

Thursday 4 June

3:20pm - 4:00pm

Room: Block Y, Room Y304

Presentation Title: Developing Learner Autonomy through Peer Teaching Experiences

Presenter / Co-presenters:	Dr Shu-Hua Kao, Chihlee Institute of Technology
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Theme:	Learner and teacher experiences
Presentation Type:	Paper presentation

Abstract

Peer teaching involves students learning, sharing and fostering knowledge, ideas and experience from and with each other (Boud, Cohen and Sampson: 2001). This has been found to be beneficial in terms of enhancing the peer tutors' confidence, self-esteem and motivation for learning (Wagner, 1982), aspects that are also of importance in terms of the development of learner autonomy. Although studies have suggested that peer tutors benefit academically from the teaching experience (e.g. Allen and Feldman, 1973; Rekrut, 1992), there seems to be a lack of studies exploring issues in relation to how tutors could benefit from the teaching experience in terms of the development of learner autonomy. This study attempts to explore the development of learner autonomy in peer tutors through their involvement in peer teaching. Six participants- third-year English major undergraduate college students- were trained to teach basic English skills to lower English proficiency first-year undergraduates. Qualitative methods were employed for data collection: observation, group interviews, and the tutors' reflection journals. This presentation details the aspects of the development of learner autonomy in the peer tutors through peer teaching experiences. The theoretical as well as the pedagogical implications of the study will also be discussed.

References:

- Allen, V. L., & Feldman, R. S. (1973). Learning through tutoring: Low achieving children as tutors. *Journal of Experimental Education*, 42(1), 1-5.
- Boud, D., Cohen, R., & Sampson, J. (2001). *Peer learning in higher education: Learning from and with each other*. London: Kogan Press.
- Rekrut, M. D. (1992). *Teaching to learn: Cross-age tutoring to enhance strategy instruction*. Paper presented at the Annual Meeting of the American Educational Research Association. San Francisco, CA.
- Wagner, L. (1982). *Peer Teaching: Historical Perspectives*. London: Greenwood Press.

Biodata

Dr. Shu-Hua (Vivien) Kao has been involved in teaching English to children as a foreign language since 1996 and in teacher training since 2001. She has a doctorate in

Education from the University of Nottingham, an MA in English Language Teaching from the University of Nottingham, and an MSc in Psychology from Open University

She is an Assistant Professor (Department of Applied English) at the Chihlee Institute of Technology in Taiwan. Her particular interests lie in the areas of learner autonomy, classroom second/foreign language acquisition, young learners' English learning as a foreign language, social research methods and cultural issues in relation to learner autonomy.