

**Wednesday 3 June**

**12:00 - 12:40pm**

Room: Block Y, Room Y302

**Presentation Title:** A theoretical model of student-teachers' autonomous development

<b>Presenter / Co-presenters:</b>	Chuk Joanne Yim Ping, Hong Kong Institute of Education
<b>Presenter's Email:</b>	jochuk@ied.edu.hk
<b>Theme:</b>	Autonomy and teacher education
<b>Presentation Type:</b>	Paper presentation

### **Abstract**

The view that autonomy is a multidimensional construct which may change depending on contexts and time calls for more empirical studies to understand its long term development across contexts (Benson, 2001, 2007). This paper presents the results of a longitudinal study documenting the autonomous development of four student-teachers' long journey of learning English and learning to teach English as a foreign language in Hong Kong. Data collected from lesson observations, reflective journals, informal chats, portfolios and semi-structured interviews were analysed. A theoretical model of student-teachers' autonomous development was suggested. Implications were also made for teacher educators who are promoting teacher autonomy in their student-teachers. First of all, as learner autonomy and teacher autonomy are interdependent, teacher education programs should incorporate practices that promote autonomy in the learners. Secondly, as contextual factors are important in facilitating the success of field experience, collaborative forms of institute-school partnership should be established because it helps set a platform where various parties have clearly defined roles and responsibilities in structuring challenge and support to meet student-teachers' needs. In conclusion, if teacher autonomy is seen as a desirable goal to be achieved, student-teachers should be provided certain kinds of support in order to succeed.

### References:

- Benson, P. (2001) *Teaching and Researching Autonomy in Language Learning*. Harlow, Hong Kong: Longman.
- Benson, P. (2007) Autonomy in language teaching and learning. State of the Art. Article. *Language Teaching*, 40 (1), 21-40

### **Biodata**

Joanne Yim Ping Chuk teaches both pre-service and in-service teachers at the Hong Kong Institute of Education, where she is undertaking her PhD research into the autonomous development of student teachers over time. Her main research interests include learner and teacher autonomy in language learning and teaching, teacher education, multilingualism in the classroom, first and second language acquisition, curriculum innovation, curriculum implementation and evaluation studies.