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Autore	Teng Mark Feng
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Nota di contenuto	Introduction -- Chapter 1 Learner Autonomy: An Educational Goal of Teaching English as a Foreign Language -- Chapter 2 Teacher Autonomy: A Buzzword in Teaching English as a Foreign Language -- Chapter 3 Learner Identity in Foreign Language Education: Research Nexus and Implications -- Chapter 4 Teacher Identity in Foreign Language Education: From the Perspective of Teacher Autonomy, Communities of Practice, and Affordances -- Chapter 5 The Complexities of Learner Agency and Teacher Agency in Foreign Language Education -- Chapter 6 Interrelationship of (Teacher) Autonomy, (Teacher) Agency, and (Teacher) Identity in Foreign Language Education -- Chapter 7 To Be or not to Be an 'Old English Lecturer': A Social Identity Theory Perspective -- Chapter 8 How EFL Students Learn English: From the Perspective of Identity Continuity and Identity Change -- Epilogue.
Sommario/riassunto	This book discusses the importance of autonomy, agency, and identity in teaching and learning English as a foreign language, all of which are central themes in the educational domain. By linking theory with practice to appeal to researchers as well as classroom practitioners, it provides an overview of the theoretical constructs of autonomy, agency, and identity along with empirical studies that explore these constructs through life stories as told by English teachers and students.

Key features include: • New ideas to inspire professionals involved in foreign language education. • Up-to-date information to showcase for English language educators how autonomy, agency, and identity can be conceptualized across various institutional, sociocultural, and political contexts. • A concise yet comprehensive review of the theoretical and practical issues characterizing English foreign language education today.

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