

UNIVERSITÄT
DUISBURG
ESSEN

Offen im Denken



Technische
Universität
Braunschweig

LASIG '18



Learner Autonomy Special Interest Group

Note: If not indicated differently, the sessions take place in the *Glaspavillon*

- **8:30 – 9:30** Registration + Coffee & Tea
- **9:30 – 9:45** Welcome Notes
- **9:45 – 10:35** Plenary: *Leni Dam & Birgitta Berger*
COMBINING MONTESSORI PRINCIPLES AND LANGUAGE LEARNER AUTONOMY
- **10:35 – 10:50** Poster Presenters Present their Posters
- **10:50 – 11:20** Coffee & Tea Time and Looking at Posters
- **11:20 - 12:50** Parallel Talks

<p>TERTIARY SECTOR/TEACHER EDUCATION (Room 1: R12 V01 D85)</p>	<p>DEVOLPING LA WITH YOUNG LEARNERS (Room 2: R12 V01 D93)</p>	<p>DEVELOPING LEARNER AUTONOMY THROUGH EXTENSIVE READING AND THE USE OF LITERARY PORTFOLIOS (Room 3: R12 R03 A81)</p>	<p>REFORMING THE FOREIGN LANGUAGUE CLASSROOM (Room 4: R12 R04 B81)</p>
<p>Vazquez, Borja Manzano/ Manuel Jiménez Raya Empowering student teachers and learners to take ownership of teaching and learning</p> <p>Khenoune, Linda What Do our Students' Narratives Say about their Autonomy in English Language Learning?</p> <p>Burger, Claudia Continuing teacher education upside down: A project on digital literacies in TEFL and student empowerment</p>	<p>Ellis, Gail Supporting children's agency in the English language classroom</p> <p>Roos, Jana Bringing English into the classroom - young learners' language environments as a resource for EFL learning</p> <p>Sussex, Maria Perceptions on cultural identity: Negotiating culture, language and the self in the primary foreign language classroom</p>	<p>Bakker, Henk The effect of autonomous extensive reading on Dutch learners' reading comprehension</p> <p>Kolb, Annika – CANCELLED! Extensive reading in primary EFL - can story apps do the trick?</p> <p>Matz, Frauke / Siepmann, Phillip Everyone has a story to tell – Fostering students' autonomy through literary portfolios</p>	<p>Scrimmes, Jessica Oral Language skills and vocabulary enrichment for children 0-4 years, in a multilingual Montessori environment.</p> <p>Soltyska, Anna Is increasing students' autonomy an effective means to reduce cheating in the foreign language classroom?</p> <p>Jones, Rodger Dale Empowering Learners and Challenging Teachers: Teacher and Learner Responses to Videogame-Discourse in the 10th Grade EFL Classroom</p>

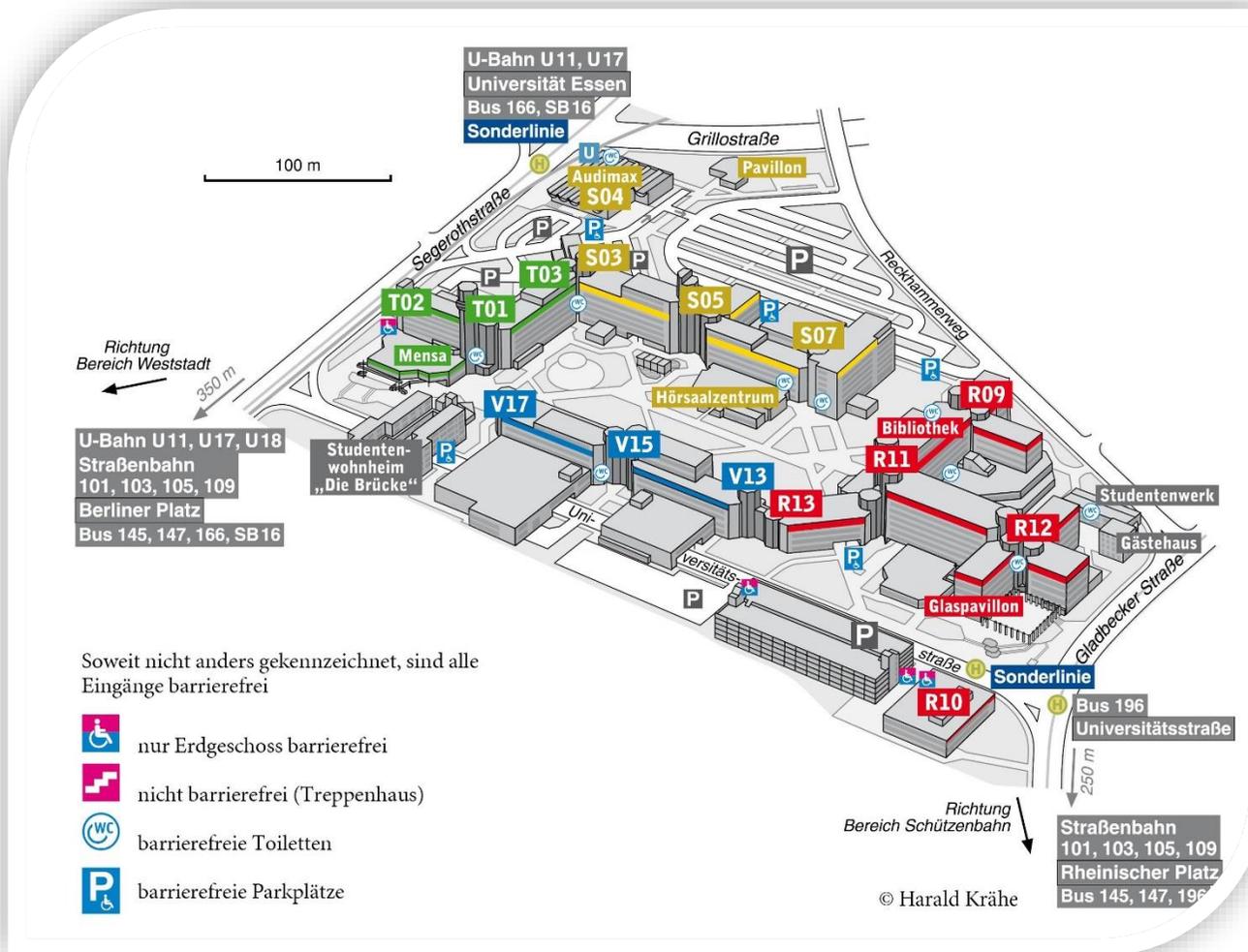
- **12:50 – 13:50** Lunch
- **13:50 - 14:30** **Reforming the Foreign Language Classroom - A Panel Discussion**
Annika Albrecht; Leni Dam; Gail Ellis; Sabine Kreutzer; Susanne Quandt
- **14:45 – 16:00** **Parallel Workshops & Symposium**

Susanne Quandt <i>(Room 1: R12 V01 D85)</i> Using logbooks and developing criteria for feedback and assessment	Diana Dimitrov <i>(Room 2: R12 V01 D93)</i> The role of the language guide in an autonomous Montessori classroom setting	Annika Albrecht & Carmen Becker <i>(Room 3: R12 R03 A81)</i> Symposium: Projects Contributions: Glaser, K.; Grabber, A.; Abdullah, T	Sabine Kreutzer <i>(Room 4: R12 R04 B81)</i> It is no longer school, it is life: language learning at a German Dalton school.	Materials for the autonomous language learning classroom (CASINO) Introduction by Timothy Phillips, Leni Dam and Birgitta Berger followed by discussions.
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- **16:00 – 16:30** Coffee & Tea Time and Looking at Posters
- **16:30 - 17:30** **Where to Go from Here: Exchange of Ideas and Forming Networks**
- **17:30 - 18:00** **Evaluation and Outlook to the Braunschweig Event 2019**
- **18:00** **End of Event**

Posters

- ➔ **Filomena Castillo Merchán**
"Research question: 'To what extent do my vocabulary methods help students develop vocabulary learning strategies in writing an essay?'"
- ➔ **Isabelle Govert**
"Learner Autonomy with Language Plans"
- ➔ **Jennifer Kraftschik**
"When I make mistakes, I correct them myself' - Student-centered correction as a means of autonomous learning"
- ➔ **Julia Reckermann & Katja Heim**
"What do teachers say about the use of open tasks in an inclusive English classroom?"
- ➔ **Michaela Dambeck**
"Language Learner Autonomy in the Montessori Classroom"
- ➔ **Richard Bauer**
"Expanding and implementing Montessori – principles. Steps towards an autonomous learning circulatory system."



Directions

By public transportation

From Essen Hauptbahnhof (main train station) take tram number 101 in the direction of "Germaniaplatz" (Borbeck) or tram number 105 in the direction of "Unterstraße" (Frintrop). Get off at the second stop: "Rheinischer Platz." Follow the signs for "Universität" and exit the station onto Gladbecker Straße. Walk north on Gladbecker Straße for one block, cross Universitätsstraße and you will find yourself in front of building R12, which has red columns in front of it and the cafeteria "Café Rosso" on its ground floor.

By car

Set your navigation system for "Universitätsstraße 12, 45141 Essen" or for the intersection of Universitätsstraße and Gladbecker Straße in Essen. From Autobahn A52, take exit number 28 ("Essen-Rüttenscheid") and go north on B224, following the signs for "Zentrum" and "Universität." From Autobahn A40, take exit number 23 and go north, following the signs for "Universität."

- ➔ Signs for "Universität" will lead you to the intersection of Gladbecker Straße and Universitätsstraße or to the intersection of Segerothstraße and Universitätsstraße. Take Universitätsstraße and enter the parking garage on the south side of the street, about 100 meters from the intersection of Universitätsstraße and Gladbecker Straße. Once you have parked your vehicle, exit the parking garage, cross Universitätsstraße and veer to the building on the right, which is marked R12 and which has red columns in front of it and the cafeteria "Café Rosso" on the ground floor. We are located on the fourth floor of building R12.

Abstracts

LASIG '18

23. November 2018

Anna Grabber

- *“Supporting Autonomy in the Foreign Language Classroom: Letting Students Go”*

In foreign language pedagogy, autonomous language learning can be achieved through different teaching models like task-, project-, or content-based learning. From the students' perspective, they focus on how to change the way they learn and their role in learning processes. However, autonomous learning is not merely done by applying these models, but goes further by also changing the role of the teacher. Supporting students' autonomy goes along with letting students go and giving up having sole control over the classroom.

This talk presents empirical data from a project based on the Learning by Design (LBD) model from the Multiliteracies theory by the New London Group. In order to implement the general LBD model into the FLC, it is related to principles of task-, project- and content-based learning. In the project, 7th class students analyzed the design of audio-visual paper airplane tutorials and designed (filmed and edited) a paper airplane tutorial themselves. The data is derived from a triangulation of student interviews, field notes and the students' products. It displays how "letting students go" effects students' learning with regard to empowering them to experience

autonomous language learning, to create individual products and to successfully and purposefully use the English language.

Moreover, the talk addresses possible difficulties that come along with the process of "letting go" and "being let go" from both the students' and the teacher's perspective. Therefore, questions for further research towards supporting autonomous language learning through "letting students go" in the FLC are introduced.

Anna Soltvska

- *“Is increasing students' autonomy an effective means to reduce cheating in the foreign language classroom”*

Reforming assessment in the foreign language classroom requires not only introducing improvements to existing practices, but also identifying and eliminating those that prove counterproductive as they may lead to negative washback or adversely affect the reliability of the results obtained. One of such phenomena is cheating, many forms of which are observed across all levels of education worldwide.

The talk provides an overview of various reasons why learners cheat during language tests as well as possible implications of such misconduct for all stakeholders of the assessment process. Finally, it offers some solutions how placing the increased responsibility for the learning success on the learners themselves can contribute to the gradual reduction of this phenomenon

Annika Kolb

- *“Extensive reading in primary EFL - can story apps do the trick?”*

Whereas picture books are widely used in the primary English as a foreign language classroom, it is mostly the teacher who reads out books to the children. Students rarely get a chance to choose texts according to personal interests and language level and to read them on their own.

Through multimedia elements and enhanced opportunities for reader-text interaction, story apps enable primary school children to independently read unknown English text. The adaptability of these digital texts gives readers the chance to meet individual needs, since they can frequently choose whether and what kind of support they want to use or make choices according to personal interests. The paper presents a research project that looks

into the use of story apps in primary EFL. Using classroom videos, students' interviews and learners' texts, the project investigates to what extent children benefit from the different features of story apps when reading independently. Some characteristics of story apps such as audio narration or animations seem to support the students' understanding of the text. Additional benefits include a boost of reading motivation and the development of reading strategies. Based on these findings the potential of story apps for individualized reading instruction, learner empowerment and learner autonomy is discussed.

Birgitta Berger, Leni Dam & Timothy Phillips

→ *"Types of materials in an autonomous language learning environment - input and discussion."*

Based on short inputs, the aim of this workshop is to set up criteria for useful materials in an autonomous language learning environment. What kind of published materials can be used? Where

and how do learner-produced materials come in? What kinds of reference books are needed? Together participants in the workshop will produce 'shopping-lists' for materials - ready to make use of when back home.

Borja Manzano Vázquez & Manuel Jiménez Raya

→ *"Empowering student teachers and learners to take ownership of teaching and learning"*

Teacher education has a crucial role to play in the enactment of LA. We cannot expect teachers to develop LA in their classroom if they have not been previously trained to do so. For this reason, there is the need to work on teacher education initiatives which help teachers to adapt their teaching practice to a more learner-centered pedagogy. The adoption of a case pedagogy is being increasingly advocated as a promising approach to teacher education for autonomy (see Jiménez Raya, 2017; Jiménez Raya and Vieira, 2015; Manzano Vázquez, 2014; and Vieira, 2010). Cases can fulfil different purposes, but they mainly help (student) teachers to explore the uncertainty and complexity of teaching, linking the abstract nature of theoretical principles and teaching standards to classroom practice as well as fostering pedagogical inquiry and experiential learning. In the module Learning and Teaching of English as a FL developed at the University of Granada (Spain), cases have become an essential tool for preparing student teachers to develop autonomy in their teaching practice. The trainees engage in case analysis (throughout the module they read, analyses and discuss teaching cases on the implementation of pedagogy for autonomy in FLT) and case construction (the trainees are encouraged to promote LA during their practicum and write their own teaching case on the promotion of pedagogy for autonomy).

The major aim of this paper will be to present different cases on the promotion of pedagogy for autonomy developed by the student teachers in order to examine how cases can be effective tools in language teacher education for encouraging pre-service teachers to challenge the pedagogical status quo as well as empowering learners to take ownership of their learning.

Claudia Burger

→ *“Continuing teacher education upside down: A project on digital literacies in TEFL and student empowerment”*

Digitalization has had a profound impact on institutionalized education in general and TEFL in particular, and it will continue to change the teaching and learning of English in German schools in the years to come. At the same time, challenges such as infrastructural shortcomings have so far hindered the potential of the “digital learning” (Carrier, 2017) of English. Another such challenge arguably is the generational gap between the average-aged teacher and student. Whereas the latter has been socialized in a digitalized world, the former might struggle with or even reject media technologies and their various possible uses.

If we consider “digital literacies” (Dudeney, Hockly & Pegrum, 2013) an integral part of TEFL, we have to ask how teachers can support students in developing the skills they might lack themselves. Today’s students are often referred to as “digital natives” (Prensky, 2001), which alludes to the fact that they have grown up in a media environment and have thus learned to use the new means at hand. Aren’t they the best instructors for their teachers who are in need of continuing education to acquire the knowledge and skills typical of and necessary for the digital generation? Simultaneously, today’s students need their experienced teachers more than ever. In a world infused with virtuality, a world characterized by information

overload and blurriness, students need guidance when it comes to issues of surveillance, data protection, and trustworthy information. The project presented here aims to develop, implement, and evaluate a didactic concept under scientific monitoring that turns continuing education for teachers of English upside down. In a workshop setting, students will be empowered by elevating them to teachers of digital literacies. They will be trained and given the authority to act as their teachers’ teachers; the teachers, in turn, will complement their students’ teaching units. In short: On an eye-to-eye level, students and teachers will learn together and from one another. Both language use and contents will be in accordance with the TEFL context.

Diana Dimitrov

→ *“The role of the language guide in an autonomous Montessori classroom setting”*

There has been a long discussion about how to integrate foreign language learning into a Montessori setting. The philosophic attitude of Montessori to let build up the psyche of a child by creating the appropriate environment did not include ideas about a multilingual environment in its original concept.

Just some decades ago that would not be considered a bigger problem but globalization and the huge changes in medial communication have changed this issue enormously. Thus Montessori institutions in Europe face the demand by the European Council that everyone leaving school should be able to communicate at least in two foreign languages and that every student – even the less talented ones - should leave school with a certain standard of English. The question that has risen for Montessori guides is: how can those external demands be matched with the situation that

many children did not have had the chance to acquire two foreign languages during their sensitive period which is - according to Montessori principles - at the plane of development of 0-6 years. Many children are not growing up in a multilingual environment and consequently entering school without that presupposition. Thus a language guide has to take these external requirements, personal interests of the children and their different presuppositions in foreign language learning into account when entering a Montessori school setting. This setting might include English speaking children, handicapped children, children with learning difficulties or other special needs.

Such a setting demands high flexibility, diagnostic abilities, knowledge about cognitive development and psycho-socio-linguistic competence from the language guide. He/ she has to be able to provide challenging, meaningful, authentic input, design individual language activities and give effective, direct instruction when needed. In his/her overall personality he/she should be creative, enthusiastic, fair, flexible, energetic, motivating, positive, encouraging, respectful and humorous. He/she needs to have strong leadership skills, natural organizational ability, effective communication and interaction skills, high emotional intelligence and strong speaking and listening skills in the target language. The workshop will give insights how to acquire some of those abilities in order to master the role of a language guide in a Montessori setting and how the autonomous approach supports this endeavor.

Filomena Castillo Merchán

- ➔ *“Research question: ‘To what extent do my vocabulary methods help students develop vocabulary learning strategies in writing an essay?’”*

The present research investigates the use of four vocabulary methods to increase students’ vocabulary learning strategies in writing in English Vg1, the final obligatory year of English in the Norwegian upper secondary school.

The study follows a previous extensive reading period on the social issue Black Lives Matter in the USA and it culminates in a first draft writing required by the teacher of the class. The texts that students provide are the starting point of my study.

Therefore, the aim of my research is to increase students’ vocabulary in writing their last version. The purpose of selecting four methods is to give students different examples of vocabulary learning strategies that can be applied in this task, but also in further writings. The method I have selected to collect my data is a program which is part of the Norwegian State digital platform It’s.

Although the amount of vocabulary items in students’ essays did not increase much in numbers, the amount of writing did, and students told which methods they preferred. Students were motivated to continue to work on vocabulary methods in their future writing. Moreover, students are aware that they still need to build up their learning strategies in dealing with new vocabulary.

Frauke Matz

- ➔ *“Everyone has a story to tell – Fostering students’ autonomy through literary portfolios”*

Recently, when dealing with the role of literature in language classrooms, the focus has largely been on different learning scenarios and task sequences which can aid students in becoming autonomous learners. The role and potential of assessment to support learner autonomy in these literature-based classroom settings, however, has not yet been fully explored. We take the view that literary portfolios are an (alternative) form of assessment that

not only allow students to demonstrate both literary and discourse competences they have achieved, but also guide them in the development and understanding of narrative competences. Furthermore, students can also gain the opportunity to express their own views, their own literary voice; and can be enabled to take ownership of their collection of texts, choosing which examples of their work they would like to hand in for assessment.

Hence, when carefully planned and taught in a transparent way, literary portfolios can serve both a formative as well as a summative purpose. However, teachers need to ensure that the genre of each text that can be part of the portfolio is not only taught, but that students also learn to understand the guiding principles of this genre and how to fulfil these criteria and evaluate their own texts accordingly in an independent and responsible way. In our talk, we would like to present the initial results of our small scale (n=24) pilot study which explores the potential of literary portfolios for autonomous learning and (self-)testing. In this initial qualitative research project, we carried out a classroom sequence in a year 9 German EFL classroom, which was based on a book club scenario in which mixed groups were working together on different literary texts. The students documented their learning process with the help of literary portfolios.

Based on these initial results, we developed assessment guidelines and criteria which aim to increase transparency and offer students a form of assessment which supports them in becoming autonomous language learners who can take ownership of their own learning and evaluation processes.

Gail Ellis

→ *“Supporting children's agency in the English language classroom”*

Increasingly, English language learning programmes for children are combining best practice from early childhood education with effective foreign language pedagogy in order to contribute towards children's holistic development and support their agency.

My own research has shown that children are competent, insightful and spontaneous commentators on their own learning experiences, if age-appropriate strategies are used to consult with them. This talk will demonstrate how the 'plan-do-review' routine can be applied in age-appropriate ways to provide both teacher and children with a framework to reflect on what and how they learn and gradually take on more responsibility for their own learning. The expanded role of the teacher in this process will be discussed.

Henk Bakker

→ *“The effect of autonomous extensive reading on Dutch learners' reading comprehension”*

Extensive reading is claimed to be an effective strategy to promote English reading comprehension levels (Suk, 2017). Important variables include the amount of time pupils spend in doing extensive reading and to what extent they have choice what to read (Bramford & Day, 2004). In this study amongst 39 Dutch pupils in secondary education (13 -14 years old, A2 level), the effect of free reading during the English lesson (replacing working from a course book), was investigated.

The experimental group (EG) was exposed to extensive reading for 15 minutes per lesson, 3 lessons per week for 10 weeks. They could choose what they wanted to read from a selection of reading materials that included graded readers ranged from A1 (400 headwords) till A2 (800 headwords) with a maximum of 2,000 words a book, and from authentic materials such as newspapers, magazines and comic books (with 12,000 head words on average).

The control group (CG) read the set text in their course book on A2 level.

After 10 weeks both the EG and CG The effect on their general reading comprehension ability was tested using both an Anglia and Cambridge KET test. Results suggest that the EG caught up with the control group regarding reading comprehension through the aid of extensive reading. These findings are consistent with the meta-analyses on ER research of Day and Jeon (2016) and Nakanishi (2014).

Analysis of the reading material reveals that pupils chose and read the more difficult comic books (like the Tintin series by Hergé) even though different and easier materials were available in the form of graded readers. This results suggest that pupils prefer attractive, image-rich, and more advanced sources for reading to graded readers on their own level of English.

The findings of this study indicate the importance of a measure of learner autonomy in choosing their reading, and may lead to a re-evaluation of the relative merits of graded readers in conditions similar to this experiment.

Isabelle Govert

→ *“Learner Autonomy with Language Plans”*

Students' autonomy, or their ability to take control over their own learning (Benson, 2007) has received much attention in past decades (Illés, 2012). Autonomous students direct various aspects of their individual language learning process such as establishing goals, or choosing learning strategies (Cotterall, 2000). Additionally, new developments in technology provide opportunities for language learners to facilitate their autonomous learning (Benson, 2007). However, language learners tend to lack the ability to utilize technology in their own learning. One role of the teacher is to help

enhance students' autonomy and support them as they become independent learners outside of the classroom. Yet, how to achieve this goal is an open question. In this presentation, I will showcase a questionnaire designed to analyze students' needs and interests with respect to their personal characteristics. The questionnaire asks about the amount of time learners can devote to language learning per day, techniques they regard as effective, hobbies and interests, and particularly the technology they currently use. Using this information, I developed language learning plans for 3 English learners in different contexts. I will discuss the various tasks designed specifically for each learner to provide various tips and tricks that can be promoted to learners of all ages and abilities.

Jana Roos

→ *“Bringing English into the classroom - young learners' language environments as a resource for EFL learning”*

In this paper, we focus on the potential of linguistic landscapes as contributors to additional language learning. We present a study with 400 German learners of English in intact classes in primary (Years 3, 4 and 5, age 8-10) and secondary schools (Years 7 and 8, age 12-13). Our central question was ‘what insights into English are promoted when the local linguistic environment becomes a focus of learning activities in school-based EFL classrooms?’. The students were involved in an active, learner-centred project. They were asked to photograph examples of English from their local environments as part of their class work. Guided by a worksheet, the learners then wrote about the object they had photographed, the reasons why they had selected the particular example and what this example suggested about the use of English (see Sayer 2010; Rowland 2013). We analyse the learners' written comments with regard to what they reveal about their developing

L2 knowledge as well as their insights into cultural values associated with English. With all age groups, the results show that this active, learner-centred way of engaging with and reflecting on linguistic landscapes had raised the learners' awareness of the English in their environments and also of its potential as a resource for EFL learning – both in the narrow sense of learning English vocabulary and in the wider sense of learning about the world and some aspects of power relationships in it.

Jennifer Kraftschik

→ *“When I make mistakes, I correct them myself”- Student-centered correction as a means of autonomous learning”*

An integral, yet heavily debated part of the EFL classroom is the correction of students' mistakes, both oral and written, such as correction of class tests, which is often teacher-centered (cf. Thaler 2012; Haß 2012; Vollmer 2010).

Conducted during teacher training in 2016, the small-scale study at hand shows, however, that the shift towards learner autonomy can be made. For two months, students were asked to keep a logbook in class to correct the language mistakes they made in their class tests. Collected data include qualitative samples of selected pieces of work from students as well as quantitative data from questionnaires of the whole class. Additionally, classroom practices as well as the development of professional teaching competences were reflected upon (cf. Müller-Hartmann & Schocker-von-Ditfurth 2010: 14). The findings were analyzed for effects on language awareness, monitoring, motivation, capability as regards to students' general language competence as well as students' responsibility for their own learning.

Results show that not only criteria from the core curriculum were met (KC 2015: 28), but that students' confidence in their writing

abilities as well as their general language awareness rose. Thus, the study presented will demonstrate how two basic principles of an autonomous classroom, namely that the teacher has to address individual needs of the learner and that learners have to set their own goals (Little, Dam & Legenhausen 2017: 1f.), can be used as a gateway towards more independent and autonomous language learning. Furthermore, this paper demonstrates that first steps towards autonomous learning in EFL classrooms can be taken even when time and teaching experience are scarce.

Jessica Scrimmes

→ *“Oral Language skills and vocabulary enrichment for children 0-4 years, in a multilingual Montessori environment.”*

There is no doubt that a rich language environment sets the foundation for future literacy. The Montessori approach from age 3-6 sets out a series of materials with the ultimate goal of 'creating writing' and 'total reading'.

However, from age 2.5-3 it is assumed that the child has already established verbal fluency in their home language.

At the Montessori House of Kids in Zürich we have children from as young as 3.5 months to age 6 + years 'under one roof'. The Montessori prepared environments from 0-18 months, 18 months - 3 and 3-6 are integrated into a long day care which extends from 7am-6pm, up to five days per week, all year round. Alongside this, the school is multilingual - with a 'one adult, one language' policy across the whole school in three spoken languages - Swiss-German, High-German, and English. The children are immersed in a spontaneous way to all three languages.

In addition, many of the children are not speaking these three languages at home - some have one of the three, some none. Many

speaking another language with their parents - French, Italian, Russian, Hebrew, Spanish, Chinese.

This presents a challenge as we move from the oral language to the written language.

This workshop will provide an overview of the features of a 'language rich environment' from a Montessori perspective, and a practical perspective, the common concerns of parents, the natural behaviour of the children that we have observed at the House of Kids from 2010-2018. What techniques are easily taught to our staff - qualified and trainees, and to parents, to help them to provide a 'rich oral language experience' for the child?

The presenter, Jessica Scrimis is a trained community worker, programme leader of the school and holds a 0-3 Montessori Diploma from the Association Montessori Internationale, as well as being a current student for the age level 3-6. Jessica has over 20 years experience with programme development and administration for Montessori schools in both Australia and Switzerland. In addition, Jessica has a particular interest in parent education, being both a child who attended Montessori school as a child (from age 3-12 years) and as a mother of three children (age 18, 16 and 10 years).

I would love to share our experiences from the House of Kids team, practical tips and ideas and to engage with the wider community on the topic of multilingual language learning.

Julia Reckermann & Katja Heim

- ➔ "What do teachers say about the use of open tasks in an inclusive English classroom?"

The broad introduction of inclusive teaching in Germany has reinforced the discussion about the organization of learning environments as well as methodological approaches to teaching English as a foreign language (Köpfer, 2014). While some authors

carefully argue that more open forms of teaching might potentially not be suitable for teaching foreign languages (Diehr, 2017), others are convinced that inclusion succeeds particularly in open learning scenarios (Schubert, 2017).

This poster will present and discuss key statements of teachers about the use of open tasks in inclusive English classrooms that were collected via semi-structured interviews. The participants (N = 10) are all experienced teachers of young learners in Years 1 to 6. As experts with regards to differentiation in the English classroom they were mainly asked about the following aspects: their understanding of inclusion, the organization of differentiated learning environments, the use of open forms of learning, the use of media for differentiation, assessment in more open forms of teaching English, the use and understanding of open tasks in the English classroom.

Initial results of this study offer an insight into conditions for the successful use of open tasks, in which ALL learners are supported and challenged according to their individual needs. The results can thus contribute to future classroom development and provide a basis for a follow-up intervention study.

Katharina Lisa Glaser

- ➔ "Promoting autonomous language learning through project-based learning in the EFL classroom"

In English Foreign Language (EFL) classrooms, project-based learning (PBL) is a powerful tool to increase students' motivation, encourage autonomous and self-regulated language learning offering room for the development of 21st century skills (Larmer & Mergendoller,

2015: 2). However, concrete suggestions for the implementation of PBL in the EFL classroom are lacking.

The Happiness-Project, a PBL unit, was developed in order to investigate how PBL can be effectively integrated into the current educational system to empower students to learn autonomously and to take ownership for their individual language learning process without neglecting Core Curricular Standards. In this project, conducted in a 6th grade English class at a German grammar school in February 2017, students addressed the question “What makes me happy” in a creative way structuring their learning process within a scaffolding framework and a time frame of two 90min lessons. They were allowed to use tablets and other material in order to visualize their answers and to create a tangible product which they had to present at the end of the unit.

In this conference, I will demonstrate how a PBL unit can be implemented against the background of curricular standards and illustrate highlights, challenges (language, technical equipment, group work etc.) and aspects of newly acquired knowledge regarding students’ learning process. Drawing on qualitative and quantitative learner data from interviews and questionnaires, it will be illustrated that PBL, within the framework of the project, provides opportunities for both autonomous and self-regulated language learning. Furthermore, it will be shown that students were able to gain new skills, not only in terms of language competencies, but also in terms of problem-solving strategies, time and self-management, and collaboration skills.

Linda Ghout-Khenoune

- ➔ “What Do our Students' Narratives Say about their Autonomy in English Language Learning?”

Drawing on the findings of a narrative inquiry research in which “English Language Learning Histories” were used to collect data from six Algerian students in the Department of English at the University of Bejaia, this talk argues for the possibility to infer students’ prevailing learning culture and examine their readiness for learner autonomy. The analysis of the narrative data revealed that the students have evolved in a complex learning culture involving many sub-cultures such as teaching culture, testing culture, institutional culture, national culture, etc., that were all in interaction and exerted tremendous influence on the students’ deep understanding of their English language learning and readiness for learning autonomously. The major contribution of this study is in finding that lack of readiness for autonomy among the students is not due to any inherent personal or cultural characteristic but rather to a lack of an autonomy-supportive environment. On this basis, the famous claim that learners from non-western cultural backgrounds are inherently incapable to learn autonomously is rejected. This implies that learner autonomy is a universal concept compatible with different cultures. The development of learner autonomy seems to be dependent on “the enabling resources” (Palfreyman 2014: 01) in learning situations.

Maria Sussex

- ➔ “Perceptions on cultural identity: Negotiating culture, language and the self in the primary foreign language classroom”

The increase of cultural and linguistic diversity in our globalized world and hence, also in today’s classrooms, raises new demands and at the same time offers opportunities of intercultural encounter. The paper summarises findings from an empirical, qualitative study conducted in German primary schools densely populated by students of immigrant background. It assesses what ten-year old

students mention about their cultural identities, including their views on languages, religion, home countries and families, while participating in autonomous and cooperative, biographical learning activities in the EFL classroom.

A student-centered, biographical approach is the ABC's of Cultural Understanding and Communication (Schmidt 1999, Schmidt & Finkbeiner 2006): A standing for Autobiography, B for Biography and C for processes of comparison and analysis. The study represents an adaptation of the ABC's model in German primary classes. In my approach, each ten-year-old student compiles a so-called Me-book in which students describe their biographical background, their habits, and attitudes. Afterwards, each student compares her/his Me-book with those of other students with particular focus on similarities and differences. Students write down their results in so called We-books. The explorative study makes a contribution to the conferences theme by investigating the potentials of cooperation and autonomy in heterogeneous urban classrooms for intercultural learning. Students' text documents as well as video recordings will be presented that give insights into the negotiation of meaning among students.

Michaela Dambeck

→ "Language Learner Autonomy in the Montessori Classroom"

Working at a Montessori school I am familiar with students choosing their own work as well as deciding how to work (e.g. individually or in groups). The prepared environment (Maria Montessori) provides materials they need at different levels, usually with the possibility of self-correction. The role of the teacher in supporting this independent learning is rather an observing and supporting one.

A workshop with Leni Dam and Birgitta Berger ("Combining Montessori principles and learner autonomy in foreign language

teaching and learning", Munich 2018) encouraged me to make some changes in my English classes. I decided to introduce the use of logbooks and to have students produce their own materials which should then be used by their peers for the following reasons. Students should be aware and responsible for what they do and why, so that they are able to use their very personal potential and creativity. Reflecting their own work helps them and me to visualize the learning process and progress. With classes of 7th and 8th graders learning together, there is a wide range of abilities and needs. The outcomes are very different. Working in this way allows students to follow their interests and to create something individual and authentic. My poster presentation will show examples of my observations and products of my approach towards learner autonomy.

Richard Bauer

→ "Expanding and implementing Montessori – principles. Steps towards an autonomous learning circulatory system."

In this poster presentation, I will describe and depict the journey my students and I have undertaken since I first learned about the concept of language learner autonomy. This was in February 2018, attending a workshop with the title „How to promote autonomous language learning - expanding Montessori pedagogy“ held by Leni Dam and Birgitta Berger.

With these impulses I have begun to understand that Montessori pedagogy and the concept of autonomous learning are actually the same idea, both aim for the self-reliance and motivation of the learner.

I also understood that it was time to shift and adjust my focus once more and take the next step. So far I was only providing my students with a range of ideas and materials to choose from. They could only

decide if – and when they wanted to accept my offerings. The students were still in the role of recipients. I now wanted to give my students an opportunity to stop being recipients and become responsible shareholders of their own learning.

This poster highlights the pedagogical attitude behind my work, as well as showing examples of my students' projects. I will also visualize how the students influenced each other and how the dynamics and interdependencies between them have developed since February, becoming what I describe as a circulatory system.

The aim of reporting and sharing this work and experience is to give a concrete idea, encouragement – and of course a discussion basis – of how the concept of autonomous learning can be implemented in a Montessori class.

Roger Dale Jones

- “Empowering Learners and Challenging Teachers: Teacher and Learner Responses to Videogame-Discourse in the 10th Grade EFL Classroom”

German learners of English as a foreign language (EFL) arguably come into contact today with more English (and intercultural- and media-related competences) outside than inside the classroom (cf. Berns 2007 and Berns et al. 2007). This contact not only provides unprecedented opportunities for learners but also serious challenges for the EFL classroom. The linking language learning approach targets this opportunity/challenge complex, suggesting that the language classroom can benefit from bringing out-of-class (English-language) related topics and challenges into the classroom. It claims that this linking can not only motivate learners in-class by showing them the relevance of English language in society, but it can also support and enable out-of-class learning by providing relevant strategies and skills (cf. Grau & Legutke 2014). However, the

theoretical ideal behind this approach has insufficient practical research, and the exact knowledge-realms and media-related competencies that teachers would require for systematic integration is largely ignored in educational (and foreign language pedagogy) research. Focusing on the topic of digital games as an example of informal (EFL) contact, this talk presents empirical data from a project which introduced digital game-related media and topics into three 10th grade EFL classrooms. Analysis of collected data, specifically from retrospective semi-structured teacher and learner interviews, reveals that linking to the English language and culture of learners' lifeworlds can empower and motivate them, but it also shows which specific challenges both teachers and learners face as well as which knowledge-realms and media-related competences are missing. Triangulating this empirical data with both teacher and learner perspectives, this talk also suggests methods and strategies that educators can employ to more effectively link in-class with out-of-class language learning in the future. Finally, the talk also identifies further questions and challenges which must be addressed in future research.

Sabine Kreutzer

- “It is no longer school, it is life: language learning at a German Dalton school.”

Language learning is a personal process: one acquires a language, a different view of the world and enhances one's personal and cross-cultural skills. In this process, language learning skills like speaking, listening, writing are as relevant and the skills to do research, use media and viewing skills. These skills are absolutely necessary to live in the globalized world of the 21st century and communicate competently in an international environment. To be able to

constantly adapt to a changing modern world, education must lay the groundwork for lifelong learning.

Thus we must put aside the idea of teacher-focused learning, of a learning strategy that is laid out by the teacher for individual learners: the child who never learnt to structure their learning process will not be able to do just that as an adult.

We have found a structural solution for this in innovative pedagogical works of the last century and employed the Dalton plan developed by Helen Parkhurst in the US. 1/3 of the lesson time allotted to each subject is taught in Dalton lessons: students find specific the Dalton plan, but they can choose their teachers, their peer group and the time and place to work on each subject. The learners are trained to learn autonomously from the beginning - when they start at our school at the age of ten. We have found that most German primary schools work along the same lines and students find it easy to adapt.

The key to learning in such a setting is the task given in the Dalton plan. These tasks must be clear, structured, accessible (i.e. through reading, watching, listening), they must be interesting and give students room to use their creativity - and last not but least children should improve their language skills while doing them. Students that are used to work like that need different lesson formats, too: they will want to make their own decisions about their language learning here, too.

In our talk and discussion, we will focus the tasks that enable students to structure and reflect their language learning - to make them lifelong, autonomous learners, each according to their abilities.

Susanne Quandt

- “Using logbooks and developing criteria for feedback and assessment”

In this workshop I will focus on language learners aged 12 to 16 in German public schools and address the often observed challenges around students' learner motivation and willingness to reflect on their learning processes. Specifically, it is a teacher's aim to engage learners in activities which demand giving and receiving peer feedback in the target language. In order to create a supportive learning environment, I developed feedback criteria and portfolio descriptors together with the students which were then used in their learning materials. These descriptors help students to evaluate their individual learning and feel more confident in planning their future learning. They also serve as transparent guidelines in assessment.

Tajan Abdulla

- “Creating an Imaginary World - Using Drama in the EFL Makerspace Classroom”

Living in an era in which technology redefines itself in ever-shorter intervals, students spend a vast amount of their spare time consuming media. This leads in turn to a great extent of disinterest in the current passive learning culture at schools. Makerspaces have recently been discussed as a learning environment in which 21st century skills, such as media literacy, creativity, communication and collaboration, can be acquired in autonomous making and tinkering processes. The educational focus nowadays is particularly on the design and development of a student-centered learning framework in which consuming as well as creating plays a significant role. Simultaneously, drama-based foreign language learning has proven to be a promising method for learning and experiencing languages holistically. The experimental play disposition of theatrical activities facilitates the use of language as a creative medium of self-

expression in authentic contexts and, additionally, promotes self-esteem, collaboration as well as empathy. Students should be provided with a tool and purpose to learn and experience, enabling them to undergo a transition from recipients to makers through exploration, engagement and creation. In this paper, I suggest a performative makerspace approach for the EFL classroom. Based on previous research, a theoretical hybrid model is developed and implemented in a 9th grade project. Here, students are involved in the production of their own videos on imaginary worlds by exploring, taking ownership of the topic, writing their own scripts and autonomously working with green screens. Further, empirical data is collected on students' and teacher's perspectives on language learning under given conditions. Moreover, the videos are evaluated using established criteria. Finally, the collected data is analyzed and reflected on in consideration of the feasibility of the performative makerspace for the EFL classroom.