

Maria Carmen ANSEDE**Identity, Diversity****Workshop*****Benefiting from learner autonomy in the classroom***

I've been teaching during the last two years at High School and Professional levels. My students are from 16 to more than 20 years old. In the professional levels students come from different cultural and socio-economical backgrounds. I would like to explain how we, my students and I benefit from implementing learner autonomy in the classroom even when we have to survive within all the constraints and limitations (teachers department, textbooks, rules, programs, "quality systems" and so on). I would like to share in this workshop my students' logbooks: plans, class-work and free homework, evaluations and opinions and also my reflections.

Naoko AOKI and Sho SHU**Identity, Diversity, Multilingualism****Talk*****Choice, ownership and imagined other: Comparing four languages in a plurilingual speaker***

Sho was born in China and came to live in Japan with her mother at the age of six. Now she is in her mid-twenties and functional in four languages; Japanese, Chinese, Korean and English. In this presentation she reflects on her journey to appropriate these languages and explore how her affective relationship with each language has developed. Naoko has provided some theoretical interpretation of Sho's account. Sho and Naoko currently agree that what has made these four languages mean differently to Sho is: 1) Choice Sho felt she had to learn or not to learn the language; 2) Her perceived and contested ownership of the language; and 3) The presence or absence of imagined other who judges her ability in the language against ideal goals. In concluding, Naoko will share her view of implications of Sho's story to learner autonomy practice in an increasingly mobile and connected world.

Dorte Vad ASMUSSEN**Diversity****Poster*****Logbooks as tools for documenting learners' diversity***

A logbook is a fantastic tool for many purposes, when talking about language learning. It is a tool that gives me a chance to have good relations with my learners where they feel safe, understood and ready to learn from where they are. Using a logbook in my classes is my way of keeping track of the way my learners like to learn. My students are between 15 and 40 years old. They study at this vocational school to become electricians, carpenters, mechanics etc. The poster presentation will show examples of students' evaluations in their logbooks – evaluations which illustrate the learners' diversity as regards their way of learning, their big difference in linguistic competence, and their way of interacting with one another as well as with me. My contribution will be a poster with examples of students' evaluations from their logbooks showing the students' diversity. In addition, I will bring along some logbooks.

Birgitta BERGER**Diversity****Talk*****Student logbooks and materials from an inclusive Montessori class***

20 students in an inclusive Montessori class of 9th and 10th graders in Munich, Germany, began working with logbooks last September. The logbooks chart their work and self-reflection and evaluation in a year of preparation for their final exams. Special needs students found the autonomy approach and self-created materials highly motivating.

Fergal BRADLEY and the ALMS team: Sandro Amendolara, Satu von Boehm, Leena Karlsson, Kenneth Kidd, Felicity Kjisik, Kirby Vincent, Robert Moncrief, Michele Simeon, Tom Toepfer**Identity, Diversity, Multilingualism****Workshop*****Sharing stories of autonomy, practice and research***

Stories play a powerful role in language education as they allow us to connect and make sense of experience(s). Sharing them helps us realise the resonances and appreciate the diversity between our stories and those of others. In this workshop, the ALMS team invites you to share your autonomy stories. We will listen to and tell our unique professional stories of autonomy: our passions, dreams, concerns and worries; how we are travelling the autonomy road or how we got there, how we are coping and what we see on the horizon. The ALMS team's interest in stories, and sharing them, springs from several sources. In our practice, we use stories to explore what autonomous language learning means, and our learners tell us their stories of language learning in the past and during the course. As a result of this, much of the research undertaken in ALMS has been narrative inquiry (see for example Karlsson, 2008; Karlsson & Bradley, forthcoming). Storytelling too has been important in our ALMS counsellor peer group meetings, where we share stories of experience in order to learn and grow as counsellors. Come, share and experience the power of stories!

Anja BURKERT

Diversity

Talk

Catering for student diversity through interaction and collaboration

Catering for Student Diversity through Interaction and Collaboration Language classrooms are inherently heterogeneous environments with learners not only coming from different social and cultural backgrounds, but also displaying different levels of motivation, self-confidence as learners, and language proficiency, to name just a few of the divergent factors. It goes without saying that a pedagogy for autonomy would be the ideal answer to cater for such diversity and enable each learner to reach their full potential. However, institutional and organisational constraints often simply do not allow for such a pedagogical approach. To me, it therefore seemed obvious to try and deal as best as I can with such a diverse student population by establishing an interactive and collaborative teaching and learning environment which allows learners to “negotiate, struggle, participate, share ideas and experiences” (Ushioda 2011a: 22). In this talk, I will briefly report on how I attempt to establish in my university classroom an anxiety-free atmosphere in which each learner plays an active and reflective role. I will further present the findings of three small-scale studies which I carried out among my students at Graz University in relation to our collaborative mode of working.

Peggy CANDAS

Identity

Talk

Exploring the life stories of teachers endorsing learner autonomy. A case study.

Through the discourse analysis of 100 logbooks written by university students learning English in a flexible language learning system (personal work, group work, counselling sessions), Chateau and Candas (2015) set out to identify important steps in the development of learner autonomy. This study seemed to confirm that “events,” specific to each learner, occurring at some particular point and inducing reflexivity and awareness, can trigger transformation. This is coherent with the idea of transformation originating from “striking events” theorized by an existential approach to self-directed learning called autoformation existentielle (e.g. Galvani, 2010) in French. Now switching to the teachers grappling with the notion of learner autonomy, my own experience and partial knowledge of other teachers’ life stories have led me to wonder why a lot of teachers find the idea of learner autonomy very attractive, but, in the face of practical problems, keep falling in and out of love with it, whereas other teachers seem to have reached a degree of certainty such that they do not question the relevance of the notion of learner autonomy anymore. My hypothesis is that specific events have triggered some profound transformation in their professional identity as teachers. At this stage I am exploring a possible methodology to obtain data on teachers’ life stories to test this hypothesis and will report on a case study.

Leni DAM and Lienhard LEGENHAUSEN

Identity

Talk

Multiple identities and their implications for language learning – Some evidence from the autonomy classroom

Who Am I? And If So, How Many? Identity is an elusive concept that has generated theories from philosophy, psychology, anthropology, socio-cultural approaches and this list does not at all exhaust the various research backgrounds. We won’t go into these theories but focus on the implications of o Personal identity o Social identity and o Learner identity for language learning. The claim that learners need to bring their identities into the learning process is at the heart of the autonomous approach, since it is a prerequisite for their motivation, on the one hand, and leads to diversification, which is a prerequisite for an inclusive pedagogy, on the other. Personal, social and learning identities interact in the classroom, and if they are not only accepted, but also systematically supported and developed, then the learning outcomes will be highly convincing.

Alla GOEKSU and Sanja WAGNER

Multilingualism

Workshop

Working with migrant/refugee pupils in a plurilingual classroom

A survey at a German comprehensive school, which is representative of many comprehensive schools in German cities, showed that about 70% of its pupils have diverse cultural backgrounds, coming from more than 40 different countries. Many pupils have only a partial command of German despite the fact that the language of schooling is German; English is often their third or even fourth language. For most of these pupils it is extremely important to become autonomous learners, because they grow up in a plurilingual environment with little or no help from their parents. They need an atmosphere of security, of acceptance and of respect in order to discover how experiential learning, self-organized/autonomous learning, monitoring and reflecting upon their learning process can influence their learning outcomes. Videos and pupil’s logbooks provide evidence of their progress and positive learning experience. The examples will show how we use scaffolding materials to enable pupils to process language tasks – be it written or

spoken, as well as how using their home languages and exploiting their own cultural as well as linguistic knowledge help to raise their self-esteem. These are the first steps toward “functional plurilingual learning” something that we need to further develop in order to meet the needs of the fast-growing immigrant population across Europe.

Deirdre KIRWAN

Identity, Diversity, Multilingualism

Talk

Developing learner autonomy in a multilingual environment: examples from a linguistically diverse primary school

Valuing and encouraging the use of pupils’ home languages in the process of learning the language of schooling and in the broader learning process is fundamentally important to their engagement with learning. In a situation of extreme linguistic diversity, a whole school approach to language learning is essential if all pupils are to be helped to reach their full potential. This presentation will explore how such an approach evolved in an Irish primary where learners identify with their own linguistic backgrounds while respecting those of their peers. Learners’ home languages are central to their capacity for autonomous behaviour, and giving those languages a role in classroom learning resulted in a high level of learner autonomy at school.

Tero KORHONEN

Identity

Talk

Fostering foreign language identity in autonomy-oriented pedagogy

FL education is generally expected to improve language learners’ communicative repertoires, and by doing so develop their autonomy and identity. However, those aspects of autonomy and identity that are not explicitly linked to the development of TL proficiency are often ignored in FL classrooms. Deriving from his narrative research that focused on understanding his EFL students’ language learning and his work as their FL teacher in a Finnish adult upper secondary institute, the researcher’s findings captured language identity work not only connected to the students’ TL proficiency but also to their TL-related personal competencies, and their sense of themselves as TL learners and users. This identity development was promoted by a pedagogy for autonomy that did not focus exclusively on TL proficiency and lifelong language learning skills. Viewing autonomy as a capacity to control the many TL-related dimensions of the ecologies that one inhabited, this teaching was oriented towards fostering the students’ agency and wellbeing in a broad sense in relation to the TL. These findings suggest that inclusive approaches to autonomy and identity development provide valuable insights into FL learning. They also imply that TL development deserves to be examined in the framework of autonomy and identity development.

Pedro LAKUNTZA

Diversity

Workshop

From evaluation to certification

The subject I would like to present you is really crucial for our school right now. This year we have been enabled by the Basque government to certificate and grant the B1 level. The government has set a decree (law) that we have to fulfil which sets three compulsory evaluations during the course in order to certificate the level. We do have certain autonomy in the school to present in our own curriculum the adaptation to the law taking into account and focusing on learner autonomy. Right now, a student at our school needs 250 classroom-hours and other 150 of autonomous learning (work-hours outside the school) in order to certificate the B1 level. So in order to integrate learner autonomy in the certification we have designed a Decalogue to compensate the marks of the three official evaluations the students have to pass. This rules are opened to students’ and teachers’ suggestions and have to be accepted by both of them.

David LITTLE

Identity, Diversity, Multilingualism

Plenary

Language learner autonomy and plurilingual repertoires

Since the publication of the Common European Framework of Reference for Languages (CEFR) in 2001, plurilingualism – the capacity to communicate in two or more languages – has assumed a central role in the Council of Europe’s language education projects. This has been paralleled by a steady growth of theoretical and empirical interest in the concept of linguistic multi-competence. The CEFR’s discussion of plurilingualism assumes that each language in a user/learner’s repertoire has the same cognitive status and is equally available for use. All too often, however, languages learnt in formal contexts are not “available for use”, and some leading scholars have doubted whether L2 instruction can contribute to the growth of linguistic multi-competence. Against this view, I shall argue that the development of plurilingual repertoires is possible in classrooms if we engage our learners in agentive target language discourse, so that they learn languages as they use them to follow their own agenda. In elaborating my argument I shall explore the links between plurilingualism and identity and consider the role discursive writing plays in the development of fluency,

accuracy, metalinguistic awareness and linguistic identity. I shall support the argument with examples from primary, lower secondary, and adult (refugee) language learning.

Lenka LUDVIKOVA

Identity, Diversity,

What teaches me what?

Talk

The framework of our course English Autonomously is very similar to ALMS that was developed at the University of Helsinki. Students' duties include two introductory sessions, three individual counsellings, learning journal writing and a selection of modules compiled according to their needs. These components affect different language skills but also other areas of student's life. The questionnaire, which is a part of an extensive feedback form that closes the course, enables us to collect data that demonstrate where the students see their progress and how they achieved it. The findings show us the importance of individual counsellings which are valued by majority of students. This quantitative insight helps us not only to understand and improve the course but also to realize what effect the course has on the students.

Christian LUDWIG

Identity, Multilingualism

The role of linguistic landscapes in developing learner autonomy

Talk

Linguistic landscapes research is a vibrant field with great potential for foreign language learning. The aim of this talk is to unravel the role of linguistic landscapes in developing students' autonomy. The first part of the presentation discusses the concept of multilingual linguistic landscapes in a globalising world, paying special attention to the realm of possibilities of using linguistic landscapes in the EFL-Classroom. The second part of the presentation discusses how multilingual linguistic landscapes can support students in developing their autonomy while, at the same time, enhancing their understanding of linguistic landscapes as a learning resource.

Anne Linda LØHRE

Identity

Motivation and empowerment with adult learners at the Royal Norwegian Naval Academy

Poster

At the Royal Norwegian Naval Academy we have carried out experiments with learner autonomy since 2009. We have a mission based doctrine with much resemblance to learner autonomy and self-directed learning. Hence it has been vital to ask;

How do teaching methods emanating from learner autonomy to a large degree comply with the overriding goals of mission command?

The next question addresses the bigger picture;

Why isn't learner autonomy the preferred method in the entire Norwegian Defence Forces?

Since we regard motivation and empowerment as the most important drivers in education (and in the military as well), we have carried out a survey that tries to unlock what kind of bearing the choice of pedagogical methods has on motivation and empowerment.

We have compared students who have been exposed to autonomous learning practises with students who have been in a traditional classroom setting. Some of these findings are issues connected to better student performances, more insight into the individual's learning, and the joy of taking responsibility – *Verantwortungsfreude*.

Elina MASLO

Identity, Diversity, Multilingualism

Acting in the learning space – the role of learner autonomy

Talk

In this talk I would like to present some results of the study of lifelong multiple language learning experiences of 14 multilingual individuals. The focus will be at the learning space of these people, and especially on how different dimensions in learning processes interact in these different learning spaces. Learner autonomy has a very special position in these interactions. I would like to explore this position – how does learner autonomy contribute to learners' active engagement with language in learning space?

Elise MIETTINEN, Kirsi WALLINHEIMO, Tiia PATENGE and Christian NIEDLING

Diversity

Reflections on implementing autonomous language learning for learners of Swedish and German

Talk

In our contribution we would like to discuss experiences regarding introduction of the ALMS system in the Swedish and German language group at the Language Centre of the University of Helsinki. This course format is provided since two years for Swedish and one year for the German language. We would first like to present our course structure and its

organizational framework from a practical perspective, and subsequently discuss experiences collected by both coordination staff and students. The main focus of the presentation includes selected work approaches, contents of themed groups, similarities and differences in the language groups and experiences in involvement of course assistants. In addition we would like to discuss challenges that students and coordinators faced and show some feedback by students and present our conclusions to further develop the course format.

Jo MYNARD

Identity

Talk

Identity, autonomy, and social learning spaces

Self-access learning centres (SALCs) are being re-situated as social learning environments in which autonomy might be promoted. The ways in which autonomy is promoted varies along a continuum from offering fairly structured self-directed learning courses, to simply giving learners access to areas where they can decide when and how to use the space for language learning. In this presentation, I will give an overview of the English Lounge which is one social learning space within a SALC in a university in Japan. Although the original purpose of the English Lounge was a place to practice English and develop confidence in a relaxed and informal environment, research indicates that the purpose of the lounge (1) is interpreted differently by different users, (2) plays a positive role in L2 identity construction in some learners, (3) is perceived negatively and is a cause of anxiety for other learners. As the self-access centre has just moved to a new location, it is an ideal time to introduce some interventions while continuing with the research. I will share some insights from questionnaires and interviews indicating how learners perceive the role of the English Lounge and how it contributes to their development of identity and autonomy.

Tiina MÄENPÄÄ

Identity, Diversity

Talk

Empowerment through embodiment

My mission as a teacher is to help my students to empower themselves through their learning. I have realized that the feeling of empowerment is becoming harder and harder to achieve, partly due to the constant flow of information via various devices surrounding us. This distracts us, stresses us and can easily prevent us from seeing the capacity of learning within our own minds and bodies. In my talk, I will share some practical tools which I use in my teaching to bring the power of embodiment into the learning process.

Yoshio NAKAI

Identity

Talk

Autonomy learner as a complex system to integrate into a Japanese society

I will investigate the aspect of the learner autonomy as a complex system which is an open and dynamic self-organized system interacting with the environment. I conducted a life story interview with two Japanese language learners living in Japan. One is a male Chinese who is working for a company after finishing graduate school in Japan, and the other one is a male Korean overseas student who has studied at university. I interviewed each of them three times for about three hours in total and transcribed the audio-recorded interview data, then extracted their life stories of learning experience to situate their learner autonomy in the social context. The stories also illuminate their struggle to find a way to create a "true self" as a Japanese language user through acquiring their own voice (Bakhtin, 1986). Learner autonomy exercised in the complex adaptive system consists of factors that collaboratively create functions and dynamically generate themselves. Their learner autonomy helps them adapt to the ever-changing environment.

Maria Giovanna TASSINARI

Identity

Workshop

Encouraging autonomy: Reflections from a self-access centre

Implementing autonomy in institutional contexts is still a challenge for teachers and learners. Facing these challenges may be easier, if this is done as part of a learning and teaching community. My experience at the Centre for Independent Language Learning (CILL) at the Freie Universität Berlin is that the first step towards implementing autonomy is encouraging it while building a community of practice. For teachers, this means providing the opportunity to discuss their understanding of autonomy, to share and reflect experiences, to develop common strategies both for teaching and for addressing the administration, if need be. A community of practice is also beneficial for learners. Even in the rapid rhythm required by university deadlines, a community of practice can be built promoting discussion, in the classroom, in the self-access centre, or online, through a forum, a blog or the social networks. An even better opportunity to encourage autonomy is having the opportunity for teachers and learners to exchange their perspectives within and beyond the language classroom. After presenting the opportunities for such an exchange created at the

CILL, I would like to discuss with the audience principles for encouraging learner and teacher autonomy while integrating classroom-, self-access- and out-of-classroom learning.

Hanne THOMSEN

Identity, Multilingualism

Workshop

Learner voices - Year 1 English

Since February 2016, I have been coordinating an externally funded research project: 'Learning Foreign Languages at an Early Age – A New Approach with Emphasis on Plurilingualism' In a workshop, I'd like to share learner beliefs about their own language learning based on data from interviews with our 6-7-old learners of English.

Turid Karin TREBBI

Identity

Talk

Learner Autonomy – a natural way of learning in an institutional setting?

This paper will focus on exploratory language learning and identity. The paper is divided in three parts. In the first part I shall introduce exploratory language learning as interaction closely linked to identity and learner autonomy as opposed to conventional classroom interaction. In this first part I will shortly draw on findings from a project in progress, "Discourse and practice in the foreign language classroom". On this background I will go on reflecting on an example of exploratory language learning, selected from the book 'Pictures from the classroom - foreign languages for all pupils' (klasseromsbilder - fremmedspråk for alle elever) written by Rita Gjørven and myself. The book relates how we developed language learner autonomy in our own classrooms in the 1980s. The main issue of this second part is teacher-student-relationship as a lived experience exploring how the teacher and learner roles may converge in a joint project of identity development through verbal interaction aiming at learner autonomy. This reflection will conclude on contentions concerning teaching and learning anchored in language learner autonomy aiming at access to language learning for all students.

José Luis VERA-BATISTA

Diversity

Workshop

Linguistic mediation: learner training, activities, actions and didactic implications

Some teachers, teacher trainers, National Curricula and, the Common European Framework of Languages (CEFRL) (2001) have not demonstrated much concern with the practice of mediation, specifically its development and assessment. Often it is not even included along with the other in the list of communication skills. There is a enormous gap between what happens in real classrooms when working in groups and the definition given by the CEFRL of mediation (far too professionalised). Mediation happens constantly and naturally when there is any difficulty with communication between interlocutors; we can observe this every day in classrooms in the development of projects, tasks, etc. The question then is: How can teachers empower learners with different strategies for them to mediate their communication? I have been working on how to plan, develop and assess mediation for the Canarian Education Authorities, both for Primary and Secondary Education. I would like to share the present document, the observation of mediation questionnaire (for teachers) and self- and co-assessment questionnaires (for learners) with all the participants in this Workshop.

Kirby VINCENT and Lenka LUDVIKOVA

Diversity

Talk

Connecting students

In order to help the students develop a meaningful and authentic communicative situation, the autonomous programmes of both the University of Helsinki and Masaryk have tried a couple of times to create a framework for our students from the two universities to work together using electronic means. However, both times this effort has collapsed and no meaning communication occurred between our students. In this talk, we will detail our efforts to create a connection for our students between our universities and the subsequent failure of the effort. We would like to the open up the discussion to the floor about alternative ways of developing such a programme and ways of avoiding potential pitfalls.

Ewa WAPINSKA

Identity, Diversity, Multilingualism

Workshop

The teacher's role, and her and her students' symbiotic living autonomy

Given current changes in society today, teachers need to be autonomous life-long learners and model examples for their students. Equally, the teacher's vital role has to be interpreted in the light of present issues of identity, diversity and multilingualism among her learners. In this workshop the participants are invited for an interactive session of

sharing experiences of their professional development of autonomy as teachers, but also parallel, to share their approaches and strategies of their students' diversified paths of becoming autonomous learners. We will exchange views on how learners take charge of their learning and what tools contribute to their development towards becoming autonomous active agents in their learning processes. The first part of the workshop will introduce living autonomy exemplified by a lived and felt story concerned with identity, diversity and multilingualism and its impact on strategies exploited in teaching, learning and assessment. In the second part, we will reflect upon our teaching contexts, competencies, assessment and issues that emerge along our path of investigation. Additionally, our work will be supported by references to theoretical framework by Holec, Deci, Vygotsky, Wenger and others relevant to our discussion.

Magdalena WAWRZY尼亚K-ŚLIWSKA

Diversity

Workshop

Autonomy, innovation and teacher education

Innovation in education can be defined as planned and managed change that can be brought to educational organizations as a bottom-up initiative or as a top-down implementation of ministerial directives. It may seem desirable to implement innovations in language teacher education as it seems appropriate to train teachers to be able to keep up with rapid developments of the modern world. However, not all innovations are appropriate for language education understood as an environment in which learner autonomy is fostered. The workshop will look into the case of an eTwinning project as a tool that can be used to develop both teacher and learner autonomy. eTwinning is an educational innovation that has been recently added to Polish National Curriculum. The workshop will present and evaluate the attempts to incorporate eTwinning into language teacher education in Gdańsk University in 2016/17 and will show the educational potential of eTwinning projects in developing autonomy in a language classroom.