



International Association of Teachers of English as a Foreign Language

**Learner Autonomy Special Interest Group Joint Online
Conference**

Self-Directed Learning and Advising in Language Education

24 April 2021

Ankara Yıldırım Beyazıt University

School of Foreign Languages

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ROOM I

Tuba Işık & Ali Dinçer
Erzincan Binali Yıldırım University

“A Closer Look at Good Language Learners: Learner Autonomy and Motivation Beyond the Classroom”

This narrative inquiry study explores good language learners' learning journeys in an English as a Foreign Language (EFL) context to determine the paths to success in language learning. Two English-major undergraduates' learning experiences in Turkey have been elicited with a combination of learner autobiographies, learning diaries and a series of semi-structured interviews spanned about six months. A thematic analysis of the triangulated data highlights the important role of learner autonomy and language learning motivation beyond the classroom in mastering language proficiency. Both learners in the study are highly autonomous language learners and intrinsically motivated to learn English. They devote a great deal of time and energy studying English beyond the classroom and are mostly independent of teacher control. They use various digital tools to self-direct their learning and accept YouTube as an online tutor for developing language skills. They know their weaknesses, organize their learning in line with their needs, and consistently monitor their progress. It is also evident that the learners' characteristics and perceived language proficiency levels shape their language learning routines. The study findings are insightful for language learners visioning to reach a certain level of English proficiency, and language teachers aiming to foster the success of their students in EFL contexts.

Key words: autonomous learner, out-of-class, technology use, self-directed learning, learning tools

Tuba Işık is a Ph.D. student in the Department of English Language Teaching at Çukurova University, Turkey, and also works as a research assistant in the Department of English Language Teaching at Erzincan Binali Yıldırım University, Turkey. Her research interests center on learner autonomy and autonomous language learning with technology.

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ROOM II

Simge Gülaç O'Grady & Suzan Özgelen Yılmaz
Anatolia Training Institute

“Promoting Reflective Thinking in Teachers”

This workshop is aimed at providing the participants with an understanding of the principles of reflective thinking in teaching, while helping them further their knowledge and skills to use reflective thinking practices in their daily teaching. We intend to focus on reflection as a basis for decision making, planning and action in the classroom with the use of real-life classroom scenarios.