

Directions in

Self-Access Language Learning

Edited by
**David Gardner
and
Lindsay Miller**

Directions In Self Acceb Language Learning

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Directions In Self Access Language Learning:

Directions in Self-Access Language Learning David Gardner, Lindsay Miller, 1994-07-01 This is a collection of articles on the topic of self access language learning by a variety of experienced educators currently active in the field of English language teaching in Hong Kong Separate chapters discuss a wide range of issues confronting ELT professionals in tertiary and secondary education and in the private sector

Identity, Motivation and Autonomy in Language Learning Garold Murray, Xuesong (Andy) Gao, Terry Lamb, 2011-04-14 In this volume researchers from Asia Europe the Middle East and North and South America employ a variety of theoretical perspectives and methodological approaches in their exploration of the links between identity motivation and autonomy in language learning On a conceptual level the authors explore issues related to agency metacognition imagination beliefs and self The book also addresses practice in classroom self access and distance education contexts considering topics such as teachers views on motivation plurilingual learning sustaining motivation in distance education pop culture and gaming study abroad and the role of agency and identity in the motivation of pre service teachers The book concludes with a discussion of how an approach which sees identity motivation and autonomy as interrelated constructs has the potential to inform theory practice and future research directions in the field of language teaching and learning

Dynamics of a Social Language Learning Community Jo Mynard, Michael Burke, Daniel Hooper, Bethan Kushida, Phoebe Lyon, Ross Sampson, Phillip Taw, 2020-08-07 This book provides an in depth exploration of psychological phenomena affecting language learning within a social learning space Drawing on the literature from identity in second language learning communities of practice and learner beliefs in conjunction with other individual difference factors it uncovers perceptions and assumptions that language learners have of the space and how they affect their relationship with it and the people within it Readers will gain a greater understanding of how psychological phenomena shape a space and how a learning space can contribute to a wider learning ecology This book will appeal to researchers interested in language learning beyond the classroom and psychological aspects of language acquisition as well as to practitioners and professionals who are supporting learners outside the classroom

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 Distance Education and Languages Börje Holmberg, Monica Shelley, Cynthia J.

White, 2005-03-23 This edited book is the first collection of studies dealing specifically with the teaching of languages at a distance It contains contributions from language teaching professionals working all over the world in different contexts and at different stages of development and covers a variety of languages Based on practical experience and research it includes work on learner autonomy and support theories of distance language learning the development of intercultural competence methodology and course design different learning environments and how to make best use of them and language teacher education These contributions have been collected together in one volume to encourage the establishment of collaborative links between practitioners in different institutions and around the world and inspire more related research in the future to guide our understanding and reflection on evolution and change within the field UPRT 2007: Empirical Studies in English

Applied Linguistics , **Riding the Hype Cycle: The Resurgence of Virtual Worlds** Paul Jerry, Nancy Tavares-Jones, Sue Gregory, 2019-01-04 This volume was first published by Inter Disciplinary Press in 2013 Virtual Worlds are not dead and gone far from it If the 3rd Global Conference in Experiential Learning in Virtual Worlds taught its delegates anything it was that virtual worlds are on the cusp of an exciting resurging and impending upswing A large variety of industries are captured within this eBook architecture computer programming ethics information science literature organizational development and psychology the editors of this eBook are confident you will find something appealing to you Join us during this exciting time and explore some of the fascinating learning experiences that virtual worlds have to offer **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

Metacognition and Its Interactions with Cognition, Affect, Physicality and Off-Task Thought Luke Carson, 2021-03-15

What happens when teachers are removed from the equation when we learn by ourselves or with peers Increasingly rapid change is part of our world today and tomorrow The need to learn and to adapt is now lifelong and ubiquitous But are educators and educational institutions preparing today s students for this reality Educators and institutions choose pedagogic models design curricula and provide instruction However this does not mirror the learning environments that we inhabit outside of formal education nor does it reflect all our learning time during formal education This text provides a data driven

picture of the independent learning experience what occurs in the minds of learners as they negotiate learning tasks without or with less guidance and instruction Cognition distraction embodied experience emotion and metacognition are central to this learning Drawing on new empirical data this volume focuses on university aged learners These are the learners who have been through our formal educational systems Do they learn well in independent settings Have they been prepared for this Through an explication of this experience this volume makes a case for how we can better prepare them for the demands of current and future learning

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

Leaderful Classroom Pedagogy Through an Interdisciplinary Lens Soyhan Egitim,Yu Umemiya,2023-11-27 This book focuses on the impact of teachers leadership identity on their pedagogical and class management choices and proposes a new pedagogical framework leaderful classroom practices which emerged through collective concurrent collaborative and compassionate interactions between the teacher and students The interdisciplinary aspect of the book appeals to a wide range of readers from different disciplines and gives readers the opportunity to take a moment and reflect on their leadership identity recognize the limitations of their practices and adopt a leaderful pedagogy in their respective disciplines Establishing an open democratic and participatory learning environment for all learners is a major leadership responsibility of teachers and this book demonstrates how to accomplish this mission both in theory and practice

Motivation, Language Identity and the L2 Self Zoltán Dörnyei,Ema Ushioda,2009 Due to its theoretical and educational significance within the language learning process the study of L2 motivation has been an important area of second language acquisition research for several decades Over the last few years L2 motivation research has taken an exciting new turn by focusing increasingly on the language learner s situated identity and various self perceptions As a result the concept of L2 motivation is currently in the process of being radically reconceptualised and re theorised in the context of contemporary notions of self and identity With contributions by leading European North American and Asian scholars this volume brings together the first comprehensive anthology of key conceptual and empirical papers that mark this important paradigmatic shift

Challenges to Research and Practice Phil Benson,Sarah Toogood,2002 The seven chapters of this book define and respond to some of the challenges that we currently face in the field of autonomy integrating evaluating self directed learning into the curriculum teacher autonomy etc Suitable for self study and developing teaching methods

RELC Journal ,2000 Reconstructing Autonomy in Language Education Andrew Barfield,Stephen H. Brown,2007-05 Reconstructing Autonomy in Language Education Inquiry and Innovation provides a critical re interpretation of the contextual co construction of autonomy in

language education Fifteen grounded research projects explore innovative self reflexive approaches to autonomy in learner and teacher education classroom practice self access and materials development The book emphasizes the multi voiced and contradictory complexity of pursuing autonomy in language education and includes commentary chapters to help readers engage with key issues emerging from the research **Testing the Untestable in Language Education** Amos Paran,Lies Sercu,2010-06-07 The testing and assessment of language competence continues to be a much debated issue in foreign language teaching and research This book is the first one to address the testing of four important dimensions of foreign language education which have been left largely unconsidered learner autonomy intercultural competence literature and literary competence and the integration of content and language learning Each area is considered through a theoretical framework followed by two empirical studies raising questions of importance to all language teachers How can one test literary competence Can intercultural competence be measured What about the integrated assessment of content and language in CLIL and teaching Is progress in autonomous learning skill gaugeable The book constitutes essential reading for anyone interested in the testing and assessment of seemingly largely untestable aspects of foreign language competence

Applied Linguistics ,1998 **Second Language Teaching & Learning** David Nunan,1999 Second Language Teaching and Learning is a practical guide to the methodology of task based language instruction Replete with illustrative scenarios and topics for discussion and writing this professional title provides the pedagogical overview that ESL EFL teachers need to teach with Atlas Go For It Listen In and Expressions

Unveiling the Energy of Verbal Art: An Emotional Sojourn through **Directions In Self Acceb Language Learning**

In a global inundated with monitors and the cacophony of immediate interaction, the profound energy and emotional resonance of verbal artistry frequently disappear in to obscurity, eclipsed by the constant assault of noise and distractions. Yet, situated within the lyrical pages of **Directions In Self Acceb Language Learning**, a captivating perform of literary splendor that impulses with organic emotions, lies an wonderful journey waiting to be embarked upon. Penned with a virtuoso wordsmith, this interesting opus manuals readers on a psychological odyssey, softly revealing the latent possible and profound affect stuck within the complex internet of language. Within the heart-wrenching expanse of this evocative evaluation, we shall embark upon an introspective exploration of the book is key subjects, dissect their charming writing design, and immerse ourselves in the indelible impact it leaves upon the depths of readers souls.

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