Title: Promoting Russian Language Learner Autonomy through Technology
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One of the tasks of the language teacher is to foster autonomous learners who are able to navigate a multitude of information sources in order to find answers to their questions about the language and continue to immerse themselves in the target culture without a teacher there to guide them. When students are equipped with the ability and the skills to access information on their own, they are able to personalize newfound knowledge and independently define their role within the target language community, thus becoming autonomous language learners (Kumaravadivelu 2003).

       The abundance of Russian-language Internet resources and technological tools available makes becoming an autonomous language learner easier than ever: students can easily learn to type in Russian, explore the Runet, connect with native speakers, and study the language independently with the help of technology. Teachers can facilitate these processes by scaffolding such tasks through CALL projects in the classroom, which "can help by providing learners with a structure that gradually gives them more control, thus maintaining their comfort level" (Healey 2007).

       In this presentation, I will provide fellow educators with ideas for developing autonomy in learners via technology through the employment of the Internet and Web 2.0 tools. Classroom activities will be suggested that model the applications of such tools by native and nonnative Russian speakers alike, thus raising student awareness of available resources and encouraging their use outside of the classroom. By empowering students to take advantage of the wealth of tools available to them, we can help to create lifelong independent language learners.

Healey, D. (2007). Theory and research: Autonomy and language learning. In J. Egbert & E. Hanson-Smith (Eds.), *CALL environments* (pp. 377-388). Alexandria, VA: TESOL.
Kumaravadivelu, B. (2003). *Beyond methods: Macrostrategies for language teaching.* New Haven: Yale University Press.