

Assessment and Autonomy in Language Learning

Edited by
Carol J. Everhard
and Linda Murphy

Assessment And Autonomy In Language Learning

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Assessment And Autonomy In Language Learning:

Assessment and Autonomy in Language Learning C. Everhard, L. Murphy, 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 Taking Control Richard

Pemberton, Edward S.L. Li, Winnie W.F. Or, Herbert D. Pierson, 1996-06-01 TAKING CONTROL Autonomy in Language Learning focuses on an area of language learning and teaching that is currently 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 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 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 concerned with learner autonomy and self directed language learning **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 **Autonomy in Second Language Learning: Managing the Resources**

Miroslaw Pawlak, Anna Mystkowska-Wiertelak, Jakub Bielak, 2016-12-28 The present volume brings together papers devoted to the role of learner and teacher autonomy in the process of second and foreign language learning which have been contributed by scholars from Poland and abroad The book has been divided into three parts in accordance with the topics that the individual contributions touch upon The first part includes papers dealing with different ways in which learner autonomy can be fostered and evaluated The papers contained in Part Two are connected with the role of language learning strategies in the development of learner independence Finally Chapter Three focuses on developing teacher autonomy which in the opinion of many specialists is indispensable if learner autonomy is to be promoted Thanks to its wide ranging focus this edited collection will be of interest not only to second language learning specialists interested in the role of learner autonomy

but also to undergraduate graduate and postgraduate students working on their BA MA and PhD theses as well as practitioners wishing to promote learner independence in their classrooms

The Language Portfolio and Its Contribution to Learner Autonomy and Intrinsic Motivation in the EFL Nils Hübinger, 2013-04-26 Seminar paper from the year 2011 in the subject Didactics for the subject English Pedagogy Literature Studies grade 14 Justus Liebig University Giessen Anglistik course Seminar Diagnostic Competence language English abstract The approach to English foreign language acquisition in German schools has significantly changed in the last decade Today students no longer start to learn English in grade five but begin with the very basics in primary school In most states English as a foreign language is introduced in grade three some states have gone even further and start teaching English in the first grade e g North Rhine Westphalia Besides these changes a major shift from a teacher to a learner centered classroom took place Consequently the individual learner and his or her language learning process have become more important in the English foreign language EFL classroom than before New methodology such as strategic learning reflection and self evaluation have moved to the center of attention in order to enhance students language learning efficiency In order to approach these new competences in an appropriate way for children the language portfolio was developed and introduced to foreign language learners By now there are a number of different portfolio such as the European Language Portfolio for language learners in secondary schools and adults or Mein Sprachenportfolio which is being used in primary schools in the state of Hesse Those new methods of language learning are meant to offer students the chance to monitor their own language learning process and eventually allow them to see their own learning progress over the years One of the major goals of the portfolio is to rise learners motivation and interest in language learning Research over many years has shown that motivation plays a great role when it comes to foreign language learning and learning in general Therefore it is certain that motivation has significant influence on a person s success or failure in language learning The portfolio might be the key to the problem of creating fostering and maintaining language learners motivation over a period of time that exceeds childhood and adolescence

Current Issues in Language Evaluation, Assessment and Testing Christine Coombe, Christina Gitsaki, 2016-03-08 Current Issues in Language Evaluation Assessment and Testing Research and Practice is a collection of research papers most of which were presented at the 17th World Congress of the International Association of Applied Linguistics AILA which was held in 2014 in Brisbane Australia The volume comprises 15 chapters presenting current research projects and discussing issues related to language testing and the development of language assessment instruments in a variety of contexts around the world This anthology will be of use to both new and seasoned researchers within the field of Applied Linguistics and TESOL Teacher educators language teachers and language assessment professionals will find this volume equally useful as the papers present current trends in testing and evaluation

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

Autonomy and Independence in Language Learning Phil Benson, Peter Voller, 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

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

The Routledge Handbook of English Language Teaching Graham Hall, 2016-05-12 The Routledge Handbook of English Language Teaching is the definitive reference volume for postgraduate and advanced undergraduate students of Applied Linguistics ELT TESOL and Language Teacher Education and for ELT professionals engaged in in service teacher development and or undertaking academic study Progressing from broader contextual issues to a narrower focus on classrooms and classroom discourse the volume s inter related themes focus on ELT in the world contexts and goals planning and organising ELT curriculum resources and settings methods and methodology perspectives and practices second language learning and learners teaching language knowledge skills and pedagogy understanding the language classroom The Handbook s 39 chapters are written by leading figures in ELT from around the world Mindful of the diverse pedagogical institutional and social contexts for ELT they convincingly present the key issues areas of debate and dispute and likely future developments in ELT from an applied linguistics perspective Throughout the volume readers are encouraged to develop their own thinking and practice in contextually appropriate ways assisted by discussion questions and suggestions for further reading that accompany every chapter Advisory board Guy Cook Diane Larsen Freeman Amy Tsui and Steve Walsh

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