

Assessment and Autonomy in Language Learning

**Edited by
Carol J. Everhard
and Linda Murphy**



Assessment And Autonomy In Language Learning

Flávia Vieira



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 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 *Autonomy in Second Language Learning: Managing the Resources* Mirosław 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 portfolios 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.

Perspectives from the European Language Portfolio Barbel Kuhn (Ed), María Luisa Pérez Cavana, 2012. Using constructivist principles and autonomous learning techniques the ELP has pioneered innovative and cutting edge approaches to learning languages that can be applied to learning across the spectrum. Although articles on the success of the ELP project have appeared in some academic journals, Perspectives from the European Language Portfolio is the first book to report on and contextualise the project's innovative techniques for a wider educational research audience. During the last ten years the ELP has increasingly become a reference tool for language learning and teaching in primary, secondary and tertiary educational settings all around Europe. The editors of this volume believe that there is a need to reflect on the significant contribution that the ELP has delivered for language

learning and teaching and to critically evaluate its achievements This volume offers a range of investigations from theoretical studies to practical cases around these issues and includes relevant contributions of the ELP to language pedagogy assessing the impact of the ELP on pedagogical research and practice exploring and defining pathways for future developments Reflective learning This book is intended for a readership of language teachers and researchers across Europe It will be of particular relevance to those engaged in language learning and teaching within the Common European Framework of Reference supporting independent learning and developing a language curriculum whether in school adult further or higher education *Autonomy and Foreign Language Learning* Henri Holec, Council of Europe. Council for Cultural

Co-operation, 1980 *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 *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 **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

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

Learner Autonomy in the Foreign Language Classroom David Little, Jennifer Ridley, Ema Ushioda, 2003

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

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

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. The volume contains full chapters or extracts in 15 languages: Czech, Danish, English, Finnish, German, Hungarian, Italian, Japanese, Korean, Mandarin Chinese, Mori, 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.

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 interrelated 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.

Reconstructing Autonomy in Language Education A. Barfield, S. Brown, 2007-05-01. This book uses fifteen grounded research projects to explore innovative self-reflexive approaches to autonomy in language education. It 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.

Struggling for Autonomy in Language Education Flávia Vieira, 2009. Pedagogy for autonomy is a continuous struggle for transformative and empowering education. That struggle entails reflecting on what fosters or hinders teacher and learner development, acting towards challenging and reshaping oppressive forces and circumstances, and being willing to deal with complexity, uncertainty, and risk-taking without losing one's hopes and ideals. Our main purpose is to present and discuss ways in which critical reflecting, acting, and being emerge in contexts of teaching and/or teacher education, not as realisations of a grand theory of pedagogy for autonomy but rather as local, idiosyncratic struggles to grasp

and enhance the meanings that autonomy may not take in diverse educational settings Although from different angles the chapters highlight the central role of teacher and learner development as interrelated aspects of pedagogy for autonomy in language education **Autonomy in Language Learning and Teaching** Alice Chik,Naoko Aoki,Richard Smith,2017-12-07 This book seeks to expand the research agendas on autonomy in language learning and teaching in diverse contexts by examining the present landscape of established studies identifying research gaps and providing practical future research directions 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 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 of ecological perspectives on learner autonomy The contributors present a novel reconsideration of new learning affordances and their discussion of spatial dimensions provides much 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 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 978 1 137 52998 5_2 pdf](https://link.springer.com/content/pdf/10.1057/9781137529985_2.pdf)

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ha recogido en la carretera pues ha pinchado una rueda de su coche y no tenía herramientas para cambiarla y la voz de ese hombre le trae a paulina recuerdos agazapados en su memoria silenciados durante quince años los

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