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Fostering Engagement and Autonomy in Blended Foreign Language Learning for Adult Learners in Higher Education

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Abstract

The growing demand for flexible, learner-centred approaches in foreign language education has led to the increasing integration of blended learning models, particularly in higher education and adult learning contexts. This presentation explores strategies to enhance engagement, motivation, and learner autonomy among adult students studying foreign languages through a combination of face-to-face instruction and digital platforms. Drawing on recent research and practical experience from European educational projects and university-level language teaching, the study highlights effective practices in designing blended learning environments that promote sustained participation and intercultural competence. Specific attention will be given to the role of gamification, formative assessment tools, and collaborative online activities in supporting diverse learner needs. The presentation will also discuss challenges related to technological literacy, learner anxiety, and maintaining a sense of community in virtual settings. By sharing concrete examples of curriculum design and implementation in the field of French language teaching, this talk aims to provide actionable insights for educators and programme developers seeking to foster active engagement and lifelong learning habits among adult foreign language learners.

Keywords: collaborative learning; curriculum design; digital platforms; formative assessment; intercultural competence