

Promoting learner autonomy through a “5-i” show project in large EFL classes: Strategies and challenges

Project-based learning (PBL) has been believed beneficial for learner autonomy in that it requires learners to actively participate and take responsibility in the learning process. While interest and research in PBL is growing, few empirical studies have been found investigating the application of PBL in China, and fewer have explored large EFL classes in tertiary institutions. This presentation reports on a longitudinal study of promoting learner autonomy through a *5i* (*intriguing, informing, involving, interactive, and inspiring*) Show project.

The study is conducted over an academic year in a Chinese university with six large non-English major classes (approximately 80 students in each). It is currently in progress and to be completed in August, 2018. With preliminary findings from a questionnaire conducted among a larger number of students, data for this study is collected through a follow-up questionnaire and semi-structured interviews.

The presentation will report in greater detail on the project in relation to its design and classroom operation, including the strategies adopted by the teachers, students' receptiveness, achievements and perceptions, as well as challenges encountered by both the participating teachers and students. It is hoped that the project can have practical implications for both classroom teachers utilising PBL in similar contexts and researchers for further exploration in this area.