

## Engaging with technologies for language learning: Perspectives on autonomy and motivation

Emu Ushioda (University of Warwick)

e.ushioda@warwick.ac.uk

The title of this talk is intended to highlight a subtle yet significant semantic distinction between ‘language learning technologies’ (as expressed in the theme of the conference) and ‘technologies for language learning’ – i.e. a distinction between technologies pedagogically designed for language learning purposes, and everyday technologies that can be exploited for language learning purposes. While these are not mutually exclusive categories since the latter may subsume the former, the distinction is useful because it points to important psychological differences in how language learners conceptualize and relate to particular technologies, and thus points to differences in the quality of their autonomy and motivation in engaging with these technological resources. For example, when provided with appropriate language practice materials online, learners who are ‘autonomous’ (in the sense of self-motivated or self-determined) will freely engage with these materials to develop their language skills accordingly. Yet the same learners may lack the ‘autonomy’ (in the sense of strategic thinking and know-how) to understand how they can creatively exploit their engagement with various everyday technological affordances for the purposes of developing, practising and using their language skills. Or they may lack the motivation (in the sense of willingness) to allow language learning to suffuse (or interfere with) their everyday personal use of technologies, and thus they may express a different kind of autonomy (i.e. resistance) in this regard. In short, in focusing on how learners engage with technologies for language learning, we are brought to consider some interesting complexities in autonomy and motivation. My aim in this talk will be to explore these complexities from a theoretical perspective, and consider their implications for understanding how to enhance the quality of students’ engagement with technological resources for language learning.

### REFERENCES

- Barnes, D. 1976.** *From communication to curriculum*. Harmondsworth: Penguin.
- Bronson, M. 2000.** *Self-regulation in early childhood: Nature and nurture*. New York: Guilford Press.
- Cai, C. J., Guo, P. J., Glass, J. and Miller, R. C. 2014.** Wait-learning: Leveraging conversational dead time for second language education. *CHI EA '14 Extended abstracts on human factors in computing systems* (pp.2239–44). New York: ACM.
- Deci, E. L. (with Flaste, R.) 1996.** *Why we do what we do: Understanding self-motivation*. New York: Penguin.
- Deci, E. L. and Ryan, R. M. 1985.** *Intrinsic motivation and self-determination in human behavior*. New York: Plenum Press.
- Henry, A. 2013.** Digital games and ELT: Bridging the authenticity gap. In E. Ushioda (ed.), *International perspectives on motivation: Language learning and professional challenges* (pp.133–55). Basingstoke: Palgrave Macmillan.
- Lamb, M. 2007.** Which came first – the worm or the cocoon? *Independence* 49, 28–9.
- Levy, M. 2009.** Technologies in use for second language learning. *Modern Language Journal* 93, 769–82.
- Little, D. 1991.** *Learner autonomy 1: Definitions, issues and problems*. Dublin: Authentik.
- Little, D. 2007.** Language learner autonomy: Some fundamental considerations revisited. *Innovation in Language Learning and Teaching* 1(1), 14–29.
- Littlewood, W. T. 1996.** Autonomy: An anatomy and a framework. *System* 24(1), 427–35.
- McCombs, B. L. and Marzano, R. J. 1990.** Putting the self in self-regulated learning: The self as agent in integrating will and skill. *Educational Psychologist* 25(1), 51–69.
- Ryan, R. M. and Deci, E. L. 2000.** Self-determination theory and the facilitation of intrinsic motivation, social development and well-being. *American Psychologist* 55, 68–78.
- Sharples, M. 2006.** How can we address the conflicts between personal informal learning and traditional classroom education? In M. Sharples (ed.), *Big issues in mobile learning* (pp.15–22). Cambridge: Cambridge University Press.
- Spratt, M., Humphreys, G. and Chan, V. 2002.** Autonomy and motivation: Which comes first? *Language Teaching Research* 6, 245–66.
- Stockwell, G. 2008.** Investigating learner preparedness for and usage patterns of mobile learning. *ReCALL* 20(3), 253–70.
- Stockwell, G. 2013.** Technology and motivation in English-language teaching and learning. In E. Ushioda (ed.), *International perspectives on motivation: Language learning and professional challenges* (pp.156–75). Basingstoke: Palgrave Macmillan.
- Trentin, G. and Repetto, M. (eds) 2013.** *Using network and mobile technologies to bridge formal and informal learning*. Oxford: Chandos Publishing.
- Ushioda, E. 1996.** *Learner autonomy 5: The role of motivation*. Dublin: Authentik.
- Ushioda, E. 2000.** Tandem language learning via e-mail: From motivation to autonomy. *ReCALL* 12(2), 121–28.
- Ushioda, E. 2007.** Motivation, autonomy and sociocultural theory. In P. Benson (ed.), *Learner autonomy 8: Teacher and learner perspectives* (pp.5–24). Dublin: Authentik.
- Ushioda, E. 2011.** Language learning motivation, self and identity: Current theoretical perspectives. *Computer Assisted Language Learning* 24(3), 199–210.
- Ushioda, E. 2013.** Motivation matters in mobile language learning: A brief commentary. *Language Learning & Technology* 17(3), 1–5.