

## Review of “Autonomous Language Learning with Technology: Beyond the Classroom”

<b>Title</b>	Autonomous Language Learning with Technology: Beyond The Classroom
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Learner autonomy is deeply rooted in constructivism and cognitive psychology, because it emphasizes the learners’ role not only in the learning process, but in assisting themselves to reach self-actualisation by utilising behavioural, psychological and social resources, which in a language learning context will increase the likelihood of internalisation, personal relevance, perceived meaningfulness and emotional investment. Language learning autonomy emphasises the learners’ role in planning, goal setting and evaluating self-conducted studies with minimal (if any) guidance from an instructor. Holec (1981) defined learner autonomy as “the ability to take charge of one’s own learning, which is specified as to have, and to hold, the responsibility for all the decisions concerning all aspects of this learning” (p. 3). With the evergrowing technological advances over the past two decades, the function of learner autonomy has become more salient.

This book is intended for language teachers and researchers who need assistance in understanding how learners are changing because of the fast pace of technological developments, how these advancements can support their teaching, and how they can provide updated autonomous learning strategies for their students. This book has three main parts; in the first part, the whole concept of out-of-class autonomous language learning with technology and its frameworks, nature and factors are laid out (pp. 3–71). The second part of the book is dedicated to the promotion of autonomous tech-based out-of-class language learning and its dynamics (pp. 95–137). The final part of the book concentrates on previous research and contains research recommendations for future studies and the conclusion (pp. 161–195).

Part 1 begins with the introduction of fundamental concepts. The author maintains that since researchers’ overall understanding of tech-based autonomous language learning is insufficient, an overview of the main concepts and theoretical frameworks shall be provided. Moreover, the nature of autonomy is described, and the factors affecting the quality of out-of-class learning are explained. Furthermore, it is demonstrated why the sociality aspect of autonomy has both independent and interpersonal dimensions and why autonomy is a natural feature that should be consciously nurtured.

The author then represents various frameworks and models concerning autonomous language learning with technology. On pages 37–39, two technology adoption models, namely the Technology Acceptance Model (TAM) and United Theory of Acceptance and Use of Technology (UTAUT)

are discussed. In addition, the author himself has conceptualised a theoretical framework for autonomous language learning which is demonstrated on page 46 and illustrates detailed interactions among various components of autonomy in both non-technological and technological spaces with an emphasis on the latter. The first part closes with an in-depth literature review regarding internal and external factors which affect the learner’s selection of various technological resources for autonomous language learning with technology beyond the classroom borders.

Part 2 of the book is dedicated to the promotion of autonomous out-of-class language learning with technology, and therefore significant factors involved in it – namely, learner training, teachers’ role, the resources and environment design – are explained there. The writer argues that learners cannot often efficiently utilise technology for out-of-class language learning without specific training and guidance. It is further maintained that three aspects should be supported concerning the learner training: the affective aspect, the resource aspect, and the capacity aspect.

Regarding teachers’ role in the promotion of tech-based autonomous language learning, the author came up with a list of components on page 128 which clarifies how an instructor can reinforce learners’ ability to engage in self-regulated language learning, and boost learners’ willingness to embed technology in their out-of-class activities to bridge the gap between the in-class and out-of-class learning.

In Part 3 of the book, we are provided with a thorough analysis of current research developments in the field in three key areas. Key area 1 is concerned with research on the nature of technology use, learners’ interaction with technological resources, variation in technology use, and learner construction of language learning ecology. Key area 2 includes many studies that have investigated the effects of out-of-class autonomous language learning on cognitive and affective factors. Key area 3 is mainly about the best ways to enhance learners’ technical knowledge of autonomous language learning besides improving their cognitive and meta-cognitive strategies. The final notes are on methodological considerations and methodological challenges.

The first two parts of the book are primarily concerned with complicated theories and frameworks which may come off as too perplexing for a novice reader, but the third part is a holy grail for research enthusiasts as it provides a balanced approach between practice and theory in addition to introducing several unique recommendations for further research in the field. As a suggestion to readers, it is better to start reading the book by skimming through the Chapters 8 and 9 and then considering reading the book thoroughly, as it will make information more accessible to the mind and saves a significant amount of time.

In conclusion, this book is an unmatched asset for all those who are interested in researching out-of-class environments, because autonomy is an indispensable part of it. The sharp rise in the speed of technological developments and the ubiquity of mobiles and computers is changing the language research field, which was once only limited to extensive in-class investigations. This book provides multiple future research suggestion on several occasions to aid avid researchers to move research in this area forward

## Reference

Holec, H. (1981). *Autonomy and foreign language learning*. Oxford: Pergamon. (Original work published in 1979)