Beyond the classroom
Autonomy in language learning

Ulrike Bavendiek

Higher Education

Language teachers no longer are expected to be human tape recorders and sources of input for students. Teachers, not parrots.

Language teachers no longer are expected to be human tape recorders and sources of input for students. Teachers, not parrots.

Participation, learning, or both?

Participation (both active, overt participation and 'invisible' engagement) is learning.

The ability to 'participate' fully, as legitimate members, in new communities, [...] and to take up and inhabit new subject positions with those communities contrasts markedly with the earlier emphasis on the less contextualized 'acquisition' of linguistic skills and knowledge.

Duff, 2008: 112

Interaction and engagement with the community of practice (Wenger 1998) is a form of learning.

No dichotomy between language use and acquisition.

Firth and Wagner, 2007

Digital literacy for language learning

to access authentic, relevant specialist information

to increase contact, engagement, interaction with competent users of the language

learn through participation, for greater learner autonomy and lifelong learning.

Subject Benchmark Statement – Languages, Cultures and Societies (2015)

Generic skills:

Students should be able to

1. *…*

2. *use digital media effectively as a source of information, a means of communication and as an aid to learning*

3. *…*

One challenge for language teachers is to shape some of their [the students'] computer-using experiences into language learning experiences.

Chapelle, 2001:2

Participation is not necessarily language learning if the learner

- is unable to comprehend a given text
- is able to comprehend a given text or think that they are
- cannot express their communicative intentions at all
- expresses their communicative intentions well enough to be understood or think that they are

does not notice the gap between their learner language and the target language variety.

Language Awareness is

1. Awareness of language

2. Awareness of language learning processes

the explicit knowledge about language, and conscious perception and sensitivity in language learning, language teaching and language use.

ALA Association for Language Awareness

Language Awareness is

1. Awareness of language

2. Awareness of language learning processes

the explicit knowledge about language, and conscious perception and sensitivity in language learning, language teaching and language use.

ALA Association for Language Awareness

Three defining principles of learner autonomy:

- Learner involvement
- Learner reflection
- Target language use

Little 2007

Guided independent language learning

Autonomy

Consiousness

Motivation

Strategy use

Control
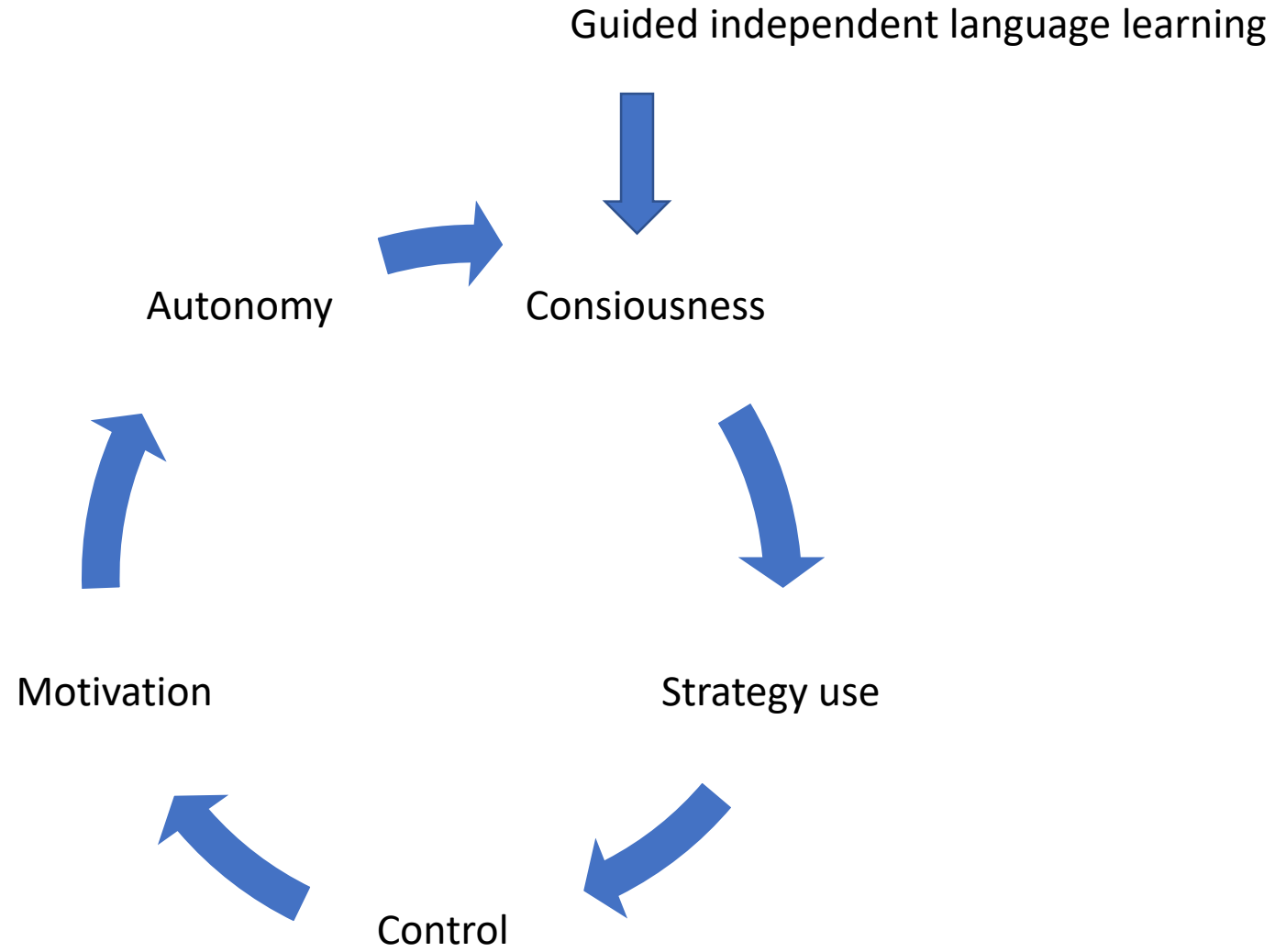
Bavendiek, 2006 (unpublished)

More recently…

Autonomy is considered to be *a complex dynamic system*.

<div align="right">Tatzl 2016: 39</div>

Components or agents of learner autonomy are

the learner (learning styles, motivation, responsibility for one's own learning, control of content etc.), the teacher (atitude [sic], pedagogical choices, etc.), the context (schools, economic factors, social experiences, etc.), and technology (communication tools, cultural artifacts, etc.).

<div align="right">Paiva and Braga 2008: 445</div>

More recently…

Autonomy is considered to be *a complex dynamic system*.

Tatzl 2016: 39

Components or agents of learner autonomy are

the learner (learning styles, motivation, responsibility for one's own learning, control of content etc.), the teacher (atitude [sic]*, pedagogical choices, etc.),* *the context* *(schools, economic factors, social experiences, etc.), and technology (communication tools, cultural artifacts, etc.).*

Paiva and Braga 2008: 445

Ideal learning environments in terms of fostering autonomy may comprise space for the individual development of learners, a functioning mentoring system, a rich supply of pedagogic resources and materials, a technical support system, the existence of respectful and respected role models, the provision of meaningful tasks, the creation of relevant learning scenarios and the integration into some form of organised learning.

Setting the context for language learner autonomy: The Language Lounge

- Language learning resources
- Language advisors
- A tandem scheme
- An international hub for language learning
- Space for cooperation
- Exhibition space

Thank you

References

- Association of Language Awareness http://www.languageawareness.org/?page_id=48 (last accessed 1/10/2018)

- Chapelle, C. (2001) *Computer Applications in Second Language Acquisition – Foundation for teaching, testing and research*, Cambridge: CUP.

- Duff, P. (2008) 'Language socialization, participation and identity: ethnographic approaches'. In: Martin-Jones, M., de Meija, A.M. and Hornberger, N.H. (eds) *Encyclopedia of Language and Education*, 2nd edition, vol. 3 Discourse and Education, 107-119.

- Firth, A. and Wagner, J. (1997) 'On discourse, communication, and (some) fundamental concepts in SLA research. *The Modern Language Journal,* 81 (3), 285-300.

- Little, D. (2007) 'Language learner autonomy: some fundamental considerations revisited'. In: *Innovation in Language Learning and Teaching*, vol 1: 1, pp 14-29.

- Paiva, V.L.M. de O., and Braga, J. de C.F. (2008) The complex nature of autonomy. *D.E.L.T.A., 24*.

- Tatzl, D. (2016) 'A systemic view of learner autonomy'. In: Gkonou, C. et al. (eds) *New Directions in Language Learning Psychology*, Second Language Learning and Teaching. Springer International Publishing.

- Thorne, S.L. and Black, R.W. (2007) 'Language and literacy development in computer-mediated contexts and communities'. In: *Annual Review of Applied Linguistics*, 27, pp.133-160.

- Wenger, E. (1998) *Communities of Practice: Learning, Meaning and Identity.* Cambridge, CUP.