

Promoting learner autonomy in language learning through enhanced use of technology

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Abstract

This poster presents findings from a case study on pedagogical transitions towards learner autonomy in Maltese language teaching. This poster examines the use of digital technologies to promote learner autonomy in the language classroom. Grounded in learner-centred and sociocultural perspectives on language learning, the study explores how technology-mediated tasks can support learners in taking greater responsibility for their learning processes. The intervention integrated digital tools designed to facilitate self-paced learning (such as use of QR codes), reflection (through self and peer assessment practices), and independent practice within a structured instructional framework (use of Ozobots). Data were collected through classroom observations, learner artefacts, and student feedback. The findings suggest that purposeful use of technology can enhance learner engagement, encourage self-regulation, and support autonomous learning behaviours, particularly when tasks are aligned with clear learning outcomes. Tools used during the lesson observations were designed for this study. The case study highlights the importance of pedagogical intentionality in the design and implementation of digital tools and offers practical implications for language educators seeking to foster autonomy through technology-enhanced learning environments.

Keywords: language learning; learner autonomy; technology; pedagogy