

Teaching And
Researching Autonomy In
Language Learning
Author Phil Benson

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TAKING CONTROL:

Autonomy in Language

Learning focuses on an area
of language learning and
teaching that is currently

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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

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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,

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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

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concerned with learner
autonomy and self-directed
language learning.

Through the application of
self-determination theory
(SDT) to research and
practice, this book deepens

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our understanding of how autonomous language learning can be supported, developed and understood within environments outside of the classroom. Theoretical, empirical and practice-

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focused chapters examine
autonomy support in a range
of contexts and settings,
dealing with learning
environments and open
spaces, communities and
relationships, and advising

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and self-access language learning. They reveal what occurs beyond the classroom, how socializing agents support autonomous motivation and wellness, and how SDT can enhance our

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understanding of supporting language learner autonomy. It will be of interest to language teachers, university lecturers and learning advisors who are providing support outside the classroom, as well as to

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graduate students and
researchers who are working
in the fields of applied
linguistics and TESOL.
This book seeks to expand
the research agendas on
autonomy in language

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learning and teaching in diverse contexts, by examining the present landscape of established studies, identifying research gaps and providing practical future research directions.

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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

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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

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of ecological perspectives on learner autonomy. The contributors present a novel reconsideration of new learning affordances, and their discussion of spatial dimensions provides much

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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,

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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.
What does 'autonomy' mean

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within language learning?
Should it be enhanced within
national, institutional or small
group culture and, if so, how
can that be done? A variety of
new theoretical perspectives
are here firmly anchored in

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research data from projects worldwide. By foregrounding cultural issues and thus explicitly addressing the concerns of many educators on the appropriateness and feasibility of developing

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learner autonomy in practice,
this book fills a gap in the
literature and offers practical
benefits to language teachers.
Self-Regulation in Context,
Second Edition
Concepts, Realities, and

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Responses
Theory, Research and
Practice
Perspectives from Research
and Practice using Self-
Determination Theory
Language Education

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Perspectives Autonomy in Language Learning

This book discusses the
importance of autonomy,
agency, and identity in teaching
and learning English as a foreign

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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

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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

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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,

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sociocultural, and political contexts. • A concise yet comprehensive review of the theoretical and practical issues characterizing English foreign language education today. This book explores theories of

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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

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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,

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human geography, linguistic
landscapes, mediated discourse
analysis, sociocultural,
constructivist and social
constructivist) and
methodological approaches. The
book traces its origins to the first-

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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

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analysis of the papers in this volume, discusses the implications for theory development, further enquiry, and pedagogical practice. This edited volume offers a cohesive account of recent

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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

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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

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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.

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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

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in curriculum development, and
much more.

Learner Autonomy Across
Cultures

Reconstructing Autonomy in
Language Education

Developing Language Teacher

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Autonomy through Action
Research
Autonomy and Language
Learning
Teaching and Researching
Motivation
Autonomy in Language Learning

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and Teaching

This dissertation, "Autonomy, Agency and Identity in Foreign Language Learning and Teaching" by Jing, Huang, 黃景, 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

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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

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teaching (Higher) - China English
language - Study and teaching (Higher) -
Chinese speakers English teachers -
Training of - China
Cultivating motivation is crucial to a
language learner's success - and therefore
crucial for the language teacher and
researcher to understand. This fully

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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

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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

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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

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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.

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

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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

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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

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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.

This book combines detailed accounts of

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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.

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T Teaching and Researching
Teaching and Researching
The Surprising Truth About What
Motivates Us
New Research Agendas
Fostering Learner Autonomy
Drive
Teaching and Researching Autonomy

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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.

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.

As the title suggests, it is the teacher who is in the spotlight of this volume on learner autonomy. The issues addressed herein include the specific and ever-changing role of teachers within the context of autonomous

learning; an impassioned promotion of professionalism, creativity, reflection, and ability to tune into the minds of students; the effectivity of teaching in general; and, last but not least, the teacher's own autonomy. In autonomous learning, learners become "researchers

of their own learning". Likewise, teachers should become "researchers of their own teaching" and, as this book attests, they indeed do. When the focus of their explorations is learner autonomy, the results can include theoretically grounded research papers

with practical applications, action research and exploratory practice, and good practice papers which emphasize how learner autonomy is being promoted. This book is not only written by teachers but also addressed directly to them. Teachers at all levels, in

different teaching contexts, and of various languages can benefit from the ideas and adapt them to fit their unique teaching situation and benefit their own students.

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.

Concepts, realities, and response

Building Autonomous Learners

Autonomy in Second Language

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

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This text is one of a series of six studies which present the work carried out at the European Centre for Modern Languages. The aim of the series is to

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highlight the results
already achieved and
provide a point of
departure for the future
work of the ECML.

Presents a collection of
research projects and

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their findings that explore autonomy in language education. Now in its second edition, Teaching and Researching Language Learning Strategies:

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Self-Regulation in
Context charts the field
systematically and
coherently for the
benefit of language
learning practitioners,
students, and

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researchers. This volume carries on the author's tradition of linking theoretical insights with readability and practical utility and offers an enhanced

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Strategic Self-
Regulation Model. It is
enriched by many new
features, such as the
first-ever major content
analysis of published
learning strategy

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definitions, leading to
a long-awaited,
encompassing strategy
definition that, to a
significant degree,
brings order out of
chaos in the strategy

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field. Rebecca L. Oxford provides an intensive discussion of self-regulation, agency, and related factors as the "soul of learning strategies." She ushers

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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

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learning strategies in
all language skill areas
and in grammar and
vocabulary. The last
chapter presents
innovations for strategy
instruction, such as

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ways to deepen and
differentiate strategy
instruction to meet
individual needs; a
useful, scenario-based
emotion regulation
questionnaire; insights

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on new research methods;
and results of two
strategy instruction
meta-analyses. This
revised edition includes
in-depth questions,
tasks, and projects for

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readers in every
chapter. This is the
ideal textbook for upper-
level undergraduate and
graduate courses in
TESOL, ELT, education,
linguistics, and

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psychology.

This edited volume
offers a cohesive
account of recent
developments across the
world in the field of
learner and teacher

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autonomy in languages
education. Drawing on
the work of eminent
researchers of language
learning and teaching,
it explores at both
conceptual and practical

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current pedagogical
developments in a wide
range of contexts.
Global shifts have led
to an increase in
autonomous and

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independent learning
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practice (including self-
access and distance
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scope and focus will
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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

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concludes with an
overview of the state of
research in this field,
focusing on the
(inter)relationships
between the concepts of
learner and teacher

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autonomy.

A Self-Determination

Theory Perspective

Teaching and

Researching: Autonomy in

Language Learning

Taking Control

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Autonomy in Language
Education

Theory, Practice and
Research

Learner Autonomy and
CALL Environments

Autonomy has become a

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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.

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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.

This edited work presents
a collection of papers on
motivation research in
education around the

globe. Pursuing a uniquely international approach, it also features selected research studies conducted in Singapore under the auspices of the Motivation in Educational Research

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Lab, National Institute of Education, Singapore. A total of 15 chapters include some of the latest findings on theory and practical applications alike, prepared by

internationally respected
researchers in the field
of motivation research in
education. Each author
provides his/her
perspective and practical
strategies on how to

maximize motivation in the classroom. Individual chapters focus on theoretical and practical considerations, parental involvement, teachers' motivation, ways to create

a self-motivating
classroom, use of ICT, and
nurturing a passion for
learning. The book will
appeal to several
different audiences:
firstly, policymakers in

education, school leaders and teachers will find it a valuable resource. Secondly, it offers a helpful guide for researchers and teacher educators in pre-service

and postgraduate teacher education programmes. And thirdly, parents who want to help their children pursue lifelong learning will benefit from reading this book.

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

some responsibility may seem obvious yet what is actually afforded to them, and how this process works, remains difficult to grasp. It is therefore essential to study the

real objects of devolution
and the roles played by
the subjects involved.
Devolution and Autonomy in
Education questions the
concept of devolution,
introduced into the field

of education in the 1980s
from disciplinary
didactics, and described
in Guy Brousseau's Theory
of Didactical Situations
in Mathematics as: the act
by which the teacher makes

the student take
responsibility for a
learning situation
(adidactic) or problem and
accepts the consequences
of this transfer. The book
revisits this concept

through a variety of
subject areas
(mathematics, French,
physical education, life
sciences, digital
learning, play) and
educational domains

(teaching, training, facilitation). Using these intersecting perspectives, this book also examines the purpose and timeline of the core process for thinking about autonomy

and empowerment in
education.

Autonomy and Independence
in Language Learning
International Handbook of
English Language Teaching
Teaching and Researching

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Autonomy in Language
Learning
Learner Autonomy
Learner and Teacher
Autonomy
Identity, Motivation and
Autonomy in Language

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Learning

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

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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

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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-

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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

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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

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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. Zoltan Dornyei is Professor of Psycholinguistics in the

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School of English Studies,
University of Nottingham. He
is author of a number of
books including "Research
Methods in Applied
Linguistics" and "The
Psychology of Second
Language Acquisition. "He

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has also co-edited
"Motivation, Language
Identity and the L2 Self"
with Ema Ushioda. " " Ema
Ushioda is an Associate
Professor in ELT and Applied
Linguistics at the Centre
for Applied Linguistics,

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University of Warwick. Her publications include "Learner Autonomy 5: The Role of Motivation" and "Learner Autonomy in the Foreign Language Classroom: Teacher, Learner, Curriculum and Assessment" (with David

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Little and Jennifer
Ridley). " "

Written for language
professionals who have a
special interest in reading,
this volume helps teachers
understand the complex
nature of reading and

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provides basic research inquiry to their expertise as teachers.

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

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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

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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

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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

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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

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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

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websites, CD-ROMs and educational videos. The volume contains 16 chapters that bring together language learner autonomy and the complex and multifaceted concept of action research. This volume

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shows that learner autonomy is both a prerequisite and ultimate goal of (action) research.

Inquiry and Innovation

Maintaining Control

Space, Place and Autonomy in
Language Learning

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Teaching and Researching
Language Learning Strategies
The Teacher's Role in
Developing Learner Autonomy
Autonomy Support Beyond the
Language Learning Classroom
This two volume handbook
provides a comprehensive

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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.

This practical guide
encourages learners to
take an active role in
their learning.

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.

This volume brings
together two prominent
strands in second language
acquisition theory and
research: the concept of
learner autonomy and
computer-assisted language

learning (CALL). Learner
autonomy supports learners
in becoming more
reflective and
communicative and in
experimenting with
language and language

learning. CALL
environments offer more
and qualitatively
different opportunities
for learner autonomy than
the traditional language
classroom. This book

offers researchers a
starting point into
researching learner
autonomy in CALL contexts
and offers teachers
practical advice on
chances and pitfalls in

realizing learner autonomy
goals in the CALL-
supported classroom.

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Teaching and Researching
Autonomy
Learners, Teachers and

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Researchers in Action
Defining the Field and
Effecting Change
Teaching and Researching:
Motivation
Devolution and Autonomy in
Education

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The New York Times
bestseller that gives
readers a paradigm-
shattering new way to
think about motivation
from the author of *When:
The Scientific Secrets of*

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Perfect Timing Most people believe that the best way to motivate is with rewards like money—the carrot-and-stick approach. That's a mistake, says Daniel H. Pink (author of

To Sell Is Human: The Surprising Truth About Motivating Others). In this provocative and persuasive new book, he asserts that the secret to high performance and

satisfaction-at work, at school, and at home—is the deeply human need to direct our own lives, to learn and create new things, and to do better by ourselves and our

world. Drawing on four decades of scientific research on human motivation, Pink exposes the mismatch between what science knows and what business does—and how that

affects every aspect of
life. He examines the
three elements of true
motivation—autonomy,
mastery, and purpose—and
offers smart and
surprising techniques for

putting these into action
in a unique book that will
change how we think and
transform how we live.
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

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and research.

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This book advances the
theory of action research,

analyzing how it can be used to develop autonomy among language teachers. Although acknowledging that the research process is not always linear, the authors proceed according

to a clear progression
which teachers can adapt
to their needs. They
provide examples,
narratives, questions and
tasks, and give multiple
ideas for establishing

research questions,
choosing appropriate
methodologies, adapting to
existing contexts, and
collecting data. They also
suggest possible
instruments, and give

clear instructions for carrying out the most common kinds of statistical procedures, and ideas for presenting, discussing, and writing up research findings. In

spite of its practical bias, the book is theoretically and ethically rigorous, and contains an extensive glossary for quick and easy reference. It will

appeal to trainee
teachers, in-service
teachers wanting to expand
their own professional
horizons or working for a
higher qualification, and
is an invaluable reference

for teacher-educators and
scholars.

Teaching and Researching
Reading

Teaching & Researching:
Computer-Assisted Language
Learning

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Managing the Resources
Autonomy, Agency and
Identity in Foreign
Language Learning and
Teaching
Introducing Learner
Autonomy in Teacher

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Education
A Guide to Developing
Learner Responsibility