Recognizing the habit ways to acquire this ebook [DOC] Learner Strategies For Learner Autonomy
Learner Strategies for Learner Autonomy-Anita Wenden 1991-01-01 This work aims to encourage teachers to identify and develop their students’ capacity for becoming autonomous learners. It outlines procedures for diagnosing language learning needs, developing learners’ skills for using tasks and classroom contexts to encourage such learning.

Learner Autonomy Across Cultures-D. Palfreyman 2003-11-03 What does ‘autonomy’ mean within language learning? This book explores the different cultural influences that affect learners’ development, and focuses on the ways in which they can undertake the development of autonomy. It will encourage teachers to consider the extent to which the learners they teach are able to be autonomous learners, and to provide guidance on how they can encourage such development.

Learner Autonomy in the Classroom. How to Create a Positive Learning Atmosphere-Hülya Atasoyi 2016-01-04 This section of the book will take a specific look at the question how a positive learning atmosphere can be achieved. Therefore, 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 teachers and learners within education systems.

Lessons from Good Language Learners-Carol Griffiths 2008-04-03 This edited collection provides a rich collection of case studies that share the insights of successful learners. It is useful for all those involved in foreign language teaching, as well as practitioners wishing to promote learner independence in their classrooms.

Learner Strategy Use and Performance on Language Tests-James E. Purpura 1999-11-25 This book investigates the relationships between learner strategy use and performance on language tests. It provides insights into the nature of their successful experiences and similar issues. It is based on the direct experience of a wide range of learners and enables us to recognize the role of learner activity and natural communication on the learner’s performance.

Second Language Listening combines up-to-date listening theory with case studies of actual pedagogical practice. This timely volume examines the role of the teacher in motivating and encouraging students to become independent learners.

Learner Autonomy and Independence in Language Learning-Phil Benson 2014-06-06 The topics of autonomy and independence have been increasingly overshadowed by innovative approaches, such as distance learning, supported independent learning and blended learning. This volume offers new insights into the relationships of autonomy and independence and the practices associated with them focusing on the area of EFL teaching. The introductory section provides the theoretical background and the relationship between autonomy and independence. Later chapters discuss the social and political implications of autonomy and independence and their effects on language learning outcomes. The conclusion presents a discussion of the relationship between autonomy and independence, based on the findings of previous chapters.

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How to be a More Successful Language Learner-Joan Rubin 1994-01-01 Describes the goals of foreign language learning and introduces innovative teaching methods, as well as teaching them specific language skills. In practice, however, many of the strategies proposed have been found to be too difficult or impractical for many learners. The current edition of this book has been widely used by English language teachers worldwide. This new edition offers an essential guide to the design of pedagogical materials for language learning.

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Learner Strategies for Learner Autonomy-Anita Wenden 1991-01-01 This work offers a coherent account of recent developments across the world in the field of learner and teacher autonomy in languages education. Drawing on the work of leading researchers and practitioners, this book looks at both conceptual and empirical issues related to current developments in a wide range of contexts. The volume is divided into two parts. The first part provides an overview of the concept of learner autonomy and its evolution in the context of recent developments in the language learning sector. The second part provides an opportunity for experienced readers to put the theories to practice by considering their own experiences and their effect on learners.

The introduction of the book begins with an overview of the concept of learner autonomy and discusses the current state of knowledge in the field. It then goes on to examine the different approaches to the concept of learner autonomy, with a particular focus on the theories of the concept. The concluding chapter discusses the future of the concept of learner autonomy and suggests directions for future research.

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Individual Learner Differences in SLA addresses the fact that despite this apparent conflict, ultimate success in learning a language is widespread. Starting with theoretically-based chapters, the book follows the thread of learner differences through sections devoted to learner autonomy; differentiated application of learning strategies; diagnostic studies of experienced learners' management of the learning process, and reports on phonological attainment and development of language skills. Rather than providing an overview of all individual variables, the book reveals how some of them shape and affect the processes of language acquisition and use in particular settings.

Learner Strategies in Language Learning-Ants Wenden 1987
Strategies in Learning and Using a Second Language-Andrew D. Cohen 2014-06-11 Strategies in Learning and Using a Second Language examines what it takes to achieve long-term success in languages beyond the first language. Distinguishing language learning from language-use strategies, Andrew D. Cohen disentangles a morass of terminology to help the reader see what language strategies are and how they can enhance performance. Particular areas of research examined in the book include: links between the use of task-specific strategies and language performance—how multilinguals verbalise their thoughts during language learning and use strategies that learners use in text-taking contests in this fully revised and substantially rewritten second edition, every chapter has been rewritten, with material either updated or replaced. Entirely new material has also been developed based on examples of specific strategies supplied by actual learners, mostly drawn from a website featuring these strategies in the learning of Spanish grammar.Strategies in Learning and Using a Second Language will be an invaluable resource for language teachers and researchers, as well as for administrators of second language programmes and for students of applied linguistics.

Autonomous Learner Model Resource Book-George T. Bult 2016-1-15 The Autonomous Learner Model Resource Book includes activities and strategies to support the development of autonomous learners. More than 80 activities are included, all geared to the emotional, social, cognitive, and physical development of students.

Teachers may use these activities and strategies with the entire class, small groups, or with individuals who are ready to be independent, self-directed, lifelong learners. These learners have the passions, abilities, skills, and attitudes to go beyond the regular curriculum and take control of their own educational pathways. Field-tested strategies and activities in the book include Find Someone Who, Teacher and Learner Questionnaires, Lifelong Notebook, Time Capsule, and Night of the Notables.

Autonomy in Language Learning and Teaching-Alice Chik 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 practices; 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 for teacher educators.

Chapter 2 of this book is open access under a CC BY 4.0 licence via link.springer.com.

Independent Language Learning-Bruce Morrison 2011-10-01 Louise Ho is a Chinese post from Hong Kong who finds her feet in English. Since her first publications more than thirty years ago, her poetry collected here has been a reflection of the fortunes of the city and its people, their hopes and anxieties, their achievements, crises, dispersions and revisals.

Lautonomie des Lernenden: Eine Perspektive von Emma van der Gaag 2010 Amd what the participants were doing in the study showed that learning autonomy is a complex construct that is influenced by a wide range of individual and contextual variables, the book reveals how some of them shape and affect the processes of language acquisition and use in particular settings.

Learner Strategies For Learner Autonomy

Teaching and Learning with Learner Autonomy-Ants Wenden 2015 This book is about a particular kind of learning, namely, language learning in formal contexts. Given the constraints of the regular curriculum, learners need guidance in finding their way around the complex landscape of language learning. Given the constraints of the regular curriculum, learners need guidance in finding their way around the complex landscape of language learning. The authors describe their experiences in helping learners navigate this landscape and develop the skills needed to succeed in language learning. The book provides a range of strategies and activities that can be used to support learners in developing their autonomy and achieving success in their language learning.

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