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Type: **Research-oriented Oral Face-to-face presentation**

## **Supporting student autonomy in L2 Icelandic online classes**

*Saturday 17 May 2025 13:40 (25 minutes)*

### **TITLE**

Supporting student autonomy in L2 Icelandic online classes

### **RELEVANT SIG**

Computer Assisted Language Learning (CALL)

### **FORMAT**

Research-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

### **Short English description**

### **KEYWORDS**

computer assisted language learning, distance learning, online education, teacher development

### **First-time presenter?**

First-time presenter

### **ABSTRACT**

This research presents a qualitative study that explores how 19 teachers of Icelandic as a second language (L2) adapted their teaching approaches in online classes during and after the pandemic. Not much is known about how this transition affected student autonomy, particularly in the current L2 Icelandic online instruction. Therefore, this study will highlight novel strategies supporting student autonomy in L2 Icelandic language learning during online classes as well as strategies contributing to learner independence. Purposeful sampling was used to recruit participants. In-depth interviews were used to investigate the transition from emergency remote teaching to current practices, thus identifying key factors that help students to actively engage in online classes and develop autonomous learning skills. The data was analysed using thematic analysis. Preliminary results suggest that task-specific projects outside the online classroom enhance learners' language skills, motivation, and overall autonomy. This presentation will demonstrate how these projects can foster

more successful learning outcomes and offer practical examples for teachers who teach different languages both in hybrid and online delivery modes. In summary, this study sheds light on online language pedagogy and the professional development of teachers using different online tools that foster student autonomy in language learning.

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