Teacher Influence on Students’ Self-directed Use of Technology for Language Learning outside the Classroom

**Linguistics Seminars**

**Date:** 21 April 2015 (Tuesday)

**Time:** 4:30p.m. - 6:15p.m.

**Venue:** Lecture Theatre 3, Lee Shau Kee Building, The Chinese University of Hong Kong

**Speaker:**

Prof. LAI Chun  
(The University of Hong Kong)

Dr. Chun Lai is an Assistant Professor from the Faculty of Education at the University of Hong Kong. Her research interest is in technology enhanced language learning, exploring how to maximize the potentials of technologies for language learning. Her recent research projects focus on language learners’ self-directed use of technology for learning outside the classroom.

**Abstract:**

Helping students to become autonomous learners who actively utilize technologies for learning outside the classroom is essential for successful language learning (Bäumer et al., 2011; Benson, 2009). Teachers, as significant social agents who shape students’ intellectual and social experiences, have a critical role to play (Deepwell & Malik, 2008; Lai et al., 2014; Margaryan & Littlejohn, 2008). Unfortunately, research studies have found that teachers tend to perceive themselves as having a limited responsibility for students’ learning outside the classroom and are unaware of the potential roles they could play in promoting and supporting such behaviors (Chan, 2003; Thanh Van, 2011; Toffoli & Sockett, 2013). Thus, it is important to identify clearly the various roles that teachers can play and the effects thereof so that teachers may be prepared better to exert their influence in fostering self-directed, autonomous users of technology for learning. This seminar will report a research study that generated a model of teachers’ influence on language learners’ self-directed use of technology for learning through interviews with 15 learners and tested the model through surveys with 160 learners. Furthermore, interviews with 10 foreign language teachers were contrasted with interviews with the 15 students to unravel students’ and teachers’ perceptions of the degree of teacher involvement and the specific roles teachers could play.

ALL ARE WELCOME

Enquiries  
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