

### **Summary (60 words)**

Out-of-class learner autonomy is challenging to develop for many students. This project investigates the usage of individualized autonomy plans and their effects on amount of practice time and changes in proficiency. Early data analysis (no proficiency scores available yet) indicates that using an autonomy plan increased overall practice time by around 30 to 78 minutes throughout a single semester.

### **Title: Increasing out-of-class practice with autonomy plans for second language learners**

Even in the best of scenarios, language learning requires years of practice. While studies such as Goertler, Kraemer, and Schenker (2016) indicate that relatively high levels of language are achievable in the classroom within a few years, most students struggle, even those who study abroad (Taguchi, 2011). A purely instructed SLA context tends to provide fewer opportunities to practice the language or quality models of language input. To combat a general lack of in-class access to language, it is often suggested that students seek opportunities for self-driven interaction (Benson, 2007). However, becoming an autonomous learner is not simple and many students lack the necessary motivation and/or knowledge to seek out quality interaction on their own.

In this presentation, we discuss data from an ongoing project where students used individualized language autonomy plans tailored to their interests and available time. Participants took self-rated proficiency measures at the beginning and end of the semester and were told to follow their plan as closely as they could or wanted to. Each individualized plan attempted to maximize the limited time and effort most students dedicated towards language learning. Tasks tended to be technological in nature with students using social media, mobile apps, and various CMC tools in their second language. Students in the first phase of data collection self-rated their use of their language plan as minimal. However, students who did use their plan indicated an average increase of out-of-class practice time by roughly 30 minutes ( $SD=23.45$ ) per week for the first three weeks and 78 minutes ( $SD=58.41$ ) by the final three weeks of the semester. Early data thus indicates that the autonomy plans helped students to increase practice time beyond homework. The presentation will include two rounds of completed data collection along with preliminary results from a third phase.