Autonomy In Language Learning The Answer Is Learner Autonomy Issues In Language Teaching And Learning Selected Papers From The Lasig Conference At Treffpunkt Sprachen In Graz Austria

Research Paper (postgraduate) from the year 2017 in the subject English - Pedagogy, Didactics, Literature Studies, language: English, abstract: In view of the fact that language learners hold different beliefs about language learning, this paper aims to explore teachers' and learners' perceptions of and beliefs about learner autonomy. It also sheds light on the extent to which their beliefs are congruent with their behaviour in the classroom, referring to some research findings which provide insight into the impact of learner beliefs on learner behavior, and how they may promote or obstruct learner autonomy. A series of focus group discussions were conducted with a number of students and teachers, randomly selected from the English Department at the College of Education, at the University of Misrata, Libya. The data revealed that there are two types of beliefs. The teachers and most of the students perceived autonomy as learner responsibility and engagement in the decision-making process. They justified the absence of autonomy from their classrooms as a consequence of many obstacles and needs of learners, which could clearly affect their behaviour and classroom practices. The other learners expressed their negative attitudes toward autonomy and believed in the dominant role of teacher who is perceived as the only maker of decisions. This type of learner has demonstrated a strong impact of learner beliefs on learner behaviour, as this could be undoubtedly be extracted from the learners' responses. According to this variation of beliefs, teachers should take into account the different types of learners, and incorporate them into teaching strategies. Besides, due to the fact that the students at our department are assumed to be qualified as English language teachers after graduation, it is essential to gradually change those negative beliefs about autonomy, because their teaching strategies in the future will be influenced by their beliefs and, hence, they are no

This volume brings together two prominent strands in second language acquisition theory and research: the concept of learner autonomy and computer-assisted language learning (CALL). Learner autonomy supports learners in becoming more reflective and communicative and in experimenting with language and language learning. CALL environments offer more and qualitatively different opportunities for learner autonomy than the traditional language classroom. This book offers researchers a starting point into researching learner autonomy in CALL contexts and offers teachers practical advice on chances and pitfalls in realizing learner autonomy goals in the CALL-supported classroom.

Autonomy in Language Learning and TeachingNew Research AgendasSpringer

Autonomy in Language Education offers a holistic overview of and novel contribution to a complex and multifaceted, yet under-studied, field of inquiry that is transforming language pedagogy: It offers nineteen original chapters that critically analyze the impact of Henri Holec's seminal 1979 book Autonomy in Foreign Language Learning; unpack theoretical, empirical, conceptual, methodological, ethical, and political developments over the last forty years from many perspectives; explore practical implications for teaching, learning, and teacher education; and suggest future avenues and challenges for research and practice in this broad, diverse, essential field.

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.

The Autonomy Approach presents an important departure from the theoretical discussions which underpin the majority of work on learner autonomy. It introduces a practical perspective to self-directed language learning (teachable-learnable activities rooted in principles of learning), which draws on aspects of study skills and strategies as well as a variety of approaches, namely differentiated, individualised, self-directed, self-access and open-access learning.With the Autonomy Approach, emphasis is placed on students being supported in class to learn at their own pace, away from the classroom – in other words, self-directing their own learning. The authors examine and explain the theory behind metacognitive knowledge and skills, and support this with an extensive sequence of activities for the teacher and the learner to use – to help learners take the development of their language learning into their own hands. The activities in this book aim not to teach a language but, rather, to raise awareness of different aspects of language learning, to encourage learners (and teachers) to share, select and try out activities, and to reflect on the effectiveness of what they have tried. The activities are suitable for developing a self-directed learning course or for supplementing an existing course. This book is intended for:• Language teachers and learning advisors.• Trainers involved in professional development.• Materials developers for self-access centres or distance education.The Autonomy Approach contains three distinctive parts which focus in turn on theory, practice and development:Part A offers a detailed breakdown of the philosophy behind the Autonomy Approach. Clear rationales are established for promoting self-directed learning, and teachers are invited to reflect on the benefits of learners taking more responsibility for their own learning.Part B is packed with step-by-step activities to support learners through the development, implementation and modification of an emerging individualised learning plan.Part C promotes a deeper understanding of the Autonomy Approach, and includes strategies to develop professional practice for us, as language learning facilitators, to learn and grow from our own experience.

The exponential growth in the amount and complexity of information transmitted and shared on the Internet and the capabilities afforded by new information technologies result in the continuous emergence of new genres and new literacy practices that call for new models of genre analysis and new approaches to teaching literacy and language, where language learning autonomy has to take centre stage. Any pedagogical approach which seeks to develop autonomy in online language learning should also be concerned with the development of new literacies, with raising an awareness of digital texts and with the cognitive processes learners engage in when constructing meaning in hypertext. The purpose of this volume is to lay the foundations for an approach to online language learning which draws on the analysis of digital texts and of the practices and strategies involved in using such texts. With this aim in mind, this book incorporates and draws relations between research on digital genres, autonomy, electronic literacies and language learning tasks, combining theoretical reflections with pedagogical research. The chapters in this volume, written by researchers from different academic traditions, report research concerning

digital genres, new literacy skills and the design of webtasks for effective language learning. These chapters will be useful resources for researchers and doctoral students interested in the development of autonomous language learning in digital environments.

Presents a collection of research projects and their findings that explore autonomy in language education.

This work explores how to make sense of autonomy in language learning. It also looks at controlling learning, learner autonomy in a mainstream writing course, reflective lesson planning, autonomy and control in curriculum development, and much more.

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.

This text defines autonomy in language learning, how it is implemented and how research and independence/autonomy can inform each other.

This study investigated the development of autonomy in language learning through exposure to a Project-Based Computer-Assisted Language Learning (PBCALL) programme. The participants were 12 undergraduate English language teacher education students in Nakhon Ratchasima Rajabhat University in Thailand. The data were collected in three phases to address three research questions: What supported and hindered the development of autonomy in the participants' previous experience? To what extent did participation in the PBCALL programme foster the development of autonomy of the participants as learners of English? Did the participants, as teachers, apply the concept of autonomy in their professional development and classroom teaching? The data collected included three individual interviews, students' journal, scripts of Computer-Mediated Communication, and the researcher's field notes. The data were analysed qualitatively by using activity theory as an analytical framework.In this study, autonomy refers to two aspects: freedom of the participants in the classroom and self-regulated learning beyond the classroom. The analysis of the first phase of the study revealed three levels of contradictions that constrained the exercise of autonomy in the participants' previous learning experience both in the pedagogical context and beyond the classroom. In the primary level, the participants found contradictions within themselves. They admitted that while they valued the freedom, some of them

were familiar with a passive and dependent role in the classroom. Beyond the classroom, they were aware that autonomous learning after class was crucial when learning English. However, they admitted that a lack of motivation and the ability to find mediating artefacts hindered self-learning activities in their free time. In the second level, it was found that there were contradictions among elements in the activity system. The teacher took control of the classroom and made most of the decisions about mediating artefacts including teaching and learning activities, contents, and materials. The secondary contradictions occurred when these mediating artefacts did not match the interest, preference, and object of the participants. Beyond the classroom, the participants lacked the ability to find suitable learning materials. The tertiary contradictions were revealed because the teacher's choice was found to be influenced by external factors outside the activity system including expectation of the institution, predetermined curriculum, and government policy. The second phase of the study aimed to investigate the impact of participation in the PBCALL Programme on the participants' autonomy in learning English. The PBCALL Programme was a 12-week programme designed to encourage the participants to learn English through meaningful tasks, collaboration in autonomy supportive and Computer-Assisted Language Learning (CALL) environments. The analysis of this phase revealed that the PBCALL Programme increased the participants' motivation, raised awareness of freedom in learning English, and enhanced the ability to find artefacts to mediate their current study, their learning of English, and class preparation for their own teaching.The third phase of the study took place after the participants returned from practicing teaching in primary and secondary schools. This phase investigated the participants' experience as teachers of English focusing on teacher autonomy which refers to the academic freedom to manage their own classroom and the autonomy to self-regulate their own professional development. The analysis revealed that the degree of freedom to manage their own classroom was different depending on the rules or norms of the school in which they were teaching, predetermined teaching materials, curriculum, government policy, and the expectation of the school, colleagues, and stakeholders. In terms of professional development, some participants reported that as a result of participation in the PBCALL Programme, they kept learning English on their own and used the Internet as a tool for class preparation. They also shared the knowledge with their colleagues who had never benefited from the Internet because of a lack of ability.The participants tried to foster the first aspect of autonomy of their students by providing their students with the opportunity to engage in decision making in the classroom to different degrees. They reported positive outcomes including increasing students' motivation and enhancing their engagement in the classroom. However, some of the participants were constrained by the interpretation of the appropriateness of freedom and the estimation of the readiness for autonomy of their students. In terms of the second aspect of autonomy, the participants tried to motivate their students both intrinsically and extrinsically. The secondary

contradictions were found between the participants and their students when their objects were different. Moreover, they attempted to equip their students with the ability to find learning artefacts especially from the Internet so that they could learn autonomously beyond the classroom. However, some of the participants were constrained by insufficient facilities. This book offers readers a basic grounding in autonomy and related concepts of agency and identity in foreign language education. The ethnographic study explores how autonomy develops within the long-term process of EFL and TEFL learning in a Chinese social and institutional context. Through examining the general characteristics and patterns within the long-term development of autonomy among the students, the enquiry puts under close scrutiny a number of fundamental issues in autonomy research and practice, such as reactive autonomy in relation to proactive autonomy, personal autonomy in relation to learner autonomy, other-control in relation to self-control in the multi-control model of autonomy, and also issues of autonomy in the transition from foreign language learning to foreign language teaching. The study presents the more describable concepts of identity and agency to investigate the development of autonomy in foreign language learning and teaching and explores their complex interrelationships. The book finally highlights major contributions and limitations of the investigation, and provides implications and suggestions for theory, pedagogy and research.

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.

Left to My Own Devices: Learner Autonomy and Mobile-Assisted Language Learning is the result of five years of intensive dedication to teaching innovation and curriculum development. The book offers a series of studies exploring how mobile technologies in particular, and mobile learning in general, may be used for second language teaching and learning in a wide variety of environments. Although a strong emphasis is laid on issues to do with autonomy and independence in second language acquisition, the volume also examines the connections and interrelations of mobile learning and second language teaching and learning process on the whole, as well as the process of adoption of new, mobile technologies as teaching tools in various communities across the globe. The volume is targeted at a broad spectrum of readers including academics in the field of e-learning, online learning, and ICT-based learning, with an interest in exploring the possibilities of mobile-assisted learning and the new developments of ICT - in particular, portable devices - for the foreign language classroom. The volume will also be of interest to e-learning practitioners, course designers, resource centers managers, educators - on different levels - and foreign language instructors and trainers alike. All in all, the volume is most attractive to those interested in the emerging field of mobile-assisted learning in

general, and its potential for foreign language teaching and learning in particular.

Seminar paper from the year 2011 in the subject English - Pedagogy, Didactics, 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. This volume offers a collection of essays addressing contemporary issues in foreign and second language education. In particular, it addresses language learner autonomy, both as a theoretical construct and in relation to areas of application such as the Common European Framework of Reference (CEFR), the European Language Portfolio (ELP), teacher training, Content and Language Integrated Learning (CLIL), and minority language provision. The contributors - well-known researchers, policy makers, teachers and teacher trainers - provide a multi-faceted insight into an innovative and influential approach to language education. David Little, to whom the volume is dedicated, was Associate Professor of Applied Linguistics and Head of the School of Linguistic, Speech and Communication Sciences at Trinity College Dublin. He is recognised worldwide as a leading proponent of the theory of language learner autonomy, and has been a driving force behind many influential language education initiatives internationally.

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.

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.

The emergence of new learning environments, technological and institutional, implies a need for language understanding and autonomous learning. What do they mean? Why are they necessary? How do they interrelate? This book looks at these questions. The authors consider mother tongue and second/foreign language education in relation to 'language understanding', which includes formal knowledge and an ability to use language communicatively, and should cover the 'new' literacies. Autonomous language learning has been interpreted in various ways, and setting language understanding as a goal allows some of these (such as 'training' models) to be challenged and others endorsed. Some implications of the information society for education are considered. Learning increasingly takes place outside educational establishments, and the authors examine changes from face-to-face teacher-student interaction to mixed-mode and distance learning. The new environments create new possibilities, such as knowledge construction through computer-mediated interaction and learner autonomy in online networks, and these are explored. Throughout the book, the centrality of the teacher's role is affirmed, as educator and guide on autonomous second/foreign language programmes, and as a moderator of online discussions and a designer of online materials.

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 link.springer.com.

In this volume researchers from Asia, Europe, the Middle East and North and South America employ a variety of theoretical perspectives and methodological approaches in their exploration of the links between identity, motivation, and autonomy in language learning. On a conceptual level the authors explore issues related to agency, metacognition, imagination, beliefs, and self. The book also addresses practice in classroom, self-access, and distance education contexts, considering topics such as teachers' views on motivation, plurilingual learning, sustaining motivation in distance education, pop culture and gaming, study abroad, and the role of agency and identity in the motivation of pre-service teachers. The book concludes with a discussion of how an approach which sees identity, motivation, and autonomy as interrelated constructs has the potential to inform theory, practice and future research directions in the field of language teaching and learning.

Can learner autonomy as a pedagogical approach improve the quality of foreign language learning? How can this approach be constructed so that it empowers foreign language learners to increase their learning independence and create the conditions for continuing progress? This book seeks to contribute to a longstanding and yet ongoing debate around questions such as these. It has been written by teacher trainers from several different European countries for foreign language teacher trainers and for teachers in training. The authors are committed to building a theoretical framework for the development of learner autonomy as well as working out its practical implications for foreign language teaching. The first three chapters of the book aim to help trainers and teachers understand the theory which is relevant to learner autonomy and the principles which support it. The last three chapters present practical ways of fostering learner autonomy in order to facilitate intercultural competence as well as develop listening, reading, speaking and writing skills in a foreign language.

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.

Learner autonomy is a shift from teacher-centered learning to learner-centered learning. This shift has some implications for learning activities and learning strategies. At the same time, a wide variety of factors may affect both learner autonomy and language learning strategies. This book focuses on motivation and attitude. It is an investigation into the relationship between these two factors and learner autonomy as well as the effect of motivation and attitude level on the choice of language learning strategies. Apart from a theoretical review, empirical analyses are done and the results are presented in both tabular and graphical forms along with the implications they may have for teachers, learners, and other stake-holders.

This book explores theories of space and place in relation to autonomy in language learning. Encompassing a wide range of linguistically and culturally diverse learning contexts, this edited collection brings together research papers from academics working in fourteen countries. In their studies, these researchers examine physical, virtual and metaphorical learning spaces from a wide range of theoretical and interdisciplinary perspectives (semiotic, ecological, complexity, human geography, linguistic landscapes, mediated discourse analysis, sociocultural, constructivist and social constructivist) and methodological approaches. The book traces its origins to the first-ever symposium on space, place and autonomy, which was held at the International Association of Applied Linguistics (AILA) 2014 World Congress in Brisbane. The final chapter, which presents a thematic analysis of the papers in this volume, discusses the implications for theory development, further enquiry, and pedagogical practice.

"The papers included in this volume were presented at the First International Conference on Translation, Technology and Autonomy in Language Teaching and Learning, held at the National University of Ireland, Galway on 10 and 11 December 2010." 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.

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.

This edited volume offers a cohesive account of recent developments across the world in the field of learner and teacher autonomy in languages education. Drawing on the work of eminent researchers of language learning and teaching, it explores at both conceptual and practical levels issues related to current pedagogical developments in a wide range of contexts. Global shifts have led to an increase in autonomous and independent learning both in policy and practice (including self-access and distance learning). The book s scope and focus will therefore be beneficial to language teachers as well as to students and researchers in applied linguistics and those involved in pre- and in-service teacher education. The book concludes with an overview of the state of research in this field, focusing on the (inter)relationships between the concepts of learner and teacher autonomy.

This book explores advising in action by focusing on advising programmes and advising tools. There are 11 chapters including a foreword by Christopher Candlin. Chapters in the 'advising programmes' part of the book include details of ways in which support is given for learners (both inside and outside class) through the provision of advising. In addition, contributors show how the principles of advising can be applied to ongoing teacher education, and also to peer advising. In the 'advising tools' section of the book, contributing authors share various tools that can facilitate deep reflection on learning and the advising process, contributors also explore written advising and advisor education.The book was produced as a result of the "Advising for Language Learner Autonomy" conference, an IATEFL Learner Autonomy SIG event held at Kanda University of International Studies in Japan in November 2011. In the developing field of advising, it has become a well referenced resource for researchers and practitioners in the field.

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.

This book brings together contributions on learner autonomy from a myriad of contexts to advance our understanding of

what autonomous language learning looks like with digital tools, and how this understanding is shaped by and can shape different socio-institutional, curricular, and instructional support. To this end, the individual contributions in the book highlight practice-oriented, empirically-based research on technology-mediated learner autonomy and its pedagogical implications. They address how technology can support learner autonomy as process by leveraging the affordances available in social media, virtual exchange, self-access, or learning in the wild (Hutchins, 1995). The rapid evolution and adoption of technology in all aspects of our lives has pushed issues related to learner and teacher autonomy centre stage in the language education landscape. This book tackles emergent challenges from different perspectives and diverse learning ecologies with a focus on social and educational (in)equality. Specifically, to this effect, the chapters consider digital affordances of virtual exchange, gaming, and apps in technology-mediated language learning and teaching ranging from instructed and semi-instructed to self-instructed contexts. The volume foregrounds the concepts of critical digital literacy and social justice in relation to language learner and teacher autonomy and illustrates how this approach may contribute to institutional objectives for equality, diversity and inclusion in higher education around the world and will be useful for researchers and teachers alike.

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.

"Through the use of qualitative research methods, the authors explore the complex, contingent and dynamic nature of motivation, identity and autonomy --- both for language learners and teachers --- in many different parts of the world. Importantly, they also look for relationships among the three constructs. This is precisely the integrative approach that should be encouraged as we seek to understand the lived experience of individuals."---Diane Larsen-Freeman, University of Michigan, USA --

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