



ISSN 2450-6486

<http://ehs.eeipsy.org><https://doi.org/10.38014/ehs-ss.2021.4.09>

Dorota CZERSKA-ANDRZEJEWSKA

Psychological aspects of a foreign language teaching and learning (how modern technologies can be useful in enhancing student's autonomy in developing communication in a foreign language (on the example of English as a foreign language taught at the university level)

DOROTA CZERSKA-ANDRZEJEWSKA. **Psychological aspects of a foreign language teaching and learning.** *An adult learner of a foreign language (a university student) has to overcome various psychological inhibitions in order to master a foreign language and be able to communicate effectively in it. A lot depends on a student's attitude towards learning, their motivation, the aim of learning a foreign language, previous learning experience, previous methods applied by previous teachers. All of these factors play an important role in the way a language learner will approach their language learning as well as in the degree of autonomy of a given individual. Modern technologies together with the internet and the access to mobile applications may help a language learner in developing their autonomy in L2 or L3 language acquisition. However, the way these modern*

---

*technologies are used and the way the student's autonomy is developed, also depends on the language teacher.*

**Key words:** MALL, student's autonomy, foreign language learning, mobile technologies, mobile devices

### **Introduction.**

Learning a foreign language is not an easy process. To become fluent and effective in communication requires a great effort on the part of the learner. It is also time-consuming.

There are enormous cognitive differences between individual learners, which could account for some of the difficulties students encounter in mastering a second/foreign language. These cognitive factors in foreign language acquisition are: verbal intelligence, phonological processing abilities, long-term memory capacity (Rubin, 1975: 42). Other psychological factors, which are important in this type of learning is the combination of anxiety, motivation and self-confidence as well as a child-like willingness to experiment. What impedes language learning is the feeling of anxiety, discouragement and embarrassment in the classroom.

Above mentioned cognitive differences take place between individual learners as well as between age groups, such as young adults, developing children and elderly people. Linguists and educators like Eric Lenneberg and Derek Bickerton claim that there is a biological timetable for optimal language learning which hinder the efforts of adolescents and young adults to acquire a language. Thus, it seems to be more difficult for foreign language acquisition in adolescents and adults in comparison to children, due to differences in brain plasticity (Strozer, 1994). Foreign language acquisition within a college setting, which is of interest in this article, hardly ever seems to be smooth and seamless unless the process had been initiated in a student's childhood or at an early stage of school education.

### **Autonomy of language learning.**

Another important aspect of foreign language learning is the development of autonomy of a student. Autonomy is not a new component in foreign language education or education in general.

Autonomy and independence have been the key values in Western European philosophy, psychology, politics and pedagogy in the 20<sup>th</sup> century. They are essential in the development of democratic society (Benson and Voller 1997 after Pawlak 2006). The autonomy in foreign language learning appeared in 1960s and 1970s and in 1971 the Council

of Europe established the Modern Languages Project and founded the Foreign Languages Didactic Centre (CRAPEL) at the University of Nancy, France specializing in the systems of learning in autonomy. Autonomy in language learning has its roots in radical proposals of the reform of the educational system suggested by Dewey, Kilpatrick, Freire, Illich and Roger (Pawlak 2006), which stressed the role of a student in the process of learning everything. Moreover, the views on psychology of learning were changing, promoting auto regulation (students are able to change their intellectual abilities into abilities of effective learning) and self-organisation (it is the ability to reflect on one's educational experience) in the learning process – constructivism.

In the communicative approach to the learning process the stress has been shifted from the methods of teaching to the methods of learning. Also, in the era of globalism and global communication, the number of foreign language learners has grown rapidly and people learn English for such various reasons and purposes that institutions are not able to fulfil the educational needs of every learner. Consequently, it has become vital to create and shape autonomous learning attitudes and behaviour. Thus, a person who is responsible for developing autonomy of students is the teacher with his/her approach to the learning process, to the students and to the education materials as well as the teaching methods he/she chooses.

### **Traditional concept of the role of a teacher.**

Traditionally in the system of education in the 20<sup>th</sup> century and earlier the role of a teacher has been perceived as that of a person who takes full control of the students' learning process, somebody who is a supervisor of the classroom and the group of students and who has the only right to decide about the content of the lesson, the choice of the textbook, the choice of the teaching methods (traditional ones). This situation is still possible to be observed in the school environment (Polish schools) where a teacher is "the boss" for the students or pupils and it is much easier for such a type of a teacher to use a specific course book as the basis for the lessons and have full control of the learning process. The educational programmes has long been written and prepared in such a way as to give the teacher the supervision over the students. Furthermore, the form of exams prevailing in present times is tests, which do not necessarily give either the teacher or the student the possibility of the development of any form of autonomy. Finally, there exist other restrictions, such as for

instance, institutional ones, which discourage teachers from promoting autonomous behaviour. Educational authorities are not in favour of the initial commotion and anarchy in the classroom which heads for autonomy. Also parents, not only of primary school children but also of secondary school students often reaching maturity, are suspicious towards any forms of innovations and believe that it is the duty of the teacher to be responsible for the learning process, for its effects as well as for the success of their children. Because of this, students themselves may be against their autonomy in the learning process and very often do not understand why they have to make independent decisions. They may even fear being independent and, thus, may have a low self-esteem.

Such an approach apparently seems to be the result of the traditional lecture-based learning method, in which students tend to perceive the role of the teacher as the main source of information/knowledge and the only person who has the right to assess, test and correct students. According to Pawlak (2006) these students lack the ability of self-directing and the lack of autonomy which is probably, as Pawlak suggests, the consequence of their earlier educational experience, lacking in the ability of their teacher to develop their autonomous behaviour. Students have to be taught how to take control and be responsible for their learning process.

Learning to be autonomous and developing autonomy is a very complex process, as some students have (which my action research showed) a negative attitude to taking control of their learning process, they may be afraid to make decisions independently or else they may have low self-esteem. It is crucial that very often teachers prefer to base their work on a specific course book and have full control over the process of studying rather than to give their students the possibility of choice and the possibility of making their own decisions about their learning. An autonomous student seems to be more demanding and he/she requires a teacher's constant development, looking for new techniques and materials to suit the students' expectations. To achieve this, it is essential to establish a specific and suitable learning environment where students are willing to be or just to try to be independent and take responsibility for their learning and the learning of their peers. In development of student autonomy, what is of vital importance is the approach of the teacher both to the students themselves, to the learning process as well as to the educational materials.

**The shift in the role of the teacher (modern teacher's approach).**

However, nowadays the role of a teacher is slowly and gradually changing and the teachers themselves see the necessity of this change. Due to the fact that autonomy is some kind of the psychological state (Pawlak 2006), it can be taught by a teacher only through making students aware and willing to be more independent. Some specialists such as (Dickinson 1993, Wilczyńska 1999) talk about "half-autonomy", in which students take actions which prepare them for autonomous learning. Here, the approach of the teacher is crucial and helpful for the students. The process of preparing students for autonomous learning can take different forms in the classroom and be some kind of variation to the classroom routine.

As it has been stated above, what seems to be very important in the development of the autonomous student is the teacher's attitude and his/her approach to assessment. It is essential for the teacher to stop the habit of picking up (or pointing out) only the faults, mistakes and inefficiencies/inadequacies when checking or controlling students written or oral work. It is important to notice and appreciate students' abilities which have developed, to appreciate the development of skills. The deficits which appear in the course of the learning and are traced while testing should be used for better preparation and planning of the further language learning process. Such planning can be used in the development of self-assessment of a student (Pawlak 2006). At this point the role of a teacher is shifted again, now the students themselves are aware of the necessity of self-assessment and can gain the knowledge how to do it. The modern approach to studying and testing suggested by the European Council and methodology and didactic specialists (Komorowska 2002) state that self-assessment can serve as the supplementation of the vision of knowledge and abilities of the student. A modern teacher is advised to (Komorowska 2002) lead the process of assessment parallel to the process of learning, not at the end of the given stage of education. Such teacher should stress students' abilities and progress, not their weaknesses and mistakes. A teacher should also provide the student with useful information about the ways of further learning in the future. This approach is called "alternative assessment".

**MALL – and why it can be useful in developing student's autonomy.**

Mobile Assisted Language Learning (MALL) – is a subarea of the growing field of mobile learning and deals with the use of mobile technology in language learning. In MALL there is no need for learners

to sit in a classroom or at a computer to get learning materials. MALL can be considered an ideal solution to language learning barriers in terms of time and place.

MALL can be any type of language learning using portable devices: PDAs, phones, smartphones, pads, pods and other handheld devices which are used for: voice calling, making short messages, video chat, listening to audio MP3, MP4, Mpeg, web surfing,, shopping, electronic dictionaries etc. (Kukulska-Hulme & Shield, 2008). Trifanova et al. (2003) defined mobile devices as "...any devices that are small, autonomous and unobtrusive enough to accompany us in every moment (cited in Kukulska-Hulme & Shield, 2008). Mobile phones/smartphones mean the same as wireless, nomadic and are now social staples.

Mobile phones with high capabilities extend into all areas of human life, so wireless communication technology is growing rapidly. Consequently, mobile learning can be considered as the next generation of e-learning. So, mobile devices are not substitute for existing learning devices, but they serve as extension for learning in a new environment having new capabilities, though, not all learning content and activities are appropriate for mobile devices. Mobile learning can be characterized by its potential for learning to be: spontaneous, informal, personalized, ubiquitous, face-to-face, self-paced, online, distance (Colpaert, 2004).

This type of learning can be used when people/learners encounter shortage of time:

- as the result of working longer hours;
- working and studying (in case of university or secondary school students).

In such a situation a busy learner may tend to use portable devices to learn new material rather than taking time for traditional classroom-based courses.

Physical characteristics of mobile phones play a key role in making them desirable in the learning process as well as useful in the development of student's autonomy. These factors are: keypad vs. touchpad, screen size, audio and video functions. Another important factor in mobile learning is present on the side of the learner, these being:

- learner skills;
- learner's prior knowledge and experience with mobile devices for learning;
- learner's attitude towards the learning through a mobile phone.

These factors are crucial in the output quality of such mobile-based tasks. In effective mobile-learning there is a shift from teacher-led learning to student-led learning via m-learning. Student-led learning allows for a greater degree of choice about the way in which the same information can be accessed on a handheld device than on a desktop. It is more like personal or self-learning for students who are accustomed to taking independent decisions concerning their learning process and who are aware that it is possible to take responsibility for one's own learning and progress in learning.

**Advantages of MALL in the development of student's autonomy.**

By means of mobile learning devices the learner is able to control the learning process and progress in his/her own pace based on his/her cognitive state in a non-classroom environment being:

- in front of their personal computers online or offline;
- in the bus/tram/train;
- outside or at work;
- every time and everywhere (Geddes, 2004).

Taking the above into consideration, two main characteristics of mobile phones are: portability and connectivity. Portability enables the users to move mobile phones and bring learning materials, whereas connectivity means that the device must have capability of being connected and communicated with the learning website by means of wireless network of the device to access learning material including short message service and mobile e-mail to transfer information between instructors and learners. There are, as well, other advantages provided by mobile phones such as: flexibility low cost, small size, user-friendliness.

Klopfer (2002) suggests the following classification of mobile phones:

1. Portability – device is taken to different places due to small size and weight
2. Social interactivity – exchanging data and collaboration with other learners
3. Context sensitivity – the data on the mobile phone/device can be gathered and responded uniquely to the current location and time
4. Connectivity – mobile devices can be connected to other device, data collection devices or a common network by creating a shared network
5. Individuality – activity platforms can be customized for individual learners.

Comparing to other wireless devices such as laptop computers, mobile phones are rather inexpensive, having functions as the Internet browser. Thus, they can be accessible to poor areas or users. However, teachers and instructors should make students acquainted with learning possibilities that mobile devices have to offer. It is the role of the teacher to gather information about students' computer and mobile literacy and adjust the learning process and types of applications to be used to students' abilities as well as their educational needs. Language teachers should be properly trained themselves to be capable of and ready to provide training to their students. Teachers should be aware of what types of mobile devices their students have, what are their multimedia and graphics limitations and should know what kind of tools learners have and set or adapt resources compatible to such tools.

An advantage of m-learning is that it is collaborative and thus encouraging for learners due to the possibility of exchanging knowledge, skills, attitudes, experience through interaction. Collaborative learning can help develop learner's autonomy by helping the learners to support, motivate and evaluate each other. A good collaborative approach can be gained by using a mobile device as an environment for learning, where such devices act as pencils or rulers being the basic equipment in the learning process. The most important here is the communication between the learners, the interaction in the target language. Consequently, mobile devices are developing towards becoming tools for education and language learning. Both teachers/instructors and learners are getting used to this mobile equipment to make education as ubiquitous as possible. This is the future of education. Furthermore, the Internet makes it possible to receive education from all parts of the world, it is called "distance learning".

Students who independently use smartphones and tablets to learn English develop their autonomous abilities of learning. Autonomous mobile learning can be connected with studying in the convenient time. It can be "time-shifting". Mobile learning can also be connected with communicating with the teacher and other students, as well as downloading educational materials, which are in other parts of the world, thus it is "boundary-crossing". Vavuola and Sharples (2002) suggest three types of approaches, in which studying can be considered mobile.

The first one is related to a place: one can study at home, at work, in the place where one relaxes or spends his/her free time. The second approach concerns different spheres of life for which learning takes place,

for example: employer requirements, willingness or necessity to develop one's skills and interests. The third approach is about the time when the act of learning takes place: during the day or night, at the weekend or during week days. According to Vavoula and Sharples (2002) such mobile learning can be understood as one taking place anywhere, anytime, in every aspect of life. The advantage of mobile devices is the fact that people carry them all over all the time, so they are available to be used for learning anytime and anywhere (Vavoula, Sharples, 2002).

In such understanding of mobile learning and mastering a foreign language, the student's autonomy is connected with his/her decisions about the time and place where the learning takes place. A student takes independent decisions when to reach for a mobile device and start studying, which materials and programmes to use as well as when the learning process should finish. This develops student's feeling of responsibility for his/her learning process. This fact is potentially conducive in using mobile devices in learning languages. Godwin-Jones considers smartphones to be „ideal for individualised informal learning” and the teachers should „encourage and help in the development of autonomy, which provides the learners with the possibility of connecting formal and informal language acquisition” (Godwin-Jones, 2011a: 8)

### **Research into mobile literacy of university students in Poland.**

A research about using mobile devices in learning English as a foreign language was conducted among students of 6 universities in Poland. 292 students filled in the questionnaire (172 females and 118 males). The universities chosen for the research were the following: Adam Mickiewicz University in Poznań, Economic University in Cracow, Polytechnics in Poznań, Państwowa Wyższa Szkoła Wschodnioeuropejska in Przemyśl, Wyższa Szkoła im. Bogdana Jańskiego in Cracow, Jagiellonian University in Cracow.

Answers of the questioned students at different types of universities revealed some regularities and differences. In many cases students' answers from similar types of universities, e.g. technical and scientific specialisations, were similar. Thus, the students' answers and approach to mobile learning depended on the studied specialisation and the previous educational experiences.

The way and time scale according to which students use their mobile devices for studying, learning in English and learning English itself are gathered in the following table:

| Activities connected with studies | No. of people 292 | Personal activities, everyday activities | No. of people 292 | Activities connected with learning English | No. of people 292 |
|-----------------------------------|-------------------|------------------------------------------|-------------------|--------------------------------------------|-------------------|
| ●every day over 1 h               | 47                | ● every day over 1 h                     | 40                | ● every day over 1 h                       | 14                |
| ●everyday under 1h                | 35                | ● every day under 1 h                    | 37                | ● every day under 1 h                      | 25                |
| ●once a week                      | 60                | ●once a week                             | 34                | ●once a week                               | 57                |
| ●once a month                     | 13                | ●once a month                            | 16                | ●once a month                              | 31                |
| ●less than once a month           | 33                | ●less than once a month                  | 24                | ●less than once a month                    | 35                |
| ●no answer                        | 73                | ●no answer                               | 56                | ●no answer                                 | 18                |
| ●doesn't do anything              | 9                 | ●doesn't do anything                     | 4                 | ●doesn't do anything                       | 3                 |

The way students use their mobile devices depends on many factors. It is important if a person is familiar with computer and mobile technologies, with smartphones and tablets. It seems to be also vital if a person possesses such a device and how long he/she is the owner of one. The type of a device plays an important role as well as the openness and willingness of a student to experiment with different functions of a mobile device. A lot depends on the previous educational experience, thus on whether previous teachers encouraged students to use mobile technologies for learning English and familiarized them with such methods. Last but not least, personal goals that students have, such as willingness to travel abroad, start a well-paid job, develop one's skills and communication abilities, play an important role in mobile learning.

What many respondents stressed is the necessity of a teacher to make students familiar with this way of learning a foreign language. It is the teacher who should acquaint the students with mobile applications. Such applications should be adjusted to students familiarity with mobile technologies as well as to their level of English. Without giving students this initial support and knowledge, mobile learning "anytime and everywhere" can be lost because learners may feel confused and may not satisfactorily use the possibilities, which their own autonomy offers them.

### Conclusion.

This paper aimed at presenting both the theoretical background of MALL, which is still a growing and underestimated field as well as showing its practical side which can be of help to EFL teachers and students and which can enable both teachers and learners to enhance student's autonomy.

Nowadays due to the growth of wireless technologies, MALL is available through numerous devices. They offer very short tutorials as well as full-courses. Such devices support the retention and utilization of newly acquired language skills. Predicted growth of MALL is reinforced by the overwhelming “lack of time” (decrease of free time). The need for traditional classroom-based or even online courses will decrease, however, nothing can substitute the dynamics of the traditional classroom. It will become, and in fact, is becoming, an ideal solution for students or professionals willing to acquire new languages. Advantages of MALL are clear: growing screen size, ability to record sound and video, portability.

The article also describes the research into mobile literacy of university students which clearly shows in what way, how and exactly when university students use their mobile devices for learning, especially learning English and learning in English. This article also defines the autonomous learner, summarises arguments in favour of helping language learners to become autonomous, briefly considers the process of “autonomisation” in language classroom and self-access schemes and mobile applications.

There remains still a lot of questions concerning mobile learning and its influence on learning foreign languages. What can be suggested for the further research is the area of empirical studies providing specific evidence on how the mobile technology use can enhance/encourage individual’s learning results. For reliability longer studies and larger test groups are required. Moreover, to be able to make the language acquisition process more effective and to be able to influence EFL proficiency results it is necessary to investigate the possible changes in individual’s learning strategies when using mobile devices in their language learning. It would be also interesting and beneficial to investigate and analyse the connection between individual’s strategies, learning styles and use of mobile technology. The knowledge gained from such investigation would be profitable for educators, learners and also the systems developers.

From the pedagogical point of view, research on how the use of mobile technology affects individual’s time management when learning a new language is needed to understand if this technology can open additional learning possibilities, for example, in terms of engaged time as well as in the development of student autonomy with the help of mobile devices.

---

**References:**

1. Atay,D.& Kurt,G. (2006). Prospective Teachers and L2 Writing Anxiety. *Asian EFL Journal*, 8 (4), 100-108
2. Benson, P. (1997). The philosophy and politics of learning autonomy. In P. Benson, P. Voller.(Eds) *Autonomy and Independence in Language Learning* ,18-34. London and New York: Longman.
3. Benson, P. Voller, P. (1997) Introduction: Autonomy and Independence in language learning. In P. Benson & P. Voller. *Autonomy and Independence in Language Learning*, 1-17. London and New York: Longman.
4. Bound, D. (1988). *Developing Student Autonomy in Learning*.New York: Kogan Press.
5. Dam, L. (1995). *Autonomy from Theory to Classroom Practice*.Dublin: Authentic
6. Lin,G.H.C. & Chien,P.S.C. (2009). An Investigation into Effectiveness of Peer Feedback. *Journal of Applied Foreign Languages* Fortunate Institute of Technology, Taiwan vol 3 pp. 79-87
7. McDonald,B. & Boud,D. (2003). The impact of self-assessment on achievement. The effects of self-assessment training on performance in external examinations. *Assessment in Education*, 10, p.209-220.
8. Orsmond,P, Merry,S.,& Reiling,K. (2000). The use of student derived marking criteria in peer and self-assessment. *Assessment and Evaluation in Higher Education*, 25, p.23-38.
9. Pawlak, Mirosław. (2006) Jak samodzielnie poznawać języki i kultury, przewodnik metodyczny do europejskiego portfolio językowego dla uczniów ponadgimnazjalnych i studentów. Warszawa: Centralny Ośrodek Doskonalenia Nauczycieli.
10. Sadler,D.R. (1989). Formative assessment and the design of instructional systems. *Instructional science*, 18, p.119-144.
11. Schwienhorst, K. (2008). *Learner Autonomy and CALL Environments*. New York, New York: Routledge.
12. Wilczyńska, Weronika & Michońska-Stadnik, Anna (2010). *Metodologia badań w glottodydaktyce .Wprowadzenie*. Kraków: Avalon.
13. Klopfer, E. K. Squire, and H, Jenkins, (2002). "Environmental Detectives: PDAs as a window into a virtual simulated world." In *Proceedings of IEEE International Workshop on Wireless and Mobile Technologies in Education*. Vaxjo, Sweden: IEEE Computer Society, pp.95-98
14. Koole. M. (2009), "A model for framing mobile learning". In M. Ally (Ed.). *Mobile learning: Transforming the Delivery of Education & Training*, pp. 25-47. Athabasca: AU Press
15. Kukulska-Holme, A., & Shield, L. (2008). An overview of mobile assisted language learning: From content delivery to supported collaboration and interaction. *ReCall*, 20(3), 271-289

16. Kukulska-Holme, A. (2009) will mobile learning change language learning? *ReCall*, 21(2), 157-165
17. Oberg, A., & Daniels, P. (2012). Analysis of the effect a student-centred mobile language learning using handhelds. *International Journal of Learning Technology*, 5(1), 435-449
18. Oxford R. and J. Oxford (2009). "Second Language Teaching and Learning in the Next Generation", 2009. <http://ilt.msu.edu/vol4num/review1.pdf>, accessed Jul.2010.
19. Sharples. Examples of learning systems or interfaces that can be used on mobile devices. (2000). "The design of personal mobile technologies for lifelong learning". *Computers & Education*, 34 (3-4), pp.177-193,
20. Thornton, P. & C. Houser. (2005). "Using mobile phones in English education in Japan. *Journal of Computer Assisted Learning*", 21 (3), pp. 217-228.

### *The Author*

Dorota CZERSKA-ANDRZEJEWSKA  
*Uniwersytet Jagielloński / Uniwersytet Warszawski*  
E-mail: [psytoday@ukr.net](mailto:psytoday@ukr.net)

### *Abstracts*

**ДОРОТА ЧЕРСЬКА-АНДЖЕЄВСЬКА. Психологічні аспекти викладання та вивчення іноземної мови.** *Дорослій людині, яка вивчає іноземну мову (студенту), доводиться долати різноманітні психологічні гальмування, щоб оволодіти іноземною мовою та мати можливість ефективно нею спілкуватися. Багато залежить від ставлення студента до навчання, його мотивації, мети вивчення іноземної мови, попереднього досвіду навчання, попередніх методів, які застосовували попередні вчителі. Усі ці фактори відіграють важливу роль у тому, як той, хто вивчає мову, підійде до вивчення мови, а також у ступені автономії даної особи. Сучасні технології в поєднанні з Інтернетом і доступом до мобільних додатків можуть допомогти тим, хто вивчає мову, розвинути свою автономію в оволодінні мовою L2 або L3. Однак те, як ці сучасні технології використовуються та як розвивається автономія студента, також залежить від викладача мови.*

**Ключові слова:** *ТРЦ, студентська автономія, вивчення іноземної мови, мобільні технології, мобільні пристрої.*

**ДОРОТА ЧЕРСКАЯ-АНДЖЕВСКАЯ. Психологические аспекты преподавания и изучения иностранного языка.** Взрослому изучающему иностранный язык (студенту вуза) приходится преодолевать различные психологические комплексы, чтобы овладеть иностранным языком и эффективно на нем общаться. Много зависит от отношения студента к учебе, его мотивации, цели изучения иностранного языка, предыдущего опыта обучения, предыдущих методов, применяемых предыдущими учителями. Все эти факторы играют важную роль в том, как изучающий язык будет подходить к изучению языка, а также в степени автономии данного человека. Современные технологии вместе с Интернетом и доступом к мобильным приложениям могут помочь изучающим язык развить свою автономию в изучении языка L2 или L3. Однако то, как используются эти современные технологии и как развивается автономия учащегося, также зависит от преподавателя языка.

**Ключевые слова:** МОЛЛ, студенческая автономия, изучение иностранного языка, мобильные технологии, мобильные устройства.

**DOROTA CZERSKA-ANDRZEJEWSKA. Psychologiczne aspekty nauczania i uczenia się języka obcego.** Dorosły uczący się języka obcego (student) musi pokonać różne psychologiczne zahamowania, aby opanować język obcy i móc się w nim skutecznie porozumiewać. Wiele zależy od nastawienia ucznia do nauki, jego motywacji, celu nauki języka obcego, dotychczasowych doświadczeń edukacyjnych, dotychczasowych metod stosowanych przez poprzednich nauczycieli. Wszystkie te czynniki odgrywają ważną rolę w sposobie, w jaki osoba ucząca się języka będzie podchodzić do nauki języka, a także w stopniu autonomii danej osoby. Nowoczesne technologie w połączeniu z internetem i dostępem do aplikacji mobilnych mogą pomóc osobie uczącej się języka rozwinąć samodzielność w przyswajaniu języka na poziomie L2 lub L3. Jednak to, w jaki sposób te nowoczesne technologie są wykorzystywane i jak rozwijana jest autonomia ucznia, zależy również od nauczyciela języka.

**Słowa kluczowe:** MALL, autonomia ucznia, nauka języków obcych, technologie mobilne, urządzenia mobilne.