Autonomy in Language Learning and Teaching

Alice Chik • Naoko Aoki Richard Smith Editors

Autonomy in Language Learning and Teaching

New Research Agendas



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Garold Murray is an associate professor in the Center for Liberal Arts and Language Education at Okayama University. His research interests focus on learner autonomy, social learning spaces, semiotics of place and imagination in language learning. He is the editor of the book *The Social Dimensions of Learner Autonomy* (2014), and co-editor of *Identity, Motivation, and Autonomy in Language Learning* (2011, co-edited with Andy Gao and Terry Lamb), *Social Spaces for Language Learning: Stories*

from the L-café (2016, co-edited with Naomi Fujishima) and Space, Place and Autonomy in Language Learning (2018, co-edited with Terry Lamb).

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Richard Smith is a reader (associate professor) at the University of Warwick, UK. He co-founded the JALT Learner Development SIG in 1994, and formerly edited both its newsletter Learning Learning and IATEFL Learner Autonomy SIG's publication, Independence, subsequently co-convening the AILA Research Network on Learner Autonomy (2008–2014). His publications include Learner Autonomy Across Cultures (co-edited with David Palfreyman, 2003), as well as chapters and articles on teacher-learner autonomy, pedagogy of autonomy as appropriate methodology and the relationship of teacher-research and teacher autonomy. Recently he has been focusing on work with teachers in developing countries in this latter area as academic coordinator for teacher-research mentoring schemes in Latin America and India. His related innovative, open access e-books include (for the British Council) Champion Teachers: Stories of Exploratory Action Research and Children and Teachers as Co-researchers in Indian Primary English Classrooms, as well as (for IATEFL Research SIG) Teachers Research!

Xuesong Gao recently joined the School of Education, the University of New South Wales, as an associate professor. He used to teach at the University of Hong Kong and Hong Kong Institute of Education. His research and teaching interests include language learner autonomy, language teacher education, language policy, reading, second language

X NOTES ON CONTRIBUTORS

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