

1. Record Nr.	UNINA990005426480403321
Autore	Vallois, René
Titolo	Les constructions antiques de Délos : documents / par René Vallois
Pubbl/distr/stampa	Paris, : E. De Boccard, 1953
Descrizione fisica	1 cartella (XIV, 15 p., [32] c. di tav., 5 c. topogr. ripieg. ; 29 cm
Collana	Bibliothèque des Écoles françaises d'Athènes et de Rome ; 157 bis
Locazione	FLFBC DARST
Collocazione	ARCH. P 009 4 04.127
Lingua di pubblicazione	Francese
Formato	Materiale a stampa
Livello bibliografico	Monografia
2. Record Nr.	UNINA9910720090203321
Autore	Lin Qiuming
Titolo	Agency Construction and Navigation in English Learning Stories / / by Qiuming Lin
Pubbl/distr/stampa	Singapore : , : Springer Nature Singapore : , : Imprint : Springer, , 2023
ISBN	9789819914067 9789819914050
Edizione	[1st ed. 2023.]
Descrizione fisica	1 online resource (168 pages)
Disciplina	418
Soggetti	Language and languages - Study and teaching Educational sociology Language Education Language Teaching and Learning Sociology of Education
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia

**Nota di bibliografia**

Includes bibliographical references.

**Nota di contenuto**

Chapter 1. Introduction -- Chapter 2. Human agency and its linguistic representations -- Chapter 3. Understanding agency: a theoretical framing -- Chapter 4. Observing agency: an analytical framing -- Chapter 5. Agency construction -- Chapter 6. Agency navigation -- Chapter 7. Conclusion.

**Sommario/riassunto**

This book presents a longitudinal research which covers a linguistic approach to understand and observe language learner agency. It makes connections between agency in discourse analyses and agency in applied linguistics by examining how learner agency is manifested in autobiographic oral narratives and influenced by contextual factors. This book also demonstrates that agency is not a fixed entity that English learners possess, but a dynamic construct constantly negotiated by the learners with the social world. It is the result of their identity positioning and repositioning within a complex and ever-changing context. Learner identities, either actual or imagined, are significantly correlated with their investment in English and their English learning process. This book sheds new light on teaching English as a foreign language and gives inspirations for enhancing English learners' agency in contemporary context of China. As learner agency should be treated in a dynamic and process view, a low level of agency manifested in a particular period or in a certain context may not necessarily persist in later periods or extend to other contexts. Provided with supportive contextual conditions and taking on positive and powerful identities, language learners are well on the course for higher levels of agency.