



Inclusive pedagogies for language learning autonomy

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Symposium format:

- **ReN symposium**

Symposium mode:

- **Hybrid**

Sub-themes:

- **LANGUAGE TEACHING AND LEARNING:** teacher education, curricula and education, classrooms, instruction, task-based learning, EAP, study abroad, (virtual) exchanges, materials and methods
- **LEARNER CHARACTERISTICS:** autonomy, strategies, young, old, non-instructed, individual factors or differences, emotion
- **LINGUISTIC SOCIAL ISSUES:** linguistic (in)justice, power, advocacy, attitude & bias, diversity-emancipation, discriminations, ethnicity and gender, ideology, language & social justice
- **LANGUAGES IN SOCIETY:** bilingualism, multilingualism, plurilingualism, multilingual classroom, translanguaging, literacy & literacies, heritage language, home language, migrants, deaf, sign/gesture

Argument:

After four decades of discussion concerning learner autonomy development within the Applied Linguistics field, research in the field appears to have gone through at least two main movements: a move to exploring learning environments outside as well as inside the language classrooms, including blended and distance teaching and learning practices (e.g. Carette & Tassinari, 2019) and learning spaces (e.g. Murray & Lamb, 2019); and a second one, and perhaps the most important considering the present times, moving from the individual to the social dimension of autonomy (e.g. Murray, 2014).

The pandemic caused many language programmes to move online rapidly with a stronger reliance on distance learning, and virtual learning environments, following the closure of institutions worldwide to prevent viral infections (Navarro Cira & Carillo Lopez, 2020). The rapid shift to synchronous or asynchronous online learning and teaching caused a rethink of



pedagogical models, with an opportunity to take the lessons learnt into post pandemic pedagogies. However, the change created significant challenges in terms of inclusive practice, such as inequity of access due to the digital poverty of less affluent students, and other types of digital exclusion as well as opportunities (Peña Clavel et al., 2020). Inclusive pedagogies, which aim to foster the learning and active participation of all students within a common educational context (Moriña, 2017), are very much a priority in the Education Landscape post pandemic. Within a social context, the concept of learner autonomy, usually defined as students' ability and willingness to take charge of their own learning independently and interdependently (Benson, 2011), has close association with the sociocultural notion of learner agency, defined by Ahearn (2001) as a socioculturally mediated capacity to act, and Freire's (1972) political transformation-oriented concept of empowerment (see Gao & Zhang, 2011; Nicolaidis, 2017). Ensuring that all learners, irrespective of their background and diverse needs, are empowered to take charge of their own learning within the language learning environment is therefore key to developing inclusive pedagogies for language learning autonomy.

This symposium aims to explore and discuss conceptual or empirical research on approaches to learning and teaching and/or curriculum/ learning environment design which promote and facilitate inclusive pedagogies for the development of autonomy in language learning, within and outside formal classroom settings, based on the lessons learnt from the pandemic.

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