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# IMPLEMENTATION OF STEWART HASE AND CHRIS KENYON'S THEORY OF HEUTAGOGY IN MODERN ELT CLASSROOMS

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***Abstract.*** *Heutagogy, also known as self-determined learning, was developed by Stewart Hase and Chris Kenyon as an approach that gives learners more control over their learning process. Unlike traditional teaching methods, heutagogy encourages students to decide what they want to learn, how they want to learn it, and how they will evaluate their progress. This article discusses the main ideas of Hase and Kenyon's theory and examines its relevance to modern English Language Teaching (ELT) classrooms. The paper also presents three practical ways to apply heutagogical principles in ELT: project-based learning, learner-created materials, and digital self-directed learning. These methods can help students become more independent, motivated, and confident language users.*

***Keywords:*** *Heutagogy, self-determined learning, ELT, learner autonomy, English language teaching, lifelong learning.*

## РЕАЛИЗАЦИЯ ТЕОРИИ ГЕУТАГОГИИ СТЮАРТА ХЕЙЗА И КРИСА КЕНЬОНА В СОВРЕМЕННЫХ КЛАССАХ ELT

***Аннотация.****Гейтагоги, также известная как самоопределяемое обучение, была разработана Стюартом Хейзом и Крисом Кеньоном как подход, дающий учащимся больше контроля над процессом обучения. В отличие от традиционных методов преподавания, геутагогия побуждает студентов решать, чему они хотят учиться, как они хотят это изучать и как оценивать свой прогресс. В этой статье рассматриваются основные идеи теории Хейса и Кеньона и рассматривается её значение для современных классов преподавания английского языка (ELT). В статье также представлены три практических способа применения гейтагологических принципов в ELT: проектное обучение, материалы, созданные учащимися, и цифровое самонаправленное обучение. Эти методы помогают студентам стать более самостоятельными, мотивированными и уверенными в использовании языка.*

***Ключевые слова:*** *геутагогика, самоопределяемое обучение, ELT, автономия учащихся, преподавание английского языка, обучение на протяжении всей жизни.*

## STEWART HASE VA KRIS KENYONNING GEUTAGOGIYA NAZARIYASINI ZAMONAVIY ELT SINFLARIDA AMALGA OSHIRISH

***Abstrakt.*** *Heutagogy, shuningdek, o'z-o'zini belgilovchi o'rganish deb ham ataladi, Stewart Hase va Chris Kenyon tomonidan o'quvchilarga o'rganish jarayonini ko'proq nazorat qilish imkonini beruvchi yondashuv sifatida ishlab chiqilgan. An'anaviy o'qitish usullaridan farqli o'laroq, heutagogy talabalarni nimani o'rganishni, qanday o'rganishni va o'z yutuqlarini qanday baholashni hal qilishga undaydi. Ushbu maqolada Hase va Kenyon nazariyasining asosiy g'oyalari muhokama qilinadi va zamonaviy Ingliz tili o'qitish (ELT) sinflariga ahamiyati muhokama qilinadi. Maqolada shuningdek, ELTda heutagogik tamoyillarni qo'llashning uchta amaliy usuli taqdim etilgan: loyiha asosidagi o'qish, o'quvchi tomonidan yaratilgan materiallar va raqamli o'z-o'zini boshqaruvchi o'rganish. Bu usullar talabalarni mustaqil, motivatsiyalangan va ishonchli til foydalanuvchilari bo'lishlariga yordam beradi.*

***Kalit so'zlar:*** *Heutagogy, mustaqil o'qish, ELT, o'quvchining mustaqilligi, ingliz tilini o'rgatish, umrbod o'qish.*

### Introduction

English Language Teaching has changed quite a lot over the last few decades. Back then, teachers were usually the main source of knowledge, and students mostly just followed instructions and finished the assigned tasks. But nowadays, learners have lots of online resources plus different learning opportunities outside the classroom. So, teachers kind of need strategies that let students become more independent, and also more accountable, for their own learning.

One theory that really supports this aim is heutagogy. The idea was put forward by Stewart Hase and Chris Kenyon in 2000. They said learners shouldn't just handle, or manage, their learning, they should also decide what to learn and how

to learn it. In this model, students take a fairly active part in the process, they set their own goals, select suitable ways to learn, and then reflect on or evaluate what happened in the end.

Heutagogy has been getting more attention in language education, especially because language learning often continues well beyond formal classroom time. Learners need to build the skill of learning on their own across their whole lives. That means modern ELT classrooms can gain from self-determined learning principles, not only in theory but in everyday practice too. This article goes over the idea of heutagogy, and also shares some practical ways to put it into English language teaching.

**Theory of Heutagogy**

Heutagogy is usually described as the exploration of self-determined learning, so you know, not just "instructed" learning. Stewart Hase along with Chris Kenyon came up with this idea as a kind of extension of Malcolm Knowles' theory of andragogy. Andragogy itself is mostly about adult learning, meanwhile heutagogy takes it a bit further by giving learners more say in basically the whole learning journey.

In the view of Hase and Kenyon, learners ought to be active participants, not simply passive recipients of information. They should get space and chance to spot their own learning needs, make goals, select learning strategies, and then think back on what happened during the process. In that setting, the teacher role shifts too. The teacher stops being, like, the primary source of knowledge, and instead becomes a facilitator who supports learners and helps them stay on track.

A core theme in heutagogy is learner capability. Capability is not the same as competency. Competency tends to mean successfully doing defined tasks. Capability, on the other hand, is about the ability to adjust knowledge and skills when situations are new or not even familiar. For language learning this ends up meaning students should not only memorize grammar rules or vocabulary lists; they should be capable of using English effectively across different real-life situations, not just on a test.

Another big part of heutagogy is reflection, learners are asked to think about what they learned, how they learned it, and also what they could adjust next time. Hase and Kenyon further talk about double-loop learning, so people don't just handle the immediate problem, but also pause to check their beliefs, their underlying assumptions, and the way they handle learning strategies overall.

Technology also kind of boosts the relevance of heutagogy. Digital tools give learners entry to authentic materials, online courses, videos, podcasts and even communication platforms. With these options, students can shape their own learning routes more flexibly, and they can go deeper into themes that fit their curiosities and needs.

In general, heutagogy pushes autonomy, adaptability, imagination, and lifelong learning. Because of that, it feels especially at home in today's education settings, including ELT classrooms.

**Implementing Heutagogy in ELT Classrooms**

Heutagogy as a theory of pedagogical delivery has been learnt by various scholars and thinkers. The foundational concepts now need to be analysed and processed before being reframed into applicable blueprint for English Language Teaching classrooms. This article suggest three possible ways of doing so:

**1. Project-Based Learning.** Project based learning is kinda a useful way to put heutagogical ideas into ELT, like you apply principles in a real, messy way. In this approach the students pick a topic that actually interests them, then they finish a project using English. So, for instance, learners might put together a travel guide, do interviews with people, make a podcast, or set up a presentation

The teacher gives general direction, but still lets students decide on the key stuff, the content and also the process . That means they look up information, talk with others , and finally share what they found out through English

Overall it can raise motivation because learners usually work on themes they feel connected to. It also strengthens language ability in a more natural setting and it nudges students toward problem-solving, teamwork, and more self directed learning.

**2. Learner-Created Materials.** Another really effective way to do this is to let students do the making of their own learning materials. Instead of only depending on the usual textbooks, learners can put together vocabulary lists, make quizzes, create prompts for discussion, record little videos, or write short reading passages. Like, for instance students might select a topic, sports , music, or technology, and then craft activities that their classmates can actually use. In the lesson, they explain what they made, and they end up guiding part of the conversation, kinda like a co-educator.

On the base of the implementation of this approach students get a real sense of ownership over learning. It also helps them with creativity, stronger critical thinking, and confidence. And since they designed the content themselves, they tend to stay more engaged, and they remember the info more effectively too.

**3. Digital Self-Directed Learning.** Modern technology provides a lot of chances, for more self-directed learning. Teachers can nudge students to set their own language targets, and choose digital materials that help with reaching those targets, in a more natural way.

For instance, one student might go with podcasts for sharpening listening, while another leans on language exchange platforms to get practice in speaking. Students can maintain learning journals and then, regularly think back on how they are going, even if it feels a bit slow at first.

The teacher keeps an eye on growth through conversations, feedback meetings, and reflective reports, not by steering every single task. This way of working, feels supportive of individualized learning and helps students build routines for lifelong language learning. It also lets learners study at their own pace , along with their interests and real needs, without too much pressure from the outside.

**Conclusion**

The theory of heutagogy, developed by Stewart Hase and Chris Kenyon, brings some really useful ideas for modern English Language Teaching. Rather than the old teacher centered way of doing things, heutagogy kind of puts learners right in the middle of the whole process, and it also gently asks them to be more accountable for where the learning goes. So learners turn into active deciders they find their own targets, they choose learning methods, and they judge , their own progress as they move along.

In todays world, where information is everywhere, and technology keeps offering all kinds of learning doors, being able to learn on your own is getting more and more important. Heutagogy supports that by pushing autonomy, reflection, flexibility, plus capability, which is basically the ability to act in real conditions, not just “know about” something. And this is especially helpful in language learning because becoming fluent usually means practicing, not only during lessons, but also after the class ends, in a more ongoing kind of way.

You can also see heutagogical principles working in ELT through project based learning , learner made materials, and digital self-directed learning. These strategies tend to make students use English for something meaningful, they work with materials that feel authentic rather than only artificial textbook stuff, and they start to feel more confident as language users. For teachers too, it helps create a classroom climate that allows exploration, and also personal growth, even if it sometimes feels a bit messy at first.

Still, using heutagogy may mean teachers need to loosen the control and give learners more freedom and responsibility, which can be a bit challenging. But the gains are often worth it. Students usually feel more motivated, they become more independent, and they end up better prepared for lifelong learning. So in the end, adding heutagogical practices to modern ELT classrooms can lead to language education that is not only more effective but also more meaningful, for students who actually care what they are learning.

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