

**Book Review³: Phil Benson, 'Teaching and researching
autonomy in language learning'. (Harlow, UK,
Longman/Pearson Education, 2011, 283 pages, 123 USD
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Teaching and researching autonomy in language learning, by P. Benson].
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Phill Benson's thought-provoking book, *Teaching and researching autonomy*, provides important views about teaching and researching regarding learner autonomy in (language) classrooms. This book has illuminated educational policy makers, curriculum developers, managers, teachers and various other professionals who are concerned about developing learner autonomy with core principles about learner autonomy, practices of (language) learner autonomy, and research areas about (language) learner autonomy. The book comprises four sections, each of which consists of several chapters. Additional information such as quotes and explanations, short synopses of relevant concepts, and bibliographies of the relevant scholars have also been portrayed in each chapter to enhance readers' comprehension of the chapter.

³This book review is based on original contribution of author.

Teaching And Researching Autonomy Benson

Lei Huang



Teaching And Researching Autonomy Benson:

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. [Teaching and Researching Autonomy](#) Phil Benson, 2011 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. 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, 2005 **Teaching and Researching: Motivation** Zoltán Dörnyei, Ema Ushioda, 2013-11-26 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 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 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 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 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

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

Autonomy, Agency, and Identity in Teaching and Learning English as a Foreign Language (Mark) Feng Teng, 2018-06-01 This book discusses the importance of autonomy agency and identity in teaching and learning English as a foreign 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 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 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 sociocultural and political contexts A concise yet comprehensive review of the theoretical and practical issues characterizing English foreign language education today

International Handbook of English Language Teaching Jim Cummins, Chris Davison, 2007-12-31 This two volume handbook provides a comprehensive examination of policy practice research and theory related to English language teaching ELT in international contexts Nearly 70 chapters highlight the research foundation for the best practices frameworks for policy decisions and areas of consensus and controversy in the teaching and development of English as a second and or additional language for kindergarten through to adult speakers of languages other than English In doing so it problematizes traditional dichotomies and challenges the very terms that provide the traditional foundations of the field A wide range of terms has been used to refer to the key players involved in the teaching and learning of the English language and to the enterprise of English language teaching as a

whole At various times and in different contexts the following labels have been used in countries where English is the dominant language to describe programs learners or teachers of English English as a second language ESL English as an additional language EAL limited English proficient LEP and English language learners ELL In contexts where English is not the dominant language the following terms have been used English as a foreign language EFL English as an international language EIL and English as a lingua franca ELF

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

Pedagogies for Autonomy in Language Teacher Education Manuel Jiménez Raya, Borja Manzano Vázquez, Flávia Vieira, 2024-06-28 This book aims to challenge established teaching cultures to promote teacher autonomy and autonomy oriented pedagogies in language teacher education Offering a set of inspiring case studies that illustrate language teacher education for autonomy as a space of multiple possibilities the book fuses theory and practice and gives a holistic view of the changing landscape of language teacher education accounting for the transformative power of educational practices that help teachers think and act in informed context specific and learner centred ways It also demonstrates the importance of autonomy in language teacher education contexts specifically to foster teachers professional learning identity and agency as well as in assessing and reshaping teacher education programmes This book will be particularly useful to researchers scholars and postgraduate students in the fields of teaching and teacher education modern foreign languages and teaching and learning language research more broadly Curriculum designers and language teacher education programme directors may also find the volume of use

Multicultural Instructional Design: Concepts, Methodologies, Tools, and Applications Management Association, Information Resources, 2019-07-05 As the world becomes more globalized student populations in educational settings will continue to grow in diversity To ensure students develop the cultural competence to adapt to new environments educational institutions must develop curriculum policies and programs to aid in the progression of cultural acceptance and understanding Multicultural Instructional Design Concepts Methodologies Tools and Applications is a vital reference source for the latest research findings on inclusive curriculum development for multicultural learners It also examines the interaction between culture and learning in academic environments and the efforts to mediate it through various educational venues Highlighting a range of topics such as intercultural communication student diversity and language skills this multi volume book is ideally designed for educators professionals school administrators researchers and practitioners in the field of education

TESOL: A Guide Jun Liu, Cynthia Berger, 2015-02-26 This book serves as a comprehensive reference resource for current and prospective English language teachers students of TESOL academics and other professionals working within the field of Teaching English as a Second or Other Language TESOL As an essential single

volume resource TESOL A Guide explores TESOL in three dimensions as a profession as a field of study and as an international association In doing so it offers a thorough summary of themes and issue relevant to TESOL s multiple dimensions including a practical overview of the TESOL profession and a compendium of current TESOL research topics and methodologies In commemoration of the 50th anniversary of TESOL International Association a key section of the book highlights the development of this association and features the reflections of several previous TESOL International Association presidents Readers will also appreciate the extensive glossary and appendix of TESOL resources both of which are designed to comprise a valuable and manageable guide for newcomers to the field as well as for developing practitioners and researchers

Situating Language Learning Strategy Use Zoe Gavriilidou, Lydia Mitits, 2021-01-06 This book presents the latest research on the role of strategy use and development in second and foreign language teaching and learning It comprises a wide selection of studies which cover topics such as strategic training of young EFL learners promoting critical thinking through video gaming language learning strategies for languages other than English and the contribution of language learning strategies to the development of the four language learning skills It will equip scholars and practitioners with the knowledge to help them better appreciate how language learning strategies contribute to and are linked with language learning processes The contributing authors share research from their various contexts which range from primary to tertiary education and discuss the need for fine tuned strategy categorization conscious self regulation and proposed strategy instruction

Second Language Learning Before Adulthood Vanessa De Wilde, Claire Goriot, 2022-10-24 Researchers have looked into the role of individual differences in second language learning and found that differences between learners in areas such as language aptitude language learning motivation and exposure to the language influence second language learning Most of this research concerned adults Far fewer studies have addressed the role of individual differences in second language learning of young learners As second language learning programmes tend to start earlier than before and children are nowadays frequently exposed to a foreign language in social settings such as online games and social media studying the role of individual differences in young learners can contribute both to SLA theories and to evidence based L2 education This book discusses recent findings concerning the role of individual differences in language learning in young learners The chapters in the book concern different topics linked to internal individual differences such as language aptitude motivation attitude and external individual differences such as exposure and type of instruction the relative contribution of internal and external factors to language learning and the interplay between the two types of individual differences

Researching Contexts, Practices and Pedagogies in English for Academic Purposes L. Blaj-Ward, 2014-08-26 This book is a point of reference for EAP professionals planning to conduct or commission research into learning teaching professional development or quality assurance in EAP It draws on academic and professional debates to inspire further research and practical initiatives to enhance EAP provision

Highlights in Educational Psychology:

Teacher-student Relationship Claudio Longobardi, Alberto Crescentini, Elisabetta Sagone, 2024-12-16 We are pleased to introduce the collection *Frontiers in Psychology Highlights in Educational Psychology Teacher student Relationship* This collection will welcome and showcase a selection of articles about this timely topic authored by leaders in the field The work presented here highlights the broad diversity of research performed across education and aims to put a spotlight on the main areas of interest

Handbook of Foreign Language Communication and Learning Karlfried Knapp, Barbara Seidlhofer, H. G. Widdowson, 2009 The Handbooks of Applied Linguistics provide a state of the art description of established and emerging areas of Applied Linguistics Each volume gives an overview of the field explains the most important traditions and their findings identifies the gaps in current research and gives perspectives for future directions

Self-Directed Learning Strategies in Adult Educational Contexts Giuseffi, Francesco G., 2019-04-05 Today's global educational environment includes the emergence of adult learners participating in formal and informal educational encounters for the purposes of professional development or personal enrichment These learners must possess the conceptual and attitudinal idea of self directed learning in order to be skilled workers and fulfilled human beings *Self Directed Learning Strategies in Adult Educational Contexts* is a critical scholarly publication that examines the impacts of self directed learning methods and strategies on adult learning in various formal and informal learning situations and educational encounters Featuring topics such as andragogy learning analytics and educational technologies this book is geared toward adult educators administrators principals professors human resource managers educational professionals and researchers working in the fields of andragogy adult learning theory professional development instructional technology and curriculum development

Inglés. Investigación, innovación y buenas prácticas Susan House, Rosa Alonso Alonso, 2011-08 The eight chapters in this book address the question of teacher development including maintaining and developing teacher skills applying reflective teacher practice developing thinking skills and fostering student autonomy in ELT carrying out educational research developing assessment techniques understanding and correcting students errors and preparing for your Practicum Each chapter includes tasks for consolidating the information and more extensive assessment tasks

The Impact of Self-Concept on Language Learning Kata Csizér, Michael Magid, 2014-08-27 This volume highlights the effects of self concept on L2 learning and teaching by considering a wide range of theories as well as their practical application The book includes chapters discussing various approaches related to self concept empirical studies related to the selves of the learners research from the teachers perspective on students self concept and L2 motivational intervention studies associated with the development of self concept of language learners

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