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Autonomy and Foreign Language Learning. Holec, Henri. The autonomous language learner takes responsibility for the totality of his learning situation. He does this by determining his own

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objectives, defining the contents to be learned and the progression of the course, selecting methods and techniques to be used, monitoring this procedure, and evaluating what he has acquired.

[ERIC - ED192557 - Autonomy and Foreign Language Learning ...](#)

Autonomy and foreign language learning by Henri Holec, 1981, Published for and on behalf of the Council of Europe by Pergamon Press edition, in English Autonomy and foreign language learning (1981 edition) | Open Library

[Autonomy and foreign language learning \(1981 edition ...](#)

Autonomy and Foreign Language Learning Council of Europe modern languages project Education et culture Pergamon Institute of English (Oxford). Council of Europe Modern Languages Project Pergamon institute of English: Author: Henri Holec: Contributor: Council of Europe: Publisher: on behalf of the Council of Europe, 1981: Length: 53 pages: Subjects

[Autonomy and Foreign Language Learning - Henri Holec ...](#)

Learner autonomy and second/foreign language learning January 2003 In book: The Guide to Good Practice for Learning and Teaching in Languages, Linguistics and Area Studies [electronic]

[\(PDF\) Learner autonomy and second/foreign language learning](#)

This article defines the autonomous learner; summarises arguments in favour of helping

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language learners to become autonomous; briefly considers the process of 'autonomisation' in language classrooms and self-access learning schemes; identifies some principal lines of research; and concludes by suggesting that the Council of Europe's European Language Portfolio may bring 'autonomisation' to much larger numbers of learners than hitherto and in doing so may provide an important focus for research.

Learner autonomy and second/foreign language learning ...

Autonomy and Foreign Language Learning. Oxford/New York: Pergamon Press. (First Published 1979, Council of Europe). has been cited by the following article: TITLE: Language Learner Autonomy and Learning Contract: A Case Study of Language Majors of a University in Hong Kong.

Holec, H. (1981). Autonomy and Foreign Language Learning ...

The concept of learner autonomy is often applied to the process and content of language learning but not specifically to its intended outcome, the development of proficiency in a second or foreign language. Against this tendency, the present paper argues for an understanding of language learner autonomy in which the develop-

Language Learner Autonomy: Some Fundamental Considerations ...

Developing learner independence has an important role in the theory and practice of language teaching. Language learning is a lifelong endeavour, not one that begins and ends in a language class...

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(PDF) Learner Autonomy in Language Learning

Phillip Benson has written a great deal about learner autonomy and describes five principles for achieving autonomous learning: 1 active involvement in student learning. 2 providing options and resources. 3 offering choices and decision-making opportunities. 4 supporting learners.

Learner autonomy in language teaching – Professor Jack C ...

If we accept that autonomy is a major educational objective in language learning, the majority of terms associated with learner autonomy and learner independence can be seen as approaches to learning and teaching which encourage their development (see figure 1, page 4). They vary in focus (between terms and between writers)

Integrating independent learning with the curriculum ...

Imported originally from the fields of politics and moral philosophy, 'autonomy' is a multifaceted concept whose meaning has been discussed in the specialist language learning literature from many perspectives and in an increasingly academic fashion (see Benson 2001, 2007 for overviews). Here I take a few relatively standard definitions at face value and highlight their practical provenance and significance both as a 'way in' to the specialist literature and as a kind of antidote to ...

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Learner autonomy has been a popular concept in foreign language education in the past decades, especially in relation to lifelong learning skills. It has transformed old practices in the language classroom and has given origin to self access language learning centers around the world such as the SALC at Kanda University of International Studies in Japan, the ASLLC at The Education University of Hong Kong, the SAC at Hong Kong University of Science and Technology and ELSAC at the University of Au

Learner autonomy - Wikipedia

About Autonomy and Foreign Language Learning in a Virtual Learning Environment.

Digitalised learning with its promise of autonomy, enhanced learner choice, independence and freedom, is an intuitive and appealing construct but closer examination reveals it to be a rather simplistic proposition, raising the following questions.

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Autonomy and Foreign Language Learning (Council of Europe modern languages project)

Autonomy and Foreign Language Learning (Council of Europe ...

and foreign language learning and education. E. Desire'e Castillo Zaragoza is an Assistant Professor at the Foreign Language Department of the Universidad de Sonora, Mexico. ... language learning motivation, autonomy, sociocultural theory and teacher development. Publications include Teaching and Researching Motivation (Pearson, 2011, 2nd ...

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Identity, Motivation and Autonomy in Language Learning

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Autonomy And Foreign Language Learning by Henri Holec

Learner autonomy has been a key theme in the field of foreign language learning for over 30 years. Only limited space in the extensive literature available, though, has been awarded to the study of what learner autonomy means to teachers and this project addressed this gap.

Learner Autonomy: English Language Teachers' Beliefs and ...

7.2 Study implications for international and foreign language education 151 7.3 Fostering autonomy in intercultural language learning in a multicultural foreign language classroom: criteria for course development 164 7.4 Directions for future research 172 7.5 Summary 175
CHAPTER EIGHT: Conclusions 176

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