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The Impacts of Technology on Learner Autonomy and Language Proficiency Development: A Learner's Narrative

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Because of technology's pivotal role in contemporary language education, this research aims to investigate its effects on learner autonomy and language proficiency development in English language learning. Drawing upon the experiences of a learner in an international school in Hanoi, the research adopts the narrative inquiry methodology to capture the participant's engagement with technology-mediated language learning. The study elucidates intrinsic motivational factors, autonomy support, and relatedness within digital learning environments by applying the Self-Determination Theory and the Community of Inquiry framework to analyze the multifaceted impacts of technology on learner autonomy and language proficiency development. Key findings emphasize the importance of fostering self-directed practice, cultivating collaborative learning experiences, developing digital literacy skills, embracing innovative pedagogical approaches, and fostering a culture of lifelong learning in technology-enhanced language education. The research contributes to the field by offering practical recommendations for educators and policymakers on harnessing technology's potential in promoting learner autonomy and proficiency development. Furthermore, it highlights the need for further study to explore the evolving landscape of technology-mediated language learning and its implications for educational practice and policy.

Online Profile

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