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Autonomy in Language Learning: Getting Learners Actively Involved

Edited by Marcella Menegale

Foreword by Carmel Mary Coonan



The Venice Collection

Autonomy In Language Learning Getting Learners Actively Involved

Marcel A. Müller



Autonomy In Language Learning Getting Learners Actively Involved:

Autonomy in Language Learning Marcella Menegale, 2019-12-07 The aim of this volume is to expand knowledge on research and action research on language learner autonomy conceivably inspiring further investigation into how students can be helped to be more actively involved in their own learning The volume explores concepts such as motivation self efficacy learner strategies self reflection as well as the use of specific autonomous tools and tasks that may be included in the curriculum yet help students make the most of out of class language learning opportunities The volume features contributions by Anna Uhl Chamot Leni Dam Lienhard Legenhausen David Little and Marcella Menegale with a foreword by Carmel Mary Coonan It was inspired by an International Conference on Language Learner Autonomy held at Ca Foscari University Venice in September 2011 supported by the IATEFL Learner Autonomy Special Interest Group [Navigating Foreign Language Learner Autonomy](#) Christian Ludwig, Maria Giovanna Tassinari, Jo Mynard, 2020-05-10 Navigating Foreign Language Learner Autonomy provides novel insights into both the theory and practice of learner autonomy in the context of foreign language education and does so in multiple languages and through multiple voices The contributing authors showcase effective practices and new directions in research but also report on the status quo of learner autonomy at institutions around the world Most of the authors write about their experiences with implementing foreign language learner autonomy in their home or dominant language s The volume contains full chapters or extracts in 15 languages Czech Danish English Finnish German Hungarian Italian Japanese Korean Mandarin Chinese M ori Portuguese Spanish Thai and Turkish Each chapter is accompanied by a chapter or summary in English along with a glossary and some reflective questions As a starting point a theoretical introduction is provided by David Little and to conclude the editors analyse the narratives of the contributors and comment on the process of navigating autonomy through different languages **Autonomy in Language Learning** Marcella Menegale, 2013 **The Routledge Handbook of Language Learning and Teaching Beyond the Classroom** Hayo Reinders, Chun Lai, Pia Sundqvist, 2022-05-30 Informal language learning beyond the classroom plays an important and growing role in language learning and teaching This Handbook brings together the existing body of research and unites the various disciplines that have explored this area in order to present the current state of knowledge in one accessible resource Much of adult learning takes place outside of formal education and for language learning it is likely that out of class experiences play an equally important role It is therefore surprising that the role of informal language learning has received little attention over the years with the vast majority of research instead focusing on the classroom Researchers from a range of backgrounds however have started to realise the important contribution of informal language learning both in its own right and in its relationship with classroom learning Studies in the areas of learner autonomy learning strategies study abroad language support learners voices computer mediated communication mobile assisted language learning digital gaming and many others all add to our understanding of the complex and intersecting ways in which learners construct their

own language learning experiences drawing from a wide range of resources including materials teachers self study technology other learners and native speakers This Handbook provides a sound and comprehensive basis for researchers and graduate students to build upon in their own research of language learning and teaching beyond the classroom **A**

Journey through the Content and Language Integrated Learning Landscape Carmel Mary Coonan, Luciana Favaro, Marcella Menegale, 2017-11-06 Interest in Content and Language Integrated Learning CLIL in Europe and beyond has increased exponentially since it first appeared on the scene in Europe in the early 1990s CLIL has grown to become a much discussed topic of language education today with the number of publications pertaining to the field continuing to increase Researchers teachers teacher trainers course planners and others involved in CLIL are constantly searching for new studies to help them understand how CLIL is evolving and how best it can be implemented As the concept is now informing the pedagogical principles of different educational realities research and reflection are now required to further understand its potential and implications its inherent difficulties and possible applications This volume was conceived with this idea in mind The book primarily covers three macro areas learning teaching and training It provides insight into the latest areas of research and reflection that are characterizing the CLIL field in the current decade The wide range of topics covered reveal for example a shift in interest towards CLIL at the tertiary level focusing on lecturer and student perceptions and problems

Learning Strategy Instruction in the Language Classroom Anna Uhl Chamot, Vee Harris, 2019-05-10 This comprehensive collection comprising both theoretical and practical contributions is unique in its focus on language learning strategy instruction LLSI The chapters written by leading international experts embrace both sociolinguistic and psycholinguistic perspectives The issues presented include different models of strategy instruction and how they can be tailored according to context and the learners age and attainment level The collection will be an important resource for researchers in the field both for its critical perspectives and its guidance on collaborating with teachers to design interventions to implement strategy instruction It also identifies key areas for research including the teaching of less studied groups of strategies such as grammar and affective strategies The book will prove equally valuable to language teachers through the provision of detailed teaching materials and tasks Those engaged in professional development whether pre or in service teacher education will find a wealth of concrete ideas for sessions courses and assignments *Current Issues in Second/Foreign Language Teaching and Teacher Development* Thomai Alexiou, Christina Gitsaki, 2016-01-14 Current Issues in Second Foreign Language Teaching and Teacher Development Research and Practice represents a collection of selected papers from the 17th World Congress of the International Association of Applied Linguistics AILA which was held in August 2014 in Brisbane Australia The volume comprises 18 chapters presenting current research projects and discussing issues related to second language acquisition teaching and teacher education in a variety of contexts from around the world This collection of research papers will be of use to both new and seasoned researchers in the field of applied linguistics Teacher educators

language teachers and language policy makers will find this volume equally useful as the papers address current issues in language education

New Frontiers in Teaching and Learning English Paola Vettorel, 2015-06-18 The contributions to this volume explore several focal issues related to the global spread of English and their implications for English language teaching providing both theoretical and empirical perspectives on recent research and implications in educational terms The volume is divided into three thematic sections namely Developments in ELF research and pedagogic implications Raising teachers awareness of ELF and ELF and ELT practices The book provides up to date perspectives on the issues implications and repercussions that findings in ELF research can have for ELT practices The contributors are all scholars and researchers who have long been engaged in ELF related research and who have undertaken operational and practical work in the field and as such offer novel perspectives on the effects of EFL research on the teaching and learning of English The volume also presents the findings of innovative projects in teacher education involving pre and in service teachers providing exemplificative good practices of possible new routes into pluralistic ELF aware and ELF oriented didactic perspectives

New Perspectives on the Development of Communicative and Related Competence in Foreign Language Education Izumi Walker, Daniel Kwang Guan Chan, Masanori Nagami, Claire Bourguignon, 2018-08-21 Nearly half a century has passed since Hymes proposed the concept of communicative competence to describe the knowledge and skills required for the appropriate use of language in a social context During these decades a number of scholars have applied and refined this concept In language education communicative competence has been identified as a major objective of learning This book will inform readers about communicative competence as a highly complex construct encompassing an array of sub competencies such as linguistic skills and proficiencies knowledge of socio cultural and socio pragmatic codes and the ability to engage in textual and conversational discourse Findings from research in related disciplines have pointed to the significance of factors that can contribute to the attainment of communicative competence Various teaching practices and relevant Information and Communication Technology ICT tools will be also introduced and discussed to achieve communicative competence as a complex ability It is a timely contribution to current research on key areas in the teaching learning and acquisition of second foreign languages

Innovative Practices for Higher Education Assessment and Measurement Cano, Elena, Ion, Georgeta, 2016-07-18 Both educators and their students are involved in the process of assessment all parties are expected to meet and exceed expectations in the face of competing conditions New practices are being developed to enhance students participation especially in their own assessment be it though peer review reflective assessment the introduction of new technologies or other novel solutions Though widely researched few have measured these innovations effectiveness in terms of satisfaction perceived learning or performance improvements Innovative Practices for Higher Education Assessment and Measurement bridges the gap between political discourse theoretical approach and teaching practices in terms of assessment in higher education Bringing new insights and presenting novel strategies this publication brings forth a new

perception of the importance of assessment and offers a set of successful innovative practices This book is ideal for educators administrators policy makers and students of education

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