



A Review on Learner Autonomy with Mobile-Assisted Language Learning for EFL Learners at the Tertiary Level

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Abstract

With the higher requirement of learner autonomy for EFL learners at the tertiary level, mobile-assisted language learning (MALL) is raising more and more attention for autonomous language learning. It is not easy to find appropriate mobile applications in this modern era with constant technology development and application updating. EFL learners also need more time and chance to be accustomed to mobile use in learner autonomy. Given this, the purpose of this study is to analyze the effect of mobile applications on autonomous learning and language skill improvement. It also explores what aspects of learner autonomy have been developed for EFL learners at the tertiary level with the guidance of two autonomous versions which are psychological and technical perspectives by performing a literature review of 12 articles from 2018 to 2023. Through synthesizing features of mobile applications, aspects of learner autonomy, and developed language skills of these articles, it is shown that mobile applications, especially social media and educational applications have played a beneficial role in autonomous learning for EFL learners at the tertiary level. Finally, multiple mobile application usage, digital literacy cultivation, and balanced language skills development are emphasized for future autonomous learning for EFL learners at the tertiary level.

Subject Areas

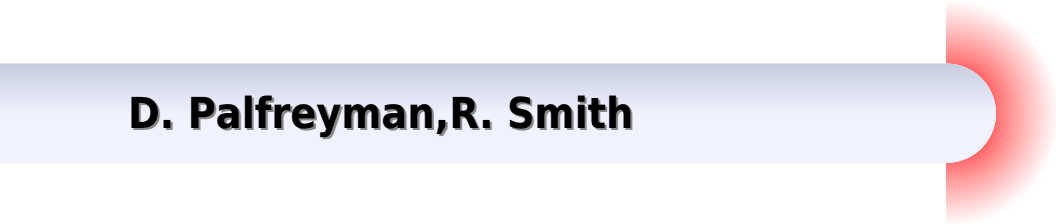
Educational Technology, Language Education, Teaching and Learning Technologies

Keywords

EFL Learners, Learner Autonomy, MALL, Mobile Applications, Tertiary Level

Autonomy In Language Learning The Answer Is Learner
Autonomy Issues In Language Teaching And Learning
Selected Papers From The Lasig Conference At
Treffpunkt Sprachen In Graz Austria

D. Palfreyman, R. Smith



**Autonomy In Language Learning The Answer Is Learner Autonomy Issues In Language Teaching And Learning
Selected Papers From The Lasig Conference At Treffpunkt Sprachen In Graz Austria:**

New Directions in Language Learning Psychology Christina Gkonou, Dietmar Tatzl, Sarah Mercer, 2015-11-27 This book explores potential new directions in the growing field of language learning psychology. The individual chapters cover theoretical and conceptual developments and innovative methodological designs while also exploring practical implications. Language learning psychology is a vibrant field of research that typically involves constructs from social and educational psychology which it considers in terms of their relevance for the domain of language learning. The diverse theoretical and empirical chapters examine a range of familiar and lesser known constructs highlighting the importance of taking into account both learner and teacher psychologies and recognising the complexity, dynamism and situatedness of psychological constructs as well as the value of employing diverse research methodologies. It is hoped that these new directions concerning populations, constructs and theoretical and methodological frameworks will pave the way for innovative future developments in this vibrant field.

The Answer Is Autonomy: Issues in Language Teaching and Learning Leni Dam, Christian Ludwig, Anja Burkert, 2019-03-24 This volume is the result of the two day conference on language learner autonomy. The answer is autonomy issues in language teaching and learning which was held in Graz Austria in June 2012. Through its 16 chapters plus a foreword by Ema Ushioda the book explores themes such as the role of technology in autonomous learning environments, language learner autonomy and its demands on the teacher, language learner autonomy and the power of beliefs, new perspectives on peer evaluation and assessment and the role of the institution in everyday classroom practice. Since its original release this volume has been considered to have made a notable contribution to the field of learner autonomy. Although undoubtedly there have been many changes in circumstances, ideas and programmes since the original publication of this book in 2013 it has been republished intact in order to offer a true account of the field at the time of the Graz event. The conference was jointly organised by the IATEFL Learner Autonomy Special Interest Group LASIG and Treffpunkt Sprachen Centre for Language Plurilingualism and Didactics located at the Karl Franzens University of Graz Austria. The four plenary sessions were delivered by internationally acclaimed researchers and practitioners in the field of language learner autonomy: David Little, Trinity College Dublin; Leni Dam, LASIG Coordinator, Denmark; Lienhard Legenhausen, University of Münster, Germany; and Ema Ushioda, University of Warwick, UK.

Autonomy and Independence in Language Learning Phil Benson, Peter Voller, 2014-06-06 The topics of autonomy and independence play an increasingly important role in language education. They raise issues such as learners' responsibility for their own learning and their right to determine the direction of their own learning, the skills which can be learned and applied in self-directed learning and capacity for independent learning and the extents to which this can be suppressed by institutional education. This volume offers new insights into the principles of autonomy and independence and the practices associated with them, focusing on the area of EFL teaching. The editors

introduction provides the context and outlines the main issues involved in autonomy and independence. Later chapters discuss the social and political implications of autonomy and independence and their effects on educational structures. The consequences for the design of learner centred materials and methods is discussed together with an exploration of the practical ways of implementing autonomy and independence in language teaching and learning. Each section of the book opens with an introduction to give structure to the development of ideas and themes with synopses to highlight salient features in the text and help build upon the material of previous chapters. The Answer is Learner Autonomy, 2014

Learner and Teacher Autonomy Terry Lamb, Hayo Reinders, 2008. This edited volume offers a cohesive account of recent developments across the world in the field of learner and teacher autonomy in languages education. Drawing on the work of eminent researchers of language learning and teaching it explores at both conceptual and practical levels issues related to current pedagogical developments in a wide range of contexts. Global shifts have led to an increase in autonomous and independent learning both in policy and practice including self access and distance learning. The book's scope and focus will therefore be beneficial to language teachers as well as to students and researchers in applied linguistics and those involved in pre and in service teacher education. The book concludes with an overview of the state of research in this field focusing on the inter relationships between the concepts of learner and teacher autonomy. Autonomy in Second Language Learning: Managing the Resources Mirosław Pawlak, Anna Mystkowska-Wiertelak, Jakub Bielak, 2016-12-28. The present volume brings together papers devoted to the role of learner and teacher autonomy in the process of second and foreign language learning which have been contributed by scholars from Poland and abroad. The book has been divided into three parts in accordance with the topics that the individual contributions touch upon. The first part includes papers dealing with different ways in which learner autonomy can be fostered and evaluated. The papers contained in Part Two are connected with the role of language learning strategies in the development of learner independence. Finally Chapter Three focuses on developing teacher autonomy which in the opinion of many specialists is indispensable if learner autonomy is to be promoted. Thanks to its wide ranging focus this edited collection will be of interest not only to second language learning specialists interested in the role of learner autonomy but also to undergraduate graduate and postgraduate students working on their BA MA and PhD theses as well as practitioners wishing to promote learner independence in their classrooms. **Learner and Teacher Autonomy in Higher Education** Manuel Jiménez Raya, José Javier Martos Ramos, Maria Giovanna Tassinari, 2017. This volume pools the insights and experiences of a group of international researchers on different aspects of autonomy and related issues. Although autonomy is acknowledged as one of the main goals of education in higher education the need for accountability and standardisation of learning outcomes constrain its development. **Learner Autonomy in Language Learning** Sara Cotterall, 1999. This book is a collection of papers that explores the notion of learner autonomy and the problem of helping language learners to manage their learning effectively. The first part of the book deals with issues of

definition what is the cognitive base for autonomous learning behaviour and how is this mediated by social and cultural expectations of a learner's role The second part reports on experiences of working with learners and with teachers to promote learner autonomy In working with learners the focus is on language learning strategies and how strategic learning might be developed through strategy training materials design reflection and counselling In working with teachers the focus is on bringing about change in traditional perspectives on the roles of learners and teachers within education systems

Teaching and Researching: Autonomy in Language Learning Phil Benson, 2013-11-04 Autonomy has become a keyword of language policy in education systems around the world as the importance of independent learning and new technologies has grown Now in a fully revised and updated second edition *Teaching and Researching Autonomy* provides an accessible and comprehensive critical account of the theory and practice of autonomy Examining the history of the concept it addresses important questions of how we can identify autonomy in language learning behaviours and how we can evaluate the wide variety of educational practices that have been designed to foster autonomy in learning Topics new to this edition include Autonomy and new technologies Teacher autonomy The sociocultural implications of autonomy With over three hundred new references and five new case studies of research on autonomy providing practical advice on research methods and topics in the field *Teaching and Researching Autonomy* will be an essential introduction for teachers and students to a subject at the cutting edge of language teaching and research

Autonomy in Language Learning and Teaching Alice Chik, Naoko Aoki, Richard Smith, 2017-12-07 This book seeks to expand the research agendas on autonomy in language learning and teaching in diverse contexts by examining the present landscape of established studies identifying research gaps and providing practical future research directions Based on empirical studies it explores research agendas in five emerging domains language learning and teaching in developing countries social culture and teacher autonomy learner autonomy and groups learner autonomy and digital practice and finally learner autonomy and space In doing so it sheds new light on the impact of digital media group dynamics and the application of ecological perspectives on learner autonomy The contributors present a novel reconsideration of new learning affordances and their discussion of spatial dimensions provides much needed expansion in the field This book will have international appeal and provide an invaluable resource for students and scholars of second language learning and higher education as well as teacher educators Chapter 2 of this book is open access under a CC BY 4.0 license via https://link.springer.com/content/pdf/10.1057/9781137529985_2.pdf

Taking Control Richard Pemberton, Edward S.L. Li, Winnie W.F. Or, Herbert D. Pierson, 1996-06-01 *TAKING CONTROL* Autonomy in Language Learning focuses on an area of language learning and teaching that is currently receiving an increasing amount of attention The book featuring 18 chapters from key figures around the world in the field of autonomous and self access language learning provides insightful coverage of the theoretical issues involved and represents a significant contribution to research in this area At the same time it provides a variety of examples of current practice in classrooms and self access

centres at secondary and tertiary levels and in a number of different cultural contexts This volume is a timely publication which will be of interest to all those concerned with learner autonomy and self directed language learning **Autonomy in Language Education** Manuel Jimenez Raya, Flavia Vieira, 2020-07-09 Autonomy in Language Education offers a holistic overview of and novel contribution to a complex and multifaceted yet under studied field of inquiry that is transforming language pedagogy It offers nineteen original chapters that critically analyze the impact of Henri Holec's seminal 1979 book Autonomy in Foreign Language Learning unpack theoretical empirical conceptual methodological ethical and political developments over the last forty years from many perspectives explore practical implications for teaching learning and teacher education and suggest future avenues and challenges for research and practice in this broad diverse essential field

Maintaining Control Richard Pemberton, Sarah Toogood, Andy Barfield, 2009-05-01 This work explores how to make sense of autonomy in language learning It also looks at controlling learning learner autonomy in a mainstream writing course reflective lesson planning autonomy and control in curriculum development and much more **Social Dimensions of**

Autonomy in Language Learning G. Murray, 2014-05-06 This book examines how autonomy in language learning is fostered and constrained in social settings through interaction with others and various contextual features With theoretical grounding the authors discuss the implications for practice in classrooms distance education self access centres as well as virtual and social learning spaces **Identity, Motivation and Autonomy in Language Learning** Garold

Murray, Xuesong Gao, Terry Lamb, 2011 Through the use of qualitative research methods the authors explore the complex contingent and dynamic nature of motivation identity and autonomy both for language learners and teachers in many different parts of the world Importantly they also look for relationships among the three constructs This is precisely the integrative approach that should be encouraged as we seek to understand the lived experience of individuals Diane Larsen Freeman University of Michigan USA **Language Education in Digital Spaces: Perspectives on Autonomy and**

Interaction Carolin Fuchs, Mirjam Hauck, Melinda Dooly, 2021-09-09 This book brings together contributions on learner autonomy from a myriad of contexts to advance our understanding of what autonomous language learning looks like with digital tools and how this understanding is shaped by and can shape different socio institutional curricular and instructional support To this end the individual contributions in the book highlight practice oriented empirically based research on technology mediated learner autonomy and its pedagogical implications They address how technology can support learner autonomy as process by leveraging the affordances available in social media virtual exchange self access or learning in the wild Hutchins 1995 The rapid evolution and adoption of technology in all aspects of our lives has pushed issues related to learner and teacher autonomy centre stage in the language education landscape This book tackles emergent challenges from different perspectives and diverse learning ecologies with a focus on social and educational inequality Specifically to this effect the chapters consider digital affordances of virtual exchange gaming and apps in technology mediated language

learning and teaching ranging from instructed and semi instructed to self instructed contexts The volume foregrounds the concepts of critical digital literacy and social justice in relation to language learner and teacher autonomy and illustrates how this approach may contribute to institutional objectives for equality diversity and inclusion in higher education around the world and will be useful for researchers and teachers alike

Autonomous Language Learning with Technology Chun Lai, 2017-06-29 This book looks beyond the classroom and focuses on out of class autonomous use of technology for language learning discussing the theoretical frameworks key findings and critical issues The proliferation of digital language learning resources and tools is forcing language education into an era of unprecedented change The book will stimulate discussions on how to support language learners to construct quality autonomous technology mediated out of class learning experience outside the classroom and raise greater awareness of and research interest in this field Out of class learning constitutes an important context for human development and active engagement in out of class activities is associated with successful language development With convenient access to expanded resources venues and learning spaces today's learners are not as dependent on in class learning as they used to be Thus a deeper understanding of the terrain of out of class learning is of increasing significance in the current educational era Technology is part and parcel of out of class language learning and has been a primary source that learners actively use to construct language learning experience beyond the classroom Language learners of all ages around the world have been found to actively utilize technological resources to support their language learning beyond formal language learning contexts Insights into learners out of class autonomous use of technology for language learning are essential to our understanding of out of class learning and inform educators on how language learners could be better supported to maximize the educational potentials of technology to construct quality out of class learning experience

Learner Autonomy Across Cultures D. Palfreyman, R. Smith, 2003-11-03 What does autonomy mean within language learning Should it be enhanced within national institutional or small group culture and if so how can that be done A variety of new theoretical perspectives are here firmly anchored in research data from projects worldwide By foregrounding cultural issues and thus explicitly addressing the concerns of many educators on the appropriateness and feasibility of developing learner autonomy in practice this book fills a gap in the literature and offers practical benefits to language teachers

Realizing Autonomy Kay Irie, Alison Stewart, 2011-11-25 *Realizing Autonomy Practice and Reflection in Language Education Contexts* presents critical practitioner research into innovative approaches to language learner autonomy Writing about experiences in a range of widely differing contexts the authors offer fresh insights and perspectives on the challenges and contradictions of learner autonomy

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