Presentation Title:	Bamboo Scaffolding and Rigging: Approaches to support language learner autonomy

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Abstract

Almost twenty years have passed since self-access centres (SACs) became commonplace in universities and, in response, language educators have devised a variety of approaches that attempt to activate in learners the capacity for autonomous language learning (ALL). However, such experimentation has often resulted in less than successful pedagogical results, often because of a lack of understanding of the principles underlying the support and development of learner autonomy, or because of constraints imposed by institutions, or a combination of the two. In this presentation we present two complementary approaches which aim at providing opportunities for university students to develop their capacity for autonomous language learning. Both approaches are situated in the context of open-access: one is group-oriented and collaborative, and the other is for individual learners. To illustrate and clarify the ALL principles that underpin both approaches, we use two metaphors: Bamboo Scaffolding (Toogood and Pemberton 2006) and Rigging (derived from a yachting metaphor). Through presenting pedagogical examples, we hope to provide a clear and principled framework which can be applied to the support and development of ALL in other educational environments.

Toogood, S. & Pemberton, R. (2006) 'Scaffolding for Self-Access Language Learning and the FTG Model.' In T. Lamb & H. Reinders (eds.) Supporting Independent Language Learning: Issues and Interventions. Peter Lang.

Biodata

Sarah Toogood teaches in the Language Centre at the Hong Kong University of Science and Technology. She has been a member of the Self-Access Centre team since 1995. She was President of the Hong Kong Association for Self-Access Learning and Development (HASALD) from 2001 to 2005 and continues to be an active member.

Peter Voller has taught in England, Italy, Japan and Hong Kong. He runs language consultation services at the University's Language Resource Centre and teaches courses in autonomous language learning, written and spoken EAP and queer studies. His major research interests are autonomous learning, self-access and language advising. Representative publications are: Autonomy and Independence in Language Learning, Longman (1997, editor, with Phil Benson); New Chatterbox, University of Michigan Press (2001, with Steven Widdows);1 to 1 Advising, TOPS and VEC websites.