

The Use of Active Methodologies as a Means to Promote Autonomy and Motivation in English as a Foreign Language High School Students

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Abstract : The use of active methodologies in the teaching of English has been widely encouraged recently, due to its potential to create propitious conditions for the learners to develop autonomy and studying skills that tend to keep them motivated throughout the learning process. The constant use of technology by the students makes it possible to implement strategies such as blended learning, which blends regular classes with online instruction and practice. (Horn and Staker, 2015) For that reason, the aim of this study was to implement the blended approach in a High School second-grade English class in Brazil, in order to analyze the impacts of this methodology on the students' autonomy. The teacher's role was that of a mediator, being responsible for selecting the best resources for students to study with, and also for helping them with questions when necessary. The results show that taking learner characteristics and learning experiences into account and allowing the students to follow their learning paths at their own pace was crucial to promoting engagement that led to the desired outcomes. In conclusion, the research shows that blended learning is a helpful strategy to foster autonomy and promote motivation in EFL students.

Keywords : active methodologies, autonomy, blended learning, motivation

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