Involving Language Learners – Success Stories and Constraints

26th of November 2010

University of Duisburg Essen, Campus Essen

Programme

Thursday, Nov 25th, 2010

Self-paid dinner for participants on Thursday night.

Place and time to be announced soon.

Friday, Nov 26th, 2010

8:00 until 9:30 am: Registration

09.30: Opening **Leni Dam:** The beginning of a success story - a personal account
10.00 - 10.45 Opening keynote **Lienhard Legenhausen:** Principles and successes in autonomous language learning
10.45 - 11.15 Coffee
11.15 - 12.45 Parallel workshops
12.45 - 14.00 Lunch
14.00 - 14.45 Afternoon keynote **Markus Ritter:** What about teacher autonomy? The perspective of teacher education
14.45 - 16.15 Parallel workshops
16.15 - 16.45 Coffee break
16.45 - 17.30 Reflections & discussions with keynote speakers
17.30 - 18.00 Winding up in plenary and end of day
18.00 *Glühwein* at Essen Christmas market (optional)

Workshops

Morning 11.15 am - 12.45 pm

Number of Participants per workshop: 30

Workshop 1
Teacher and In-service Training for Learner Autonomy (morning)
Coordinator: Bernd Rüschoff
Description: Two separate 45 minutes workshops run by IATEFL learner autonomy specialists

Contributors
 Part I: Frank Lacey (Denmark) (45 minutes)
 Autonomy, never, never, never!
 	
 Part II: Andy Barfield (Japan) (45 minutes)
    Of things as exactly as they are? Exploring narrative coherences about autonomy in language
    education

Frank Lacey

Adalens Privatskole, Ishøj, Denmark

frank@jernsokkerne.org

Workshop 1
Place : to be announced
Time : 11.15 am – 12.45 am

Autonomy, never, never, never!

Once upon a time it was my firm conviction that it was the teacher's responsibility to teach and that ideas of giving students responsibility for their learning were at worst a refusal to take responsibility and at best naïve nonsense.

I, the teacher, was paid to do a job. I had a responsibility. In addition, I loved teaching and enjoyed the interaction with my students. These same students scored extremely high results year after year in state controlled exams, and I as a teacher had a very good reputation among both students and parents. My teacher controlled classroom with a teacher controlled curriculum worked. Tampering with this successful model would be foolish, but I did.

It was, however, not a case of Saul on the road to Damascus, a sudden change of practice upon seeing the light but rather a long and very painful process which took over three years. Like any teacher worth his salt, being a teacher is an integral part of how I define myself as a person. Thus, these 3+ years were full not only of hard study but also existential considerations. What was I doing? I, who had a reputation of being a strong teacher in control of my classes, was flirting with the idea of autonomy. An idea which, it appeared, was diametrically opposed to everything I stood for....

Andy Barfield
Chuo University, Tokyo, Japan
Faculty of Law
Email

Workshop 1
Place : to be announced
Time : 11.15 am – 12.45 am

Of things as exactly as they are? Exploring narrative coherences about autonomy in language education

Just what are the narrative coherences that we create about our particular pedagogies for autonomy? In this workshop I would like to consider this question from a teacher development point of view. I will focus on the written stories that different teachers have created about their engagement with autonomy in language education. These stories come from different interviews and newsletter articles, many of which have been published in teacher association newsletters rather than academic journals. In particular, we will focus on different ways in which writers make their engagement with autonomy coherent to others, and what such coherence reveals about their/our beliefs to do with autonomy in language education. Who are the actors that inhabit such narratives? What resources are presented as necessary for the development of autonomy in language education? What actions and events are highlighted as significant drivers of the development of autonomy? And what evaluations are made by the writer (and readers) of such narrative elements? Exploring these questions lets us raise for discussion our own assumptions, as well as re-consider the development of autonomy in our own practices. As these stories come from different regional contexts (that is, not just Europe), they further let us understand autonomy in language education from different local perspectives. In a word, this workshop will work with the written narratives of 'real' teachers and invite participants to read, analyse and discuss such stories as a vehicle for their own teacher development.

| Workshop 2 |
| **The challenges of developing learner autonomy and the role of self-assessment** |
| Coordinator: Lienhard Legenhausen |
| Contributors
Maria Giovanna Tassinari (Germany)
   A dynamic model for learner autonomy: raising awareness through self-assessment
 Maria Luisa Perez Cavana (UK),
   Self-assessment in adult education: understanding the challenges
Ruth Wilkinson (Spain),
   Learning to Learn: Helping students become more autonomous |

Maria Giovanna Tassinari

University of Berlin (Freie Universität Berlin)

Department for Romanic Languages

Sprachlernzentrum, Italian Language

tassinar@zedat.fu-berlin.de

Workshop 2
Place : to be announced
Time : 11.15 am – 12.45 am

A dynamic model for learner autonomy: raising awareness through self-assessment

Which competences and skills are needed for learner autonomy in foreign language learning? How can we raise awareness in language learners? Which tools or methods are needed?

As a possible answer to these questions, I have developed a dynamic model for learner autonomy with descriptors of attitudes, competences and skills of language learners in higher education contexts.

This model accounts for cognitive, metacognitive, action-oriented and affective components of learner autonomy and for their mutual relations within the learning process. The model is dynamic in order to allow learners to concentrate on their own needs, priorities and goals on their way to learner autonomy.

The descriptors are formulated as 'can-do-statements' and combine the external perspective (of an observer) with the internal perspective (of the learner).

After it was validated by experts, the model has been transferred to checklists for self-assessment and has been tested with students, counsellors and teachers at the Language Centre of the Freie Universität Berlin.

The students' feedback shows that they were able to benefit from the self-assessment: their awareness, self-reflection and decision-making in the autonomous learning process improved. The teachers' feedback confirmed that the checklists can also be used within language courses in order to foster learner autonomy.

However, in order to ensure the success of the self-assessment process and to foster learner autonomy a pedagogical dialogue is needed, in form of counselling and/or

learner support. Moreover, a learning and teaching context is necessary, in which learner autonomy is acknowledged as a main pedagogical goal.

Dr. Maria Luisa Perez Cavana,
The Open University
Faculty of Education and Languages Studies
m.l.perez-cavana@open.ac.uk

Workshop 2
Place : to be announced
Time : 11.15 am – 12.45 am

Self-assessment in adult education: understanding the challenges

The significant role of self-assessment for pedagogy has been stressed in many studies (Ekbatani, 2000). The capacity for self-assessment has been considered in particular one of the main elements to develop learner autonomy (Little, 2005, 2007), as it promotes reflection, helps learners to take responsibility for their own learning and enable learners to take risks and plan future learning. For this reason self-assessment is also the basis of relevant tools for language learning such as the European Language Portfolio.

However self-assessment is far from being a common practice within higher education institutions. There are many different factors involved in this situation. Not only institutional constraints play a role, but also negative attitudes in learners and teachers towards self-assessment.

In this paper I would like to present a study on language learner perspectives' on self-assessment that has been carried out on students of the Open University.

The findings of this study might help us understand difficulties related to self-assessment and possible ways to work with them in a productive way.

Ruth Wilkinson,
University of Castilla la Mancha
Department of Modern Languages
English Language
Ruth.Wilkinson@uclm.es

Workshop 2
Place : to be announced
Time : 11.15 am – 12.45 am

Learning to Learn: Helping students become more autonomous

The purpose of this paper is to describe an action research project, which was carried out with a class of second-year students following the Degree of English Philology at the University of Castilla la Mancha. The project was designed with the explicit aim of promoting students' autonomy and helping them gradually take greater control of their own learning process – without abandoning the fixed syllabus or jettisoning the text book.

Given that many of our students display very high levels of dependence on the teacher and on traditional learning-by-rote methods, I set out to see if I could help them change their initial attitudes of teacher dependence by employing a double barrage of "autonomising" teaching/learning activities and reflective, learning-awareness tasks. These measures included periodic, structured reflections, self-assessment, goal-setting and monitoring, homework sharing, choice of learning materials, peer-reviewing of written and oral work and the use of a learning Portfolio. Activities used draw particularly on the work and insights of Dam (1995; 2008), Legenhausen (2001; 2008), Little and Perklová (2003), Scharle & Szabó (2000) and Wenden (1987). In this paper I describe how students reacted to the different measures adopted, and the changes in attitudes and behaviour observed. I conclude by weighing up the benefits as well as the problems encountered in the process and examining the lessons learned.

References:

Dam, L.(1995) Learner Autonomy 3: From Theory to Classroom Practice. Dublin:Authentik

Dam, L. (2008) "How do we recognise an Autonomous Classroom? – Revisited" TESOL Symposium, Sevilla

Legenhausen, L. (2001) "Classroom research in autonomous language learning" en Independence 42 (IATEFL Learner Autonomy SIG)

Legenhausen, L. (2008) "Arguments for Learner Autonomy" TESOL Symposium, Sevilla

Little, D. and Perclová, R., (2003) European Language Portfolio: Guide for Teachers and Teacher trainers. Council of Europe.

Scharle, Agota and Szabó, Anita. (2000) Learner Autonomy: A guide to developing learner responsibility. Cambridge University Press

Wenden, A. (1987) "Incorporating Learner Training in the Classroom" in Wenden, A. & Rubin, J. (eds.) Learner Strategies in Language Learning. London: Prentice Hall

Workshop 3
Developing learner autonomy with a coursebook
Leni Dam, Denmark
A hands on 90 min workshop run by the renowned teacher, teacher trainer and author Leni Dam

Leni Dam

Workshop 3
Place: to be announced
Time: 11.15 am – 12.45 am

Developing learner autonomy with a coursebook

This workshop will consider the possibilities for developing learner autonomy within the framework of a – compulsory - coursebook system. It will start out with outlining some important issues and principles in connection with autonomous language learning. Participants will then in groups discuss the possibilities of implementing these principles in a coursebook-based classroom, using a concrete coursebook as point of departure. Based on the results from these group discussions, plenary at the end of the workshop will give space for a question and answer session as well as the summing up of possibilities and pitfalls when developing learner autonomy with a coursebook.

Workshop 4
Involving Learners in the Digital World
Coordinator: Petra Pointner

Contributors:
Petra Pointner (Germany)
Enhancing learner autonomy through the use of web 2.0 technology
Torsten Leuschner (Belgium) & Carola Strobl (Belgium)
    Exploring the Potential and Limitations of Web 1.0 and Web 2.0 Applications in Foreign Language Writing Proficiency Courses in Higher Education
Rachel Lindner (Germany)
    Using computer-mediated intercultural collaboration to facilitate learner autonomy beyond the walls of the ESP classroom

Torsten Leuschner & Carola Strobl

University College Ghent, Belgium
Department of German and General Linguistics
torsten.leuschner@hogent.be

University College Ghent, Belgium
Department of Language and Communication
carola.strobl@hogent.be

Workshop 4
Place : to be announced
Time : 11.15 am – 12.45 am

Exploring the Potential and Limitations of Web 1.0 and Web 2.0 Applications in Foreign Language Writing Proficiency Courses in Higher Education

This paper discusses two practical applications of virtual learning environments for foreign language writing proficiency courses in Flemish higher education. Using terms from Paavola / Hakkarainen (2005), the first may be described as "dialogical", the second as "trialogical", with wikis being the collaboratively created objects. Our first project centred on e-mail tandem partnerships between Flemish majors of FL German and a group of L1 German peers; we report on the successful aspects of the project as well as on problems encountered due to institutional, linguistic, and intercultural constraints. The second project consisted in the joint creation of German FL wikis within groups of Flemish bachelor students. Besides peer-collaboration, peer-revision also played an important role. We highlight conclusions concerning the (rather divergent) appreciation of the project by the students as expressed in a post-hoc questionnaire.

Both our applications demonstrate how the computer literacy acquired in private communication of "digital natives" can be successfully integrated into the teaching of FL writing in higher education. Our aim was to provide frameworks for learning that stimulate "languaging and agency" as "key elements in language learning" (Rüschoff 2009, 50). An obvious strength of wiki´s is that they implicitly sharpen the focus on the writing process (Kárpáti 2009, 144). Nevertheless, applying Web 2.0 in higher

education also implies new challenges to the institutional framework: Flexible curricula, modernized infrastructure, and last but not least, appropriate instruction of "digital immigrant" teachers are required in order to make "School 2.0" (ibid., 141f) happen.

References:
Kárpáti, Andrea (2009): Web 2 Technologies for Net Native Language Learners: a 'Social CALL'. In: *ReCALL* 21, p. 139-156
Paavola, Sami / Kai Hakkarainen (2005): The Knowledge Creation Metaphor – An Emergent Epistemological Approach to Learning. In: *Science & Education* 14, p. 535–557
Rüschoff, Bernd (2009): Output-Oriented Language Learning With Digital Media. In: Thomas, Michael (ed.), *Handbook of Research on Web 2.0 and Second Language Learning.* Hershey, London: IGI Global, chapter III, p. 42-59

Rachel Lindner
Sprachenzentrum, Language Centre
Ludwig-Maximilans-Universität München
rachel.lindner@jobline.lmu.de

Workshop 4
Place : to be announced
Time : 11.15 am – 12.45 am

Using computer-mediated intercultural collaboration to facilitate learner autonomy beyond the walls of the ESP classroom

Computer-mediated intercultural exchanges can be implemented to unite the seemingly contradictory areas of collaborative and autonomous language learning, providing students with a stimulating context in which they can develop linguistic, intercultural and e-competences necessary for active involvement in today's globalised and networked society.

In this presentation I describe an online exchange between Sociology students participating in English for Specific Purposes courses at Munich and Ljubljana Universities. Using English as their lingua franca, students were set the task of collaborating in culturally diverse groups in a group wiki as well as with further e-tools of their choice on a project of sociological interest. The exchange provided both the teachers and participating students with insights into the kind of skills that can be facilitated in this collaborative and yet autonomous learning context. I report on these insights and provide practical guidelines for teachers interested in setting up their own computer-mediated intercultural exchanges.

Workshop 5
Learner autonomy vs. related concepts
Coordinator: Michael Rogge
Contributors:
Meike Strohn (Germany)
Differentiated Instruction in the EFL Classroom – the Teacher's Perspective
Christian Beermann, Hanna Cronjäger (Germany)
Autonomy support and Academic Emotions in Foreign Language Classes: False friends or right ones?
Marcella Menegale (Italy)
The importance of Language Learner Autonomy for Plurilinguism

Meike Strohn

Ruhr-University-Bochum

Faculty of Humanities

Didactics of the English Language

Meike.Strohn@rub.de

Workshop 5
Place : to be announced
Time : 11.15 am – 12.45 am

Differentiated Instruction in the EFL Classroom – the Teacher's Perspective

How do English teachers in North-Rhine Westphalia deal with heterogeneity in the classroom? What are their associations with differentiated instruction, individualized language learning, individual support and learner autonomy?

My dissertation seeks to reconstruct "subjective theories" (i.e. personal beliefs, experiences, attitudes, etc.) of English teachers on the concept of differentiated instruction ("Binnendifferenzierung") in the English classroom – a concept that is closely related to learner autonomy. So far, I have conducted a number of interviews with English teachers from various school types.

In my presentation, I will use findings from my preliminary studies in order to shed some light on success stories and practical constraints from these experts' points of view. Afterwards, we are going to discuss your ideas and experiences concerning learner autonomy and the related concept of differentiated instruction in the English classroom.

Christian Beermann & Hanna Cronjäger

University of Hamburg,

Faculty for Education, Psychology and Movement Studies

Didactics of the Romanic Languages

christian.beermann@uni-hamburg.de

University of Hamburg,
Faculty for Education, Psychology and Movement Studies
DFG Graduiertenkolleg "Bildungsgangforschung"
hanna.cronjaeger@uni-hamburg.de

Workshop 5
Place : to be announced
Time : 14.45 pm – 16.15 pm

Autonomy support and Academic Emotions in Foreign Language Classes: False friends or right ones?

Autonomy support is discussed as key component for student´s achievement at school. As outlined in e.g. the control-value theory of emotions (Pekrun, 2000), student's experienced degree of autonomy support can also be seen as antecedent of emotions, but this relation is rarely analyzed, especially in the domain of foreign language learning. Thus the present study investigated the relationship between autonomy support and the emotions of joy, anger, anxiety and boredom experienced in German foreign language classes (N=30).

Therefore N=529 German ninth graders were asked to complete a standardized questionnaire on emotions using a 5-point rating scale, from 1=none to 5=very strong (joy: M=1.99, SD=0.77; anger: M=2.19, SD=0.89; anxiety: M=1.50, SD=0.62; boredom: M=2.76, SD=1.02), and on their perception of autonomy support (M=2.42, SD=.75) during French foreign language classes. All scales showed good internal consistencies (joy: α=.83; anger: α=.75; anxiety: α=.75; boredom: α=.87; autonomy support: α=.78).

Due to data clustering multilevel structural equation modelling was used via Mplus. A model for each emotion was analyzed, where individual as well as class effects of autonomy support were modelled as predictors. All results indicated a good model fit ($.97 \leq CFI \leq 1.00$; $.95 \leq TFI \leq .99$; $.02 \leq RMSEA \leq .05$). Perceived autonomy support positively predicts joy and negatively predicts boredom and anger, no significant influence on anxiety was found, thus could be regarded as a "false friend". On class level the perception of autonomy support significantly influences boredom and anger. Pedagogical implications of these findings will be discussed.

Marcella Menegale
Università Ca' Foscari di Venezia
Dipartimento di Scienze del Linguaggio (Venice, Italy)
menegale@unive.it

Workshop 5
Place : to be announced
Time : 11.15 am – 12.45 am

The importance of Language Learner Autonomy for Plurilinguism

In my doctoral research I investigated potential connections between language learner autonomy and the promotion of a plurilingual competence in young students. Student-centered approaches and innovative methodologies have tried to support foreign language (FL) acquisition, but there are still several limits imposed by the system, which strives to free itself from traditional teaching pedagogies. The implementation of CLIL, technologies and tools like language portfolios can certainly enhance plurilingual education. Yet, to convey all learners' language knowledge (prior knowledge, school knowledge, out-of-school knowledge, etc.) into a unique complex language competence it is necessary to work on their sense of *awareness* of the language as a system, of the learning process and of their language attitudes and abilities. In other words, learners should develop their *autonomy* in language learning in order to build up the declarative and procedural knowledge they need to fully master FLs.

My quantitative research study was based on data collected through two questionnaires (one addressed to young students, aged from 11 to 18, and one to FL teachers) aimed at verifying perceptions of autonomy in language learning as a concept in itself as well as in relation to different learning aspects.

In this event, I will discuss some affective variables connected to language learner autonomy, which resulted to be potentially relevant for the development of a plurilingual competence: prior experience in language learning and motivation to plurilinguism. I will also introduce some practical teaching implications taken from my data analysis.

Afternoon 14.45 - 16.15 pm

Number of Participant per Workshop

Workshop 6
Supporting Learner Autonomy in Content and Language Integrated Learning
Coordinators: Julian Sudhoff / Dieter Wolff

Michael Rogge (Germany)
CLIL and learner autonomy
 Andrea Schäfer (Germany)
   Learning through the Arts- Writing, Reading and Learning through the Arts and the Teaching of Culture
Lisa Rauschelbach (Germany)
   Students with a multilingual background in CLIL programmes

Michael Rogge

Ruhr University Bochum,

Faculty of Humanities

Didactics of the English Language

michael.rogge@rub.de

Workshop 6
Place : to be announced
Time : 14.45 pm – 16.15 pm

CLIL and learner autonomy

Can Content and Language Integrated Learning (CLIL) help to foster learner autonomy and self-organisation in our schools? How can we raise our students' responsibility for the learning process, change their attitudes towards learning and transfer their role into more active learners within a formal learning environment?

In my presentation, which is partly based on preliminary results from my doctoral thesis, I will discuss the potential CLIL and project-oriented learning have for the development of learner autonomy, which according to Little (1990), is seen as a capacity for detachment, critical reflection, decision-making and independent action.

Based on empirical material, which was carried out in the context of a European school project called *CertiLingua label of excellence for plurilingual, European and international competences*, I want to demonstrate how CLIL and additional encounter projects can help to promote these aims. The collected data (project portfolios and other self-evaluation material) clearly shows that the combination of CLIL and project-based teaching can help to increase learner autonomy, enhance the students' involvement in the learning process, and positively influence their planning, decision-making, self-organisation and reflection of the underlying learning processes.

Dr. Andrea Schäfer

University of Duisburg-Essen

Faculty of Humanities
DAZ/DAF German as a Second/Foreign Language
andrea.schaefer@uni-due.de

Workshop 6
Place : to be announced
Time : 14.45 pm – 16.15 pm

"Learning through the Arts- Writing, Reading and Learning through the Arts and the Teaching of Culture"

The project "Sprache durch Kunst" is aimed to help learners with migration background at secondary level to verbalize processes of perception, processing and interpretation of cultural artifacts. Additionally, it provides learners with the opportunity to come in contact with art, id est the material or visible part of culture. Within this context, visits to a museum and talking about art (in the museum as well as in the classroom) are vital aspects of the project. Apart from a clear focus on language skills, the project values the learners' original cultures and languages. By using cultural examples, the learners are supposed to recognize that the viewing and perception of cultural artifacts is connected to culture. Thus, the language skills in both languages are expected to improve. In a second step, the learners take over the role of the teacher and provide guided tours through the museum for people with whom they share the same ethnologic background.
While the language skills of the learners clearly benefit from the first part of the project, the second part has a clear focus on the promotion of learner autonomy. Furthermore, the changed role of the learner has, in turn, implications for that of the teacher.

Lisa Rauschelbach
Ruhr-University-Bochum
Faculty of Humanities
Didactics of the English Language
Lisa.Rauschelbach@rub.de

Workshop 6
Place : to be announced
Time : 14.45 pm – 16.15 pm

Students with a multilingual background in CLIL programmes

Do multilingual learners profit from a CLIL environment? Which strategies, including those related to learner autonomy, can be of benefit to students with a multilingual background?
My doctoral thesis deals with students with a multilingual background who participate in CLIL programmes at schools in North-Rhine Westphalia. As some of the students

have acquired another language than German before they learn English at school, and are thus multilingual, they might be used to aspects, which are typical of CLIL such   as   code-switching.
This potential could contribute to their success in CLIL programmes and in autonomous learning. However, they might also need extra support in other fields of CLIL, which could be challenging for some.

I will present some findings from my case studies and focus on learning strategies in CLIL programmes. Afterwards, we are going to discuss my findings on the basis of your personal experiences and concepts and try to develop further ideas.

Workshop 7 **Title: Involving Learners in the Digital World**
Coordinator: Bernd Rüschoff

Contributors:
 Mario Oesterreicher (Germany)
    Can handheld electronic dictionary foster learner / learning autonomy?
Maria Eisenmann (Germany)
    Promoting Linguistic Proficiency in Mixed-ability Classes by Using Webquests
Carola Strobl (Belgium)
    Fostering learner awareness of strategy use through an online learning environment

Prof. Dr. Mario Oesterreicher

Westsaxonian University of Applied Sciences Zwickau

Faculty for languages

Romanic and English Languages

mario.oesterreicher@fh-zwickau.de

Workshop 7
Place : to be announced
Time : 14.45 pm – 16.15 pm

Can handheld electronic dictionaries foster learner / learning autonomy?

The close combination of monolingual learner's dictionary and bilingual dictionary contents in handheld electronic dictionaries have been attracting the interest of English and (later on) French language teaching in Europe for seven years.

Today, the question is not only how different dictionaries or their contents can be interlinked but what those devices can offer for fostering (autonomous) language learning.

The presentation would like to show the different kinds of learning functions that have already been integrated in handheld electronic dictionaries and the search functions that may also turn the dictionary user into the autonomous language learner.

Dr. Maria Eisenmann

Friedrich-Alexander-Universität Erlangen-Nürnberg

Lehrstuhl für Fremdsprachendidaktik

maria.eisenmann@ewf.uni-erlangen.de

Workshop 7
Place : to be announced
Time : 14.45 pm – 16.15 pm

Promoting Linguistic Proficiency in Mixed-ability Classes by Using Webquests

We live in a pluralistic postmodern society of diverging personal and cultural values and consequently we also have a very diverse and a more and more heterogeneous student population. Learning generally and learning a foreign language is a very individual and also subjective process. The contexts of learning not only depend on political and ideological agendas, cultural environments and school ethos, but also on emotional, physical and social differences of the learners. Further, the learning profiles of young adolescents often change rapidly as they develop. There simply is no single learning template for an average class. That is why differentiation and individualisation in the EFL classroom has to attract our interest, both with regard to slow learners as well as for the very gifted.

But how can teachers deal with mixed-intelligence, mixed-ability classes? How can teachers promote the relationship between motivation and individual differentiation among learner groups in the foreign language classroom? An innovative option that serves to cater for learner differentiation and learner autonomy is the integration of Web 2.0 activities into the foreign language classroom. Pedagogic possibilities as well as potential drawbacks of these new approaches will be discussed in this talk by using the example of webquests. The focus will be on the challenge not only to accept heterogeneity but to find a positive approach and a productive exposure to dealing with language learning by using modern media in heterogeneous learner groups.

Carola Strobl
University College Ghent, Belgium
Department of Language and Communication
carola.strobl@hogent.be

Workshop 7
Place : to be announced
Time : 14.45 pm – 16.15 pm

Fostering learner awareness of strategy use through an online learning environment

How can a complex task like writing a summary from aural input be effectively supported by an online learning environment? This is one of the key questions of the presented preliminary study for a doctoral thesis. In this experimental study, 10 students of an applied linguistics bachelor programme carried out two tasks of an online learning module on summarizing aural input respectively writing a coherent text. Kirkland & Saunders (1991) refer to the importance of mediating the "overwhelming cognitive overload" in summarizing tasks. We aim to find out how an online learning module can facilitate this mediation by scaffolding the learners and raising their awareness for strategy use, an important component of self-regulated learning.

The module used in the experiment is part of the online language learning package DUO (Deutsch-Uni Online). The didactic framework of DUO is based on problem

solving and guided instruction. The activities of the students during the experiment were recorded through think-aloud protocols, video and keystroke logging. We observed the students´ strategy use and matched these observations against their self-reported use of strategies obtained by a pre-test questionnaire which is based on the Strategy Inventory of Language Learning (Oxford 1990). Most students revealed a well-developed metacognitive awareness of their own strategy use, although there were some interesting instances of mismatch. We also noticed that classroom-induced strategies and habits had an important influence on the students´ behaviour in the online environment. This leads us to the conclusion that there is a need to foster strategy development specifically adapted to language learning in an online environment.

References:
Deutsch-Uni Online: ../../Documents and Settings/cstr320/Mijn documenten/diss/konferenzen/abstracts/www.deutsch-uni.com
Kirkland, M. R. & Saunders, M. A. P. (1991): Maximizing Student Performance in Summary Writing: Managing Cognitive Load. *TESOL Quarterly*, Vol. 25, No. 1, pp. 105-121
Oxford, R. (1990): *Language learning strategies: What every teacher should know*. New York: Newbury House Publishers

Workshop 8
Involving young learners
Coordinator: Daniela Elsner

Contributors
Daniela Elsner & Jasmin Brune (Germany)
   Learning and Teaching English with Young Learners – Applying the CALIFORNIA Principle with SALLY
Margit Hempel (Germany)
   Promoting learner autonomy by storytelling

Daniela Elsner & Jasmin Brune

Daniela Elsner:

University of Vechta

Faculty of Humanities and Cultural Studies

Institute of Anglophone Studies

daniela.elsner@uni-vechta.de

Jasmin Brune:

Eichendorff-Schule, Moers, Germany

Email: jassybe@web.de / eichendorffschule-moers@t-online.de

Workshop 8
Place : to be announced
Time : 14.45 pm – 16.15 pm

Learning and Teaching English with Young Learners – Applying the CALIFORNIA Principle with SALLY

Since the 1960s, when Europe experienced the first large-scale wave of foreign language learning in primary schools, the results of several investigations concerned with the learning outcome of such initiatives resulted in constantly changing principles and practices in the classroom. Notwithstanding, learning policies across Europe and within Germany still differ tremendously, the primary concern of foreign language teachers is the creation of as many ways as possible of whetting their learners´ appetite to learn a language autonomously (eg. Brewster/Ellis 2008). Consistently, teachers need to provide optimal conditions to promote enthusiasm on behalf of the learner.

This provision entails not only sufficient knowledge of and about various teaching methods/ approaches, an excellent language proficiency, but also appropriate material resources, such as coursebooks, new media and other classroom aids.

In this workshop current key-aspects of learning and teaching foreign languages at Primary level (years 1-4) will be introduced by means of the *CALIFORNIA* principle (Elsner 2010) and typified through several examples taken from *SALLY* (Oldenbourg Verlag). One focus will be laid on open learning arrangements and possible ways of autonomous learning with the pupil´s and activity book and its additional materials.

References:
Brewster, J./ Ellis, G. (2008): The Primary English Teacher´s Guide. New edition. London: Penguin.
Elsner, D. (2010): Englisch in der Grundschule unterrichten. Grundlagen, Methoden, Praxisbeispiele. München: Oldenbourg.
Bredenbröcker, M./ Elsner, D./ Gleixner, S./ Gutwerk, S./Lugauer, M: Sally für die Klassen 3-4. München: Oldenbourg.
Brune, J./ Elsner, D./ Gleich, B./ Gleixner, S./ Gutwerk, S./ Lugauer, M.: Sally für die Klassen 1-2. München: Oldenbourg.

Margit Hempel
Universität Duisburg-Essen
Faculty of Humanities
Department of Applied Linguistics and Didactics
margit.hempel@uni-due.de

Workshop 8
Place : to be announced
Time : 14.45 pm – 16.15 pm

Promoting learner autonomy by storytelling

Storytelling is a central means of teaching English as a foreign language in the primary school classroom. For this reason stories are a vehicle for the learning process. Stories and their linguistic features embody the beat and the rhythm of the target language. They offer the learner phrases and idioms in non-tedious repetition; provide large vocabulary and complex grammatical constructions. But stories are not only a means of acquiring skills and linguistic features, they also promote the development of literary competence as they reflect aspects of the target culture. Thus stories provide a meaningful context and are ideal listening texts as they motivate listeners to activate their prior knowledge about the topic so that they can at least grasp the gist of the story. Since they are familiar with stories in their native language, learners are able to apply their context knowledge and their knowledge of language i.e. make sense of prosodic language features, recognize and identify sounds, syllables, words and schemata. Thus storytelling enables children on the one hand to develop learning strategies such as listening for the general meaning, predicting, constructing new knowledge and increasing their world knowledge. On the other hand, it develops their linguistic competence and offers strategies for learning since they have become familiar with playing with language e.g. by using rhymes and repetition. To sum up, storytelling opens the way for learners to tackle literature in a foreign language autonomously and in foreign language learning in general.
The challenge for teachers is obvious. Learners need support to help them develop language competences, learning strategies and language and cultural awareness. This presentation attempts to share ideas on why storytelling is important and how to deploy storytelling in young learner's EFL-classrooms in order to foster learning strategies that will eventually lead to learner autonomy.

| **Workshop 9** |
| **Learner Autonomy: Success Stories and Practical Constraints** |
| Coordinator: Katja Heim |
| Contributors
Irena Šubic Jeločnik (Slovenia)
    Constraints are here to stay – What can we do about it?
Stephanie Edel Farinha (Germany)
    Salve! - A Roman Project in the EFL Classroom – Approaching Learner Autonomy or the Closest
    You Can Get?
Sanja Wagner (Germany)
    Fostering learner autonomy among migrant children |

Irena Šubic Jeločnik

Matija Valjavec Primary School, Preddvor, Slovenia

Email: irenasj@t-2.net

Workshop 9
Place : to be announced
Time : 14.45 pm- 16.15 pm

Constraints are here to stay – What can we do about it?

I talked about constraints in Cardiff (2009) at the risk of sounding totally depressive, pessimistic and simply – moaning. I did my best to try and see the positive aspects and invent ways of how to overcome these constraints. The list included curriculum demands, legally required means and quantity of assessment, external examinations, parents' concerns and pressure, suspicions among the colleagues and school management. However, I wasn't even close to overcoming them at the time. Since then, I have been able to complete a three-year cycle of autonomous learning with two classes of my students and (after a period of complaints, several rounds of the parents' efforts to 'teach me how to teach', attacks and even attempts to get rid of me) experienced quite some success and positive feedback. This has enabled me to invest more experience, skill and positive attitude in the exploration and practice of autonomy. *I live to tell* … and encourage teachers at the beginning of their autonomous journey.

Stephanie Edel Farinha

Burggymnasium, Essen, Germany
s.edel.farinha@krabbat.de

Workshop 9
Place : to be announced
Time : 14.45 pm – 16.15 pm

Salve! - A Roman Project in the EFL Classroom – Approaching Learner Autonomy or the Closest You Can Get?

This talk is going to present a project based approach towards learner autonomy within the constraints of the German school system, demonstrated with the example of the students' textbook topic "the Roman Baths".

The talk is based on the teacher's own experience in which the pupils in her class came up with the idea to present their knowledge about Roman baths which they acquired in their Latin lessons. This way they ignited their own learning process, resulting in a quite lively classroom atmosphere. The pupils also decided on their own initiative to present the collective information in a classroom conference to which pupils of other classes/courses were invited. A short video sequence will show the outcome of this project. Despite curricula guidelines (i.e. focussing on grammatical features) and institutional frameworks the pupils of this class took over responsibility for their own learning progress.

In this talk we will discuss time limits, curricular guidelines and risks of giving up classroom control and the participants will be invited to share their views and attitudes on chances, opportunities and risks of realizing learner autonomy in German classrooms.

Sanja Wagner

Erich-Kästner-Schule, Darmstadt, Germany

sanja–wagner@t-online.de

Workshop 9
Place : to be announced
Time : 14.45 pm – 16.15 pm

Fostering learner autonomy among migrant children

Working with the same group of learners for 6 years, I was able to develop autonomous learning step by step, observing the pupils as well as discussing with them the pros and cons of the new approach. The basic element was a "work plan" which included all the learning activities during the following two to three weeks. So the pupils knew what they were going to learn and how.

The transparency of the learning process provided by a "work plan" and being able to negotiate and decide what to do next and how to do it had an immediate effect on the pupils; they became better organized, they learned about their likes and dislikes, strengths and weaknesses and they soon took an active part in proposing topics and tasks for the lessons.

Fostering learner autonomy was a long and difficult way in a school system and in a society, where self-assessment, ownership and self directed learning are just starting to emerge. Whereas all the pupils found the "work plans" and projects very helpful for their learning, not all of them were in favour of self-assessment. Many pupils, however, experienced the benefits of self-monitoring, they were proud to say what they could do and they could clearly state what they had to improve –they grew into self-confident, autonomous learners, above all Fana – she came to my class in year 8 as a timid, mediocre student, left our school as a self-confident good student, determined to reach for A-levels and who is studying in London now.

Workshop 10
Focus on Teacher Training: Developing Teacher Autonomy
Coordinators: Anja Burkert / Markus Ritter

Contributors
Anja Burkert (Austria)
    Developing learner autonomy at tertiary level
Barbara Mehlmauer-Larcher (Austria)
    Reflectivity as a Key to the Development of Teacher Autonomy
Susan Rutledge (Germany)
    Teacher Autonomy: Does It Exist?

Anja Burkert

University of Graz

Faculty of the Humanities

Institute for Anglophone Studies

Department for Applied and Theoretical Translation Studies

anja.burkert@aon.at

Workshop 10
Place : to be announced
Time : 14.45 pm – 16.15 pm

Developing learner autonomy at tertiary level

In my workshop I will share with my audience my experiences with introducing aspects of learner autonomy in my grammar classes at the English department of Graz University. As I had never been taught myself as a learner according to the principles of learner autonomy, I intuitively approached the task of establishing a more autonomous learning environment very cautiously.

I will report on the way my students reacted to the learner diary which I adopted from Dam (1995) and which I asked my students to keep regularly. I will also discuss my experiences with introducing peer-reviewing sessions, and make some general observations on how my classroom has changed positively since I started to give my learners more space and promote their reflectivity and awareness of language learning.

I will also point out some of the constraints with which I am confronted in my particular teaching and learning environment, eg. ready-made course handouts; highly regulated grammar exams; students who are not used to taking over more responsibility for their learning.

After this initial input, I will ask my audience in groups to come up with some ideas of how it might be possible for a teacher devoted to promoting a pedagogy for autonomy to still pursue her/his aims in spite of the constraints depicted beforehand.

Barbara Mehlmauer-Larcher

University of Vienna

English Department
Centre for English Language Teaching
barbara.mehlmauer-larcher@univie.ac.at

Workshop 10
Place : to be announced
Time : 14.45 pm – 16.15 pm

Reflectivity as a Key to the Development of Teacher Autonomy

National curricula require amongst other general educational objectives the development of learner autonomy. Before student teachers of languages can take up this demanding task they need to develop a certain level of autonomy with regard to their own teacher learning processes. Consequently teacher education programmes need to aim at initiating and fostering reflectivity as a key to and a prerequisite for the development of teacher autonomy.

At the *Centre for English Language Teaching* at the University of Vienna the *EPOSTL* (**E**uropean **Po**rtfolio for **S**tudent **T**eachers of **L**anguages) - an innovative self-assessment tool - has been implemented into the pre-service teacher education programme with the aim of initiating and fostering student teachers' reflections on their learning processes and their first teaching experiences. On the basis of student teachers' and teacher educators' reactions to the *EPOSTL* this talk will evaluate the potential of the *EPOSTL* as regards the development of teacher autonomy.

Susan Rutledge
Mainzer Strasse 74
67657 Kaiserslautern
EMAIL

Workshop 10
Place : to be announced
Time : 14.45 pm – 16.15 pm

Teacher Autonomy: Does It Exist?

Researchers have recognized and driven the push to acknowledge learner autonomy because it "contributes to the self-esteem and independence of the individual." (Camilleri) While the pedagogical goal of learner autonomy is admirable, it is constrained by the lack of teacher autonomy. Given my own personal experience as an English language learner teacher in an American elementary school, institutional, community, and individual teacher attitudes impacted concepts of autonomy I may have had in my own "classroom." Using my own experiences as the basis to explore the concepts of teacher autonomy, I will draw on discussions and research regarding teacher autonomy to answer the question "What, then, does developing teacher autonomy mean?" First, this presentation will investigate different concepts of teacher autonomy. Second, I will evaluate and analyze my teaching experiences in relation to

these notions of teacher autonomy. Finally, I will summarize my findings and discuss the practical implications.

Posters
Christian Ludwig (Germany)   The Promotion of Learner Autonomy within the Danish Educational System- A success story?
Verena Warda (Germany)   Teachers as Learners – Learner Autonomy in Teacher Training in NRW
Irena Subic Jelocnik (Slovenia)   Developing LA tools and procedures
Marc Smasal, M.A. (Germany)   Learner autonomy and teacher support during EFL reading
Azizah Mohd Zahidi (New Zealand) Title
Piri Leek (Germany) Title
Carola Strobl (Belgium) "The impact of the underlying pedagogical approach (instructivist vs. socio-constructivist) in an online language learning environment on the development of learner autonomy and on retention"

Christian Ludwig

University of Duisburg-Essen

Faculty of Humanities

Anglophone Studies - Department of Applied Linguistics and Didactics

christian.ludwig@uni-due.de

Poster
Place : Glaspavillon
Time : Lunch Break and Coffee Breaks

The Promotion of Learner Autonomy within the Danish Educational System- A success story?

Since the early 1990s more and more curricula came to include learner autonomy and nowadays, learner autonomy is frequently referred to as one of the ultimate goals of education (Dam, 1995, Benson, 2001, 2009). However, it is rejected by the majority of teachers and learners not least because they feel constrained to accomplish set curricular objectives and educational guidelines. By reflecting on the preliminary results of a case study I conducted in Denmark in 2009 the poster will show how the Danish education system, e.g. curricula objectives, can promote learner and teacher autonomy. Additionally, the teachers' and learners' engagement with and perception of liberal curricular guidelines will be considered.

Verena Warda

University of Duisburg-Essen
Faculty of Humanities
Department of Anglophone Cultures und Literatures
verena.warda@uni-due.de

Poster
Place : Glaspavillon
Time : Lunch Break and Coffee Breaks

Teachers as Learners – Learner Autonomy in Teacher Training in NRW

Teacher training in Germany, and specifically in North Rhine-Westphalia (NRW), is characterized by a high degree of voluntary participation. Teachers are legally obliged to participate in professional development courses but there is no obligation as to the amount of training or the content of training. Then again, standards for professional teachers have been defined by the Standing Conference of the Ministers of Culture and Education (Kultusministerkonferenz) already in 2004. These standards are quite detailed and very specific as to the skills a teacher should dispose of today. Looking at concepts describing learner autonomy, these can be transferred to the autonomy teachers currently experience when they are free to choose what they learn, when they learn and where they learn. However, the autonomy concept also points at the fact, that learning objectives have to be identified. I claim that currently the learning objectives, as they might be described in the standards for professional teachers, are not yet known to teachers nor are they, quite consequentially, inherent to the teachers' autonomous professional development.

My research aims at the investigation of this perceived gap of theoretical concepts of teacher professionalism and the teachers' professional knowledge and skills in practice. The focus will be on an analysis of the content of current teacher training courses on offer for teachers and on the other hand I will investigate the individual teachers' motivation for and interest in his/her professional development. The German system and its characteristic element of freedom of choice will be contrasted to the Scottish system, which is more structured but nevertheless also qualifies as supporting teacher autonomy. My poster will present initial findings from interviews conducted with German and Scottish teachers of foreign languages on the topic.

Irena Šubic Jeločnik

Matija Valjavec Primary School, Preddvor, Slovenia
Email: irenasj@t-2.net

Poster
Place : to be announced
Time : Lunch Breack and Coffee Breaks

Developing LA tools and procedures
I am attempting to describe tools and procedures to offer to practising teachers at primary and secondary level for developing LA in class. The formal setting to do so is

a pilot innovation project with the National Institute of Education that is being started. The study is based on the experience that the students (and teachers) faced with an 'autonomous' approach for the first time are often at a loss as to what they should actually do in and outside the classroom and they end up doing nothing. On the other hand, parents are extremely concerned about the lack of control they have over their child's learning and progress. Aside from the well established logbook and a 'light' version of portfolio adapted to the needs of the specific situation, we have been testing tools and procedures that will provide a safe framework for developing the students' communication abilities in the target language as well as their autonomy. Methods of research are going to be suggested and discussed.

Marc Smasal, M.A. (USA)
University of Kassel
Humanities: Linguistic and Literary Studies
Institute for Anglophone and American Studies
msmasal@uni-kassel.de

Poster
Place : Glaspavillon
Time : Lunch Break and Coffee Breaks

Learner autonomy and teacher support during EFL reading

This paper will report on a research project that wants to gain empirical evidence as to how teachers support EFL students' learner autonomy during a cooperative reading activity. For this, eleven 9th grade EFL classes from Germany and their teachers from all tracks were videotaped while the students were working in pairs on a cognitively challenging reading task. In addition to the video recording, a stimulated recall was conducted with the teachers and students.
Qualitative methods were used to identify and describe teacher interventions. This study provides an in depth qualitative analysis of the interaction between teachers and students. In particular, interventions were analyzed that aim at supporting students' reading comprehension, their metacognitive awareness and their use of metacognitive, cognitive and social-affective language learning strategies. The overall goal of the study is to describe ways to support students' reading comprehension and learner autonomy simultanously.
The paper will provide an overview about the major findings of the study and will discuss the role of the EFL teacher in respect to learner autonomy and how the findings of the study can be implemented into training programs for (prospective) foreign language teachers.

Azizah Mohd Zahidi
Victoria University of Wellington, NZ
?
Information on the author

Poster

Place : Glaspavillon
Time : Lunch Break and Coffee Breaks

Title to be announced

This is a qualitative study of Malaysian undergraduates' use of self-regulated learning (SRL) strategies in the process of learning English as a second language. Drawing upon a social cognitive perspective of self-regulation, this study will explore eight ESL learners' use of SRL strategies across in-class and out-of-class contexts. The theoretical framework is based on the definition of self-regulated learning as a student's continuous adjustment of language learning strategies to achieve self-set goals through interactions with others across social contexts. The focus of this study is on four aspects: (i) a description of a learner approach to self-regulation in ESL learning, (ii) identifying the sources of the SRL strategies, (iii) identifying possible similarities and differences between the learners, and (iv) identifying elements in the learning environment that support or hinder self-regulatory processes. The instruments are semi-structured interviews, observation, stimulated recall, learner diary and document analysis. The participants will be eight undergraduates of National University of Malaysia. In order to categorise the SRL strategies, the 14 classes of SRL strategies developed by Zimmerman and Pons (1986) will be used. The pre-established categories are taken as starting point and will be added to if new or different strategies emerge from the data. Findings of this study will provide pedagogical information on empowering language learners to become more self-directed, strategic and resourceful in their learning through the application of appropriate and effective self-regulation strategies.

Piri Leek
University of Bielefeld
piri.leek@uni-bielefeld.de

Poster
Place: Glaspavillon
Time: Lunch Break and Coffee Breaks

Title – to be announced
My topic of research focuses on how the use of portfolio can improve listening comprehension in very young learners (2nd grade), both in students' perception of their performance as well as the improvement of the actual performance.

Carola Strobl
University College Ghent, Belgium
Department of Language and Communication
carola.strobl@hogent.be

Poster
Place : Glaspavillon
Time : Lunch Break and Coffee Breaks

The impact of the underlying pedagogical approach (instructivist vs. socio-constructivist) in an online language learning environment on the development of learner autonomy and on retention

Framework of PhD-research project (started in 2009).