

1. Record Nr.	UNINA9910488709203321
Autore	Feng Ding
Titolo	First year in a multilingual university : double transitions / / Feng Ding
Pubbl/distr/stampa	Singapore : , : Springer, , [2021] ©2021
ISBN	981-16-0796-6
Descrizione fisica	1 online resource (206 pages)
Disciplina	370.95125
Soggetti	Learner autonomy - China - Hong Kong Education, Higher - China - Hong Kong Universities and colleges - China - Hong Kong Autonomia de l'alumne Educació superior Ensenyament multilingüe Llibres electrònics Hong Kong (Xina)
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di contenuto	Intro -- Preface -- Acknowledgement -- Acknowledgement -- Abstract -- Contents -- Abbreviations -- List of Figures -- List of Tables -- Chapter 1: Introduction -- Aims of the Study -- Research Questions and Significance of the Study -- Chapter 2: Transition and Autonomy -- School-University Transition -- Recent Research on First-Year School-University Transition -- Role of Autonomy in School-University Transition -- Cross-Border Transition -- Chinese Students in Anglophone Countries -- Cross-Border Transition and Chinese Cultural Background -- Comparison Between the Two Types of Transitions -- Directions for Future Research on Transition -- Learner Autonomy -- Introduction -- Definition and Dimensions of Autonomy -- Nature of Autonomy and Autonomous Behaviors -- Conditions for Autonomy -- Autonomy and Educational Culture -- Social Dimension of Autonomy -- Measure of Autonomy -- Directions for Future Research on Autonomy -- Operationalization of Autonomy in the Present Study --

Conclusion -- Chapter 3: Methodology: Multiple-Case Qualitative Study -- Research Setting -- Hong Kong: The Broader Context -- Hong Kong-Mainland China Relationship -- Research Site -- The Chinese Students and Scholars Association (CSSA) -- Data Collection Methods -- Interview as the Major Tool -- Direct Observation -- Written Documents -- Participants -- Locating the Participants -- Initial Contact with Participants -- Data Collection -- First Phase -- Second Phase -- Third Phase -- Fourth and Fifth Phases -- Data Analysis -- Framework of Data Analysis -- Steps of Coding -- Writing up of the Findings -- Reflective Thinking -- Building Trustworthiness -- Researcher's Role in the Study -- Ethical Considerations -- Chapter 4: Profile of the Participants -- Profile of the Nine Participants -- Dora -- Dora's English Learning Experience -- Dora's Expectations of University Life.

Fiona -- Fiona's English Learning Experience -- Fiona's Expectations of University Life -- Hanna -- Hanna's English Learning Experiences -- Hanna's Expectations of University Life -- Claire -- Claire's English Learning Experience -- Claire's Expectations of University -- Natalie -- Natalie's English Learning Experience -- Natalie's Expectations of University -- Justin -- Justin's English Learning Experience -- Justin's Expectations of University -- Anna -- Anna's English Learning Experience -- Anna's Expectations of University Life -- Serena -- Serena's English Learning Experience -- Serena's Expectations of University Life -- Cathy -- Cathy's English Learning Experience -- Cathy's Expectations of University -- Summary -- Chapter 5: Becoming More Independent in Life -- A Life that Requires More Independence -- The Need to Take Care of Oneself in Daily Life -- Life Is Less Structured in University -- Balancing Social Activities and Study -- Learning to Set Goals -- Learning to Make Plans -- Feeling Lonely and Lacking a Sense of Belonging -- Social Context and Cultural Differences -- School-University Difference in the Student Management System -- Coping Strategies -- Self-discipline -- Self-reflection -- Reading Books on Time Management -- Social Support -- Growth of Autonomy in Life Management -- Autonomy in Life Management -- Evidence of Growth -- Summary -- Chapter 6: Becoming More Independent in Academic Learning -- Selecting Their Own Courses and Learning Materials -- Entering a New Field -- Not Clear About the Evaluation Standard -- New Assessments: Presentations and Group Work -- Participants' Development in Learning -- Factors That Helped Them Develop -- Students' Hard Work and Self-Discipline -- Social Support -- Teachers' Support -- Peer Support -- A Special Case of Getting Support from Others -- Participants' Unique Coping Strategies. Seeking Help -- Self-Motivation -- Growth of Autonomy in Academic Learning -- Conclusion -- Chapter 7: Becoming More Independent in a Multilingual Context -- Entering an EMI Setting -- Listening -- Anna -- Serena -- Natalie -- Hanna -- Cathy -- Reading -- Anna -- Serena -- Speaking -- Anna -- Serena -- Classroom Observations -- Academic Writing -- Natalie -- Autonomy Development in the EMI Setting -- Changing One's Understanding of English -- Multilingual Context Complicates the Situation -- Perceived Need for English in a Multilingual Context -- Life Was Complicated by a New Language -- Not Enough Opportunities for Speaking in English -- Autonomous English Learning in a Multilingual Context -- Conclusion -- Chapter 8: Discussion -- School-University Transition and Autonomy -- Cross-Border Transition and Autonomy -- Emotional Side of Developing Autonomy During the Transitional Period -- Interaction Among the Three Domains of Autonomy -- Autonomy Development with Individualistic Features -- Individual Differences -- Different Priorities

in University -- Different Conceptions of Autonomy -- Family Background and School Culture -- Social Network and a Supportive Environment in University -- Double Transition and the Three Domains of Autonomy as an Interpreting Framework -- Summary -- Chapter 9: Conclusion -- Contributions -- A New Framework to Understand School-University and Cross-Border Transitions -- Contribution to Autonomy Research -- Contribution to the Understanding of Learning English in the EMI Context -- Methodological Application and Educational Implication -- Limitations -- Future Research -- Conclusion -- Appendices -- Appendix A: The First Interview Guide -- Appendix B: The Second Interview Guide -- Appendix C: The Third Interview Guide -- Appendix D: The Fourth Interview Guide -- Appendix E: The Fifth Interview Guide. Appendix F: Sample of NVivo Coding -- References.
