

**Friday 5 June**

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

Room: Block Y, Room Y302

**Presentation Title:** Autonomous teachers for autonomous learners

<b>Presenter / Co-presenters:</b>	Dr Claudia Kunschak, Shantou University
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<b>Theme:</b>	Learner and teacher experiences
<b>Presentation Type:</b>	Paper presentation (Reviewed)

### **Abstract**

Learner autonomy is inextricably linked to teacher autonomy for obvious reasons. First, teachers cannot expect learners to be or become autonomous if they do not act as role models. Second, in order to model autonomy for learners, teachers need to have experienced autonomy themselves as teacher-learners (Smith, 2000). If we define autonomy as the capacity to reflect on learning/teaching, make informed decisions, plan accordingly and evaluate our progress (cf Little, 2002), teachers need to develop the habit of pursuing exactly those steps. In this study, a particular teacher-learner situation will be examined where teachers actually become learners and can thus experience autonomy both ways. In a university-based English Language Center in Southern China, Chinese classes for foreign teachers are delivered by their Chinese colleagues. While this context obviously differs considerably from a normal classroom, it can provide some insights into how teachers negotiate their autonomy among (not so) equals. The study further sets out to explore how these teachers view autonomy and how they transfer (or not) their experiences from their Chinese class to their English classes. Class transcripts, questionnaires, interviews and lesson plans will be analyzed for instances of autonomy and autonomy transfer or reversal from one context to the other.

### References:

- Smith, R.C. (2005). Pedagogy for Autonomy as (Becoming-)Appropriate Methodology. In D. Paylfreyman and R.C. Smith, *Learner Autonomy Across Cultures: Language Education Perspectives* (pp. 129-146). Basingstoke: Palgrave Macmillan.
- Little, D. (2002). Learner autonomy and second/foreign language learning. In *The Guide to Good Practice for learning and teaching in Languages, Linguistics and Area Studies*. LTSN Subject Centre for Languages, Linguistics and Area Studies, University of Southampton.

### **Biodata**

Claudia Kunschak (Ph.D. in Education, University of Arizona, 2003; M.A. in Interpreting, University of Vienna, 1992) currently serves at the Executive Director of the English Language Center at Shantou University, China. She has taught English, German and Spanish language language and culture, language for specific purposes, literature, and translation in universities around the world (Austria, Scotland, Spain, Ukraine, US). Her areas of professional interest include language awareness, learner autonomy, intercultural communication and teacher training.