

# **Analyzing the Applicability of Technology in Learner Autonomy in TESL Context in Sri Lanka**

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Interest in learner autonomy has increased substantially in the last decade. The emphasis on student-centered pedagogy and on accommodating student diversity has paved the way for such autonomy. New directions and developments in technology has, to some extent, enabled this approach to learning. The dramatic increase in online resources, network services, and educational software provide new opportunities for self-directed learning. In the last few years, developments in mobile technology and the explosion in social media use have also accelerated the level of interest. A self-access setting can promote learner autonomy by offering learners choices in time, location, and pace of learning; the path through the material to be chosen; and topics of interest. Technology's role in fostering autonomy has been emphasised over the years, with a number of claims made in favour of technology-enhanced language learning. Such claims assume that technology, especially multimedia, supports different learning styles; that computers and the Internet provide a wealth of resources for independent learners; and that certain software packages can offer a complete curriculum for language learning. These claims need to be viewed in the context of learner needs. This paper, through a qualitative methodology attempts to explore the efficacy of online resources that could be applied to the self direction in the learning context. The paper further attempts to analyze the applicability of such techniques in promoting learner autonomy in the Sri Lankan context.

Key words: Learner autonomy, Online resources, Pedagogy, Self access & Technology