global contexts Section I Chapters 2 8 AI Integration in Language Teaching and Learning analyzes the role of AI in language instruction and acquisition encompassing emotional intelligence rubric based assessment IELTS preparation and educator identification Section II Chapters 9 13 AI Enhanced Language Learning Skills and Practices examines AI augmented language learning methodologies addressing vocabulary acquisition learner independence and chatbot assisted education Section III Chapters 14 15 AI in Translation and Support Systems examines artificial intelligence in translation and academic assistance systems The book emphasizes the transformative potential as well as the dangers of excessive dependence academic misconduct and insufficient teacher training Highlighting ethical integration and human AI collaboration it offers pragmatic ideas for educators academics and policymakers Empowering educators envisions AI as a strategically augmenting not supplanting teachers in the establishment of sustainable and inclusive language learning settings

Studies and Global Perspectives of Second Language Teaching and Learning

John W. Schwieter, 2013-03-01 This book explores theories and pedagogies in the L2 classroom that have led to an understanding of how non native languages are taught and learned Featuring a diverse set of perspectives from researchers and language educators from around the globe this book highlights important theoretical and practical underpinnings of the L2 classroom discussions on what has worked and why Some examples of these topics include online and nonverbal communication peace literacy learning behaviors high impact practices pragmatic awareness study abroad implicit and explicit teaching motivation and more One mission of this book is to appreciate a diverse array of L2 teaching practices with sound theoretical underpinnings and universal implications for L2 classrooms The chapter contributions are the result of an open call for studies that highlight practical innovative approaches in L2 teaching and learning and expand the avenues of exploration available within their theoretical frameworks More specifically the call for proposals sought to gather a diverse set of perspectives from researchers and language educators from various parts of the world in order to provide practical and thought provoking insight on innovative approaches to L2 teaching As such the studies in this book all share a common goal that demonstrates the applicability of L2 teaching practices across languages cultures and regions The book is intended to act as a valuable reference for language educators practitioners specialists and anyone studying or wishing to gain an overview of successful teaching practices and learning nuances in the L2 classroom that cross all languages cultures and regions

Second Language Learning Before Adulthood Vanessa De Wilde, Claire Goriot, 2022-10-24 Researchers have looked into the role of individual differences in second language learning and found that differences between learners in areas such as language aptitude language learning motivation and exposure to the language influence second language learning Most of this research concerned adults Far fewer studies have addressed the role of individual differences in second language learning of young learners As second language learning programmes tend to start earlier than before and children

are nowadays frequently exposed to a foreign language in social settings such as online games and social media studying the role of individual differences in young learners can contribute both to SLA theories and to evidence based L2 education This book discusses recent findings concerning the role of individual differences in language learning in young learners The chapters in the book concern different topics linked to internal individual differences such as language aptitude motivation attitude and external individual differences such as exposure and type of instruction the relative contribution of internal and external factors to language learning and the interplay between the two types of individual differences

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