

Friday 5 June

12:00 - 12:40pm

Room: Block Y, Room Y304

Presentation Title: Learner and Teacher Experiences: A Toolkit for Evaluating Autonomous Learning Schemes

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Theme:	Learner and teacher experiences
Presentation Type:	Paper presentation

Abstract

The paucity of documented research investigating the efficacy of autonomous learning schemes contrasts sharply with the extensive literature on evaluation as a discipline and evaluation in second language education. Research on autonomous learning has not only focused on specific aspects, such as teacher and learner beliefs, efficacy of self-access centres, the role and value of feedback, affective factors and culture, but appears to have examined them in isolation from the broader social context of learning. Moreover, literature documenting the impact of culture on the learner's ability to develop as an autonomous individual tends to reflect an underlying ethnocentric perspective.

This evaluatory study of the autonomy-enhancing initiatives offered at the English Language Centre and the SAC of a tertiary institution in Hong Kong, adopts a grounded theory approach to understanding learner and teacher experiences in this social setting. Preliminary insights suggest that by adopting a perspective of culture as a set of specific behaviours and practices of a social community, instead of solely viewing it as an attribute of the learner's ethnic background, educators will not only understand learner autonomy as a socially constructed phenomenon, but also be better positioned to improve pedagogical practice in their attempts to foster learner autonomy.

Biodata

Nalini Chavali's career in Hong Kong began in 1995, with a job at as an English teacher at a local secondary school. After an eight-year stint in this sector, she joined the Assessment Development Division of the Hong Kong Examinations and Assessment Authority. While working for the Authority, she has kept her pedagogical base alive by teaching at the English Language Centre, City University of Hong Kong, and at present, is part of a team that conducts workshops for local schoolteachers on alternative assessment practices for the new secondary school curriculum. She completed her M.A. in Applied Linguistics at the University of Hong Kong and is now enrolled as a doctoral student at that institution.

Her research interests are learner autonomy and self-access learning. She is also the Treasurer for the Hong Kong Association for Self-Access Development (HASALD).