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ANDIJON VILOYATI PEDAGOGIK MAHORAT MARKAZI

TILLARNI O'QITISH METODIKASI KAFEDRASI

DEVELOP LEARNER AUTONOMY IN LANGUAGE LEARNING

mavzusida uslubiy tavsiya.

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Mazkur uslubiy tavsiya umumta'lim maktablarida xorijiy til o'qituvchilari jumladan ingliz tili fani o'qituvchilari hamda til o'rganuvchilar uchun o'ziga bo'lgan ishonchni va mustaqil ta'limni rivojlantirishga oid qo'llanishi maslahat etilgan tavsiyalar keltirilgan hamda. Ushbu tavsiyalar o'qituvchilarning darsdan tashqari vaqtlarida o'z ustida ishlashlari uchun tavsiya etiladi va barcha xorijiy til o'qituvchilari uchun birdek xizmat qiladi deb umid qilamiz.

Introduction

Modern language education increasingly emphasizes learners' ability to take responsibility for their own learning. In rapidly changing educational and technological environments, learners need not only linguistic knowledge but also the ability to set learning goals, select appropriate strategies, monitor their progress, reflect on their performance, and make informed decisions about further learning.

Learner autonomy is therefore an important component of effective language education. Autonomous learners do not simply complete tasks assigned by the teacher; they gradually become active participants in planning, managing, monitoring, and evaluating their learning process.

These methodological recommendations are intended to support English language teachers in developing learner autonomy among secondary school and other language learners. The recommendations provide theoretical principles, practical classroom activities, reflection techniques, self-assessment tools, and suggestions for integrating digital technologies and artificial intelligence into autonomous language learning.

1. The Concept of Learner Autonomy

Learner autonomy can generally be understood as the learner's ability and willingness to take responsibility for important decisions concerning their learning.

Holec (1981) describes autonomy as the ability to take charge of one's own learning. This includes decisions about learning objectives, content, progression, methods, and evaluation.

Little (1991) emphasizes that autonomy involves learners' capacity for critical reflection, independent decision-making, and taking responsibility for their learning.

In language education, learner autonomy can therefore be represented as a continuous process:

Goal setting → Planning → Learning → Monitoring → Reflection → Self-assessment → Adjustment → Further learning

Learner autonomy does not mean that students study completely independently without teacher support. Rather, the teacher gradually transfers appropriate responsibility to learners while providing guidance, feedback, resources, and learning strategies.

Key characteristics of autonomous language learners

An autonomous learner can:

- set realistic learning goals;
- identify personal strengths and weaknesses;
- select appropriate learning strategies;
- organize learning time;
- choose suitable learning resources;
- monitor learning progress;
- ask for help when necessary;
- evaluate learning outcomes;
- reflect on mistakes and successes;
- modify learning strategies;
- use digital resources responsibly;
- develop a personal learning plan.

2. Why Learner Autonomy Is Important in Language Learning

Language learning requires continuous practice beyond the classroom. Classroom instruction alone cannot provide learners with sufficient opportunities to develop all language skills.

Developing learner autonomy can help learners:

become more responsible for their learning;

develop motivation and engagement;

improve time-management skills;

develop effective learning strategies;

increase confidence;

recognize their individual learning needs;

become more reflective learners;

continue learning outside the classroom;

use digital resources effectively;

develop lifelong learning habits.

For language teachers, promoting autonomy also means changing the traditional classroom relationship. Instead of being the only source of knowledge, the teacher increasingly becomes a facilitator, adviser, learning designer, and provider of feedback.

3. The Teacher's Role in Developing Learner Autonomy

Developing autonomy does not mean simply telling students to “learn independently.” Learners need explicit instruction and gradual support.

The teacher can facilitate autonomy by:

teaching learning strategies;

[23.09.2026 16:12] Saodatxon Erkaboyeva: helping students formulate

achievable goals;
providing choices;
introducing different learning resources;
encouraging self-assessment;
using reflective questions;
giving constructive feedback;
allowing learners to make appropriate decisions;
encouraging peer learning;
supporting individual learning plans;
introducing digital learning tools;
gradually reducing unnecessary teacher control.
From teacher-directed learning to learner autonomy

The transition should be gradual. Teachers should not expect learners to become autonomous immediately.

4. Principles for Developing Learner Autonomy

4.1 Goal Setting

Learners should be taught how to establish specific and achievable learning goals.

Instead of:

“I want to improve my English.”

Learners can formulate:

“By the end of this month, I will learn 50 academic words and use at least 30 of them correctly in short written texts.”

Activity: My Language Learning Goals

Ask learners to complete:

My goal: _____

Why is this goal important to me?

What will I do to achieve it?

What resources will I use?

How will I know that I have achieved it?

When will I review my progress?

5. Learning Strategies

Learners need to understand that different language-learning problems require different strategies.

Teachers can introduce strategies for:

Vocabulary learning

vocabulary cards;

word maps;

spaced repetition;

using new words in sentences;

grouping words according to topic;

keeping a vocabulary journal.

Reading

predicting content;
identifying key words;
skimming;
scanning;
identifying the main idea;
summarizing.

Listening

predicting content;
listening for key information;
listening for specific details;
taking notes;
listening repeatedly for different purposes.

Speaking

rehearsing;
using speaking prompts;
recording oneself;
peer interaction;
self-evaluation.

Writing

brainstorming;
planning;
drafting;
peer feedback;
revising;
proofreading.

The teacher should not only demonstrate these strategies but also discuss **when, why, and how** each strategy can be used.

6. Developing Metacognitive Awareness

Metacognition refers to learners' awareness of their own thinking and learning processes.

Three important questions can guide autonomous learning:

Before learning

What do I already know?

What do I need to learn?

How will I learn it?

During learning

Am I understanding the material?

Which strategy is working?

What difficulties am I experiencing?

After learning

What have I learned?

What mistakes did I make?

What should I improve next time?

This simple **Before–During–After** framework can be incorporated into regular English lessons.

7. Reflection as a Tool for Learner Autonomy

Reflection helps learners transform learning experiences into future action.

A short reflection can be conducted at the end of a lesson.

“3–2–1 Reflection”

Students write:

3 things I learned today

2 things I found difficult

1 thing I will do to improve

Teachers can collect these reflections or allow learners to maintain a personal learning journal.

8. Learner Autonomy Through Learning Journals

A language learning journal provides learners with a space to record their progress, difficulties, strategies, and future goals.

Suggested journal structure

Date: __

Today I learned:

New vocabulary:

The most difficult part was:

The strategy I used was:

What worked well?

What do I need to improve?

My next learning goal:

The teacher does not need to correct every grammatical error in the journal.
The main purpose is reflection and development of learning responsibility.

9. Self-Assessment

Self-assessment is an important component of autonomous learning.
Learners should be provided with clear criteria rather than simply being asked whether they are “good” or “bad” at English.

Example: Speaking Self-Assessment

The final column, “**Not yet,**” is particularly useful because it presents difficulties as areas for future development rather than as permanent weaknesses.

10. Peer Learning and Collaborative Autonomy

Learner autonomy does not necessarily mean individual learning. Learners can develop autonomy through collaboration.

Teachers can organize:

- pair work;
- peer teaching;
- peer feedback;
- discussion groups;

project work;
collaborative problem-solving;
peer assessment;
learning communities.

Activity: Peer Feedback Circle

Students exchange short written texts and provide feedback according to three questions:

What is clear and effective?

What could be improved?

What specific suggestion can I give?

Students then revise their own texts based on the feedback.

This process develops both responsibility and critical reflection.

11. Project-Based Learning and Learner Autonomy

Projects provide learners with opportunities to make decisions about:

topic;

objectives;

resources;

division of responsibilities;

presentation format;

deadlines;

evaluation.

Example: “My Community in English”

Learners work in small groups to prepare an English-language project about their local community.

They may:

identify a topic;
conduct interviews;
collect information;
take photographs;
prepare questions;
create a digital presentation;
produce a short video;
present their findings.

The teacher provides guidance but allows learners to make appropriate decisions about the project.

12. Digital Technologies and Learner Autonomy

Digital technologies provide learners with access to a wide range of authentic language-learning resources.

Teachers can encourage learners to use:

online dictionaries;
digital flashcards;
educational videos;
podcasts;
online reading materials;
learning management systems;
digital portfolios;
collaborative documents;
language-learning applications;
online communities.

However, access to technology alone does not create autonomy. Learners

need to develop the ability to **select, evaluate, use, and reflect on digital resources.**

Digital Resource Evaluation Checklist

Before using an online resource, learners can ask:

Is the source reliable?

Is the information relevant to my goal?

Is the language level appropriate?

Is the information current?

Does this resource help me achieve my learning objective?

How will I use this resource effectively?

13. Using AI to Support Autonomous Language Learning

Artificial intelligence can provide additional opportunities for personalized and independent learning when used critically and responsibly.

Learners can use AI tools to:

generate practice questions;

obtain explanations of difficult grammar points;

brainstorm ideas;

receive language-learning prompts;

practice conversations;

obtain alternative examples;

develop vocabulary exercises;

receive preliminary feedback on writing;

create personalized learning plans.

However, AI should function as a **learning support tool rather than a replacement for the learner's own thinking and work.**

Example: AI-Supported Reflection

After completing a writing task, learners can ask an AI tool to identify areas that require attention. They then:

examine the feedback;

decide which suggestions are useful;

correct their own work;

explain why changes were made;

record what they learned.

This approach places the learner—not the technology—at the center of the learning process.

14. Developing an Individual Learning Plan

Each learner can prepare a simple weekly or monthly language-learning plan.

Individual Language Learning Plan

My main goal:

My current level:

My strongest skill:

The skill I need to develop:

Activities I will complete:

Resources I will use:

Time I will spend each week:

Evidence of progress:

Date of self-assessment:

The plan should be realistic. A small number of achievable activities is usually more useful than an overloaded schedule.

15. The Role of the E-Portfolio in Learner Autonomy

An electronic portfolio can provide an effective environment for documenting and reflecting on language learning.

[23.09.2026 16:12] Saodatxon Erkaboyeva: An e-portfolio may include:

learning goals;

writing samples;

speaking recordings;

project work;

certificates;

vocabulary records;

lesson reflections;

teacher feedback;

peer feedback;

self-assessment forms;

evidence of progress;

future learning plans.

The e-portfolio can follow a continuous cycle:

**Set goals → Collect evidence → Reflect → Receive feedback → Evaluate
→ Revise goals**

This makes learning progress more visible and encourages learners to take greater responsibility for their development.

16. Classroom Activities for Developing Learner Autonomy

Activity 1: Choose Your Task

Provide students with three tasks addressing the same learning objective.

For example:

Objective: Practise speaking about environmental problems.

Students choose one:

A. Prepare a two-minute speech.

B. Record a short video.

C. Conduct a pair interview.

After completing the task, students explain why they selected it.

Activity 2: Learning Strategy Detective

Give students a language-learning problem:

“I understand a word when I read it, but I cannot remember it when I speak.”

Students work in groups to identify possible strategies.

They then select one strategy, try it for a week, and reflect on its effectiveness.

Activity 3: My Mistake, My Lesson

Students select several mistakes from their previous work.

They complete:

My mistake: ____

Why did I make it? ____

Correct form: ____

How can I avoid this mistake? ____

My practice activity: ____

This transforms errors into opportunities for learning.

Activity 4: Weekly Learning Review

At the end of each week, students answer:

What did I achieve?

What was difficult?

Which strategy helped me?

What did not work?

What feedback did I receive?

What will I change next week?

What is my next learning goal?

17. A Suggested Autonomous Learning Cycle

Teachers can introduce the following cycle throughout the academic year:

Stage 1. Diagnose

Learners identify their current strengths and learning needs.

Stage 2. Set Goals

Learners establish specific and achievable objectives.

Stage 3. Plan

Learners select strategies, resources, and activities.

Stage 4. Act

Learners complete planned learning activities.

Stage 5. Monitor

Learners monitor their progress during learning.

Stage 6. Reflect

Learners analyse their successes and difficulties.

Stage 7. Evaluate

Learners assess their learning using appropriate criteria.

Stage 8. Adjust

Learners modify their goals, strategies, or learning plans.

This cycle should be repeated continuously.

18. Assessing the Development of Learner Autonomy

Teachers can monitor learner autonomy using several indicators.

These indicators should be used formatively—to support development rather than simply to assign a grade.

19. Recommendations for Teachers

To foster learner autonomy effectively, teachers are recommended to:

introduce autonomy gradually;

teach learning strategies explicitly;

provide meaningful choices;

help learners establish realistic goals;

incorporate self-assessment into regular lessons;
use reflection activities regularly;
encourage peer learning;
maintain learner journals or e-portfolios;
provide constructive and timely feedback;
teach learners how to evaluate digital resources;
integrate technology purposefully;
discuss responsible use of AI;
recognize individual learning differences;
encourage learners to learn beyond the classroom;
create a supportive classroom environment where mistakes are treated as learning opportunities.

20. Sample One-Week Autonomous Learning Programme

Monday – Goal Setting

Learner identifies one language goal for the week.

Tuesday – Vocabulary

Learner learns 10–15 new words and uses them in sentences.

Wednesday – Listening

Learner watches or listens to an appropriate English-language resource and records key ideas.

Thursday – Speaking

[23.09.2026 16:12] Saodatxon Erkaboyeva: Learner records a two-minute response to a selected topic.

Friday – Writing

Learner writes a short paragraph using the week's vocabulary.

Saturday – Reflection

Learner reviews completed activities and identifies strengths and difficulties.

Sunday – Planning

Learner evaluates progress and establishes the next week's goal.

21. Conclusion

Developing learner autonomy is a gradual and continuous process that requires changes in both teaching and learning practices. Autonomous language learners need opportunities to make decisions, experiment with learning strategies, monitor their progress, receive feedback, reflect on their experiences, and adjust their learning plans.

The teacher remains an important part of this process. Effective autonomy-oriented teaching does not mean abandoning learners to study alone. Instead, it involves **scaffolding, guidance, feedback, choice, reflection, and gradual transfer of responsibility.**

Digital technologies, e-portfolios, collaborative learning, and appropriately used artificial intelligence can further support this process. When these tools are integrated with clear pedagogical objectives, they can help learners document their progress, reflect on their learning, and develop sustainable independent-learning habits.

Ultimately, the development of learner autonomy should help learners move from **“I learn because my teacher tells me to”** toward **“I understand what I need to learn, how I can learn it, and how I can evaluate my progress.”**

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