

Instructor's Perspectives on Learner Autonomy in LMS Reading Assignments at a University in Ho Chi Minh City

Sunday, 28 July 2024 10:30 (30 minutes)

The digital landscape of higher education is rapidly evolving with the rise of Learning Management System (LMS) platforms which are crucial for giving assignments and tracking assessments of learner progress. However, research on the impact of LMS on learner autonomy from teachers' perceptions remains limited and needs further study. This study addresses this gap by exploring Vietnamese university instructors' perspectives on LMS's contribution to learner autonomy development, particularly in English reading comprehension courses in the 4.0 era. In-depth interviews with educators highlighted the perceived effectiveness of LMS in promoting consistent reading practice and autonomous learning management. Despite several technological barriers like internet access and navigation difficulties, LMS still showed flexibility and personalized learning benefits. The potential for incorporating advanced technologies and continuous improvement based on user feedback was highlighted as crucial for future LMS development. The study offers practical recommendations for optimizing the use of LMS in language teaching and highlights the interaction of technology and pedagogy in facilitating autonomous learning. It also points to the need for comprehensive digital literacy initiatives to improve the effectiveness of LMS.

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Session Classification: Parallel Oral Presentations

Track Classification: Teaching Methods and Applied Linguistics