

REPORT

Language Acquisition and Learner Autonomy in an Asian EAP Program¹

Pierre Walter

Asian Institute of Technology

In recent years, the scope of learner autonomy in language education has broadened to include not only pedagogies of learner training, self-access, and self-directed learning, but also more humanistic and critical ELT approaches. However, even while the latter pedagogies are recognized as belonging to the educational foundations of ELT, they have often provoked skepticism as to their effectiveness in promoting English language acquisition, particularly in institutional settings in higher education, and especially in Asia. This paper addresses this issue with an evaluation of language acquisition and the development of learner autonomy in an EAP program at the Asian Institute of Technology in Bangkok, Thailand.