

PIANO
TRENTINO
TRILINGUE

8 9 10
MARZO
2018

FESTIVAL DELLE LINGUE ROVERETO

150 WORKSHOP
80 ENTI PARTECIPANTI



Principles of Autonomous Language Learning and their implications for classroom practice

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Outline

- Introductory remarks
- **Defining features** of autonomous language learning (ALL)
- The **rationale** behind ALL –**WHY** learner autonomy?
- Important **principles** of ALL – cornerstones
- Organizational **structure and tools**
- **Criteria for activities** and illustrations
- **Learning outcomes** – linguistic results and beyond
- Concluding remarks

5. What are the people doing in the picture?

Gifted student
(30 weeks)

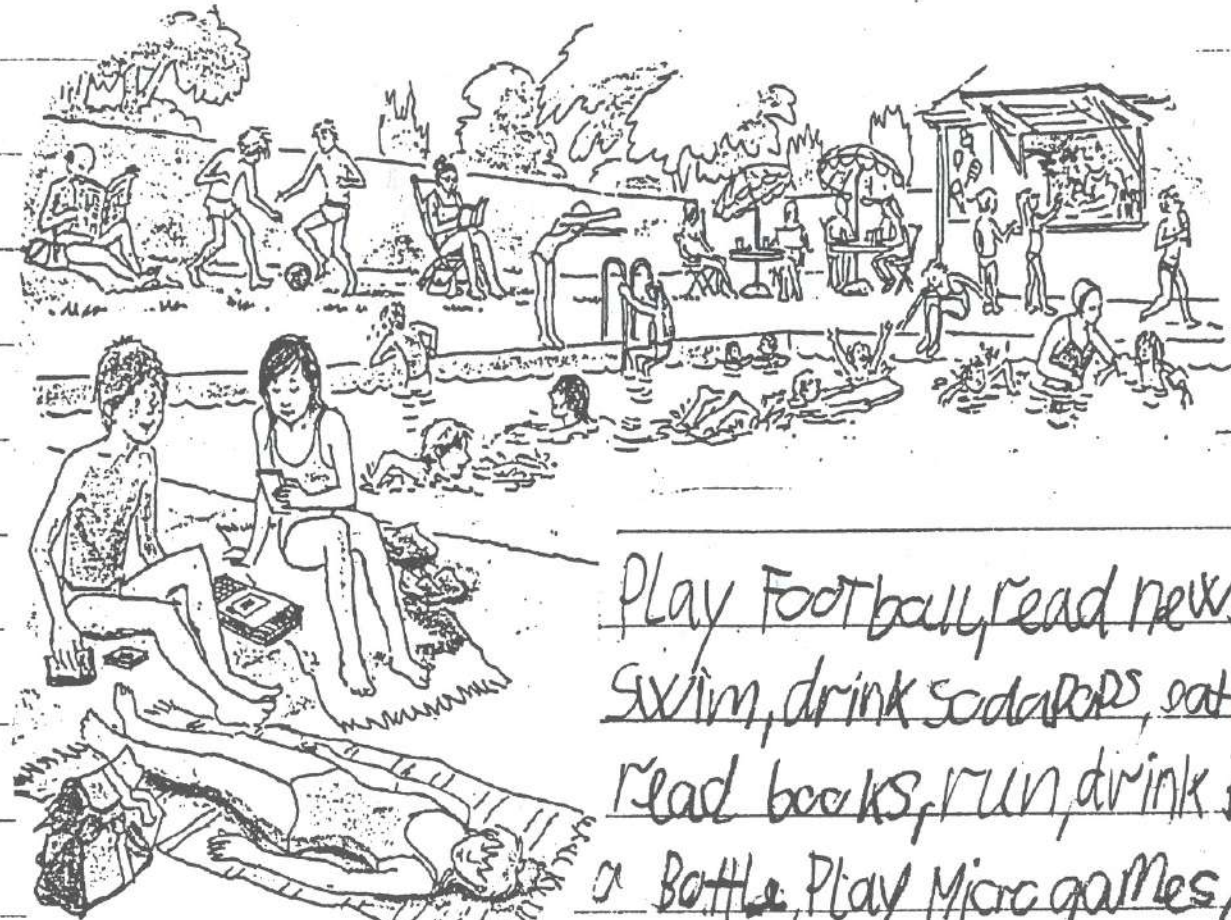


There are some
people there swim
and some people is
buying ice-cream.

there are two boys there playing football
and an old woman is reading in a book
and an old man is reading in a news-
paper

5. What are the people doing in the picture?

Average student



Play Football, read newspaper,
Swim, drink sodas, eat ice,
Read books, run, drink Beer from
a bottle, Play Micro games, play
Music, sitting on their chair, sitting with tables,

Dyslexic and weak student

6. Look at Susan and Peter.

Write down what they are saying to each other.



Peter: Susan sjot vi in to de swimming Pool

Susan: Jers de kod wi' good

Peter: Susan, shall we [go] to the swimming pool?

Susan: Yes, that could we good.

☺ Once upon a time there was a baby.
The baby's name was Pom. A day Pom was in
the car. Pom starts the car. Two min. Later Pom was big.
Ten min later Pom has no legs, the car is Pom's legs now.

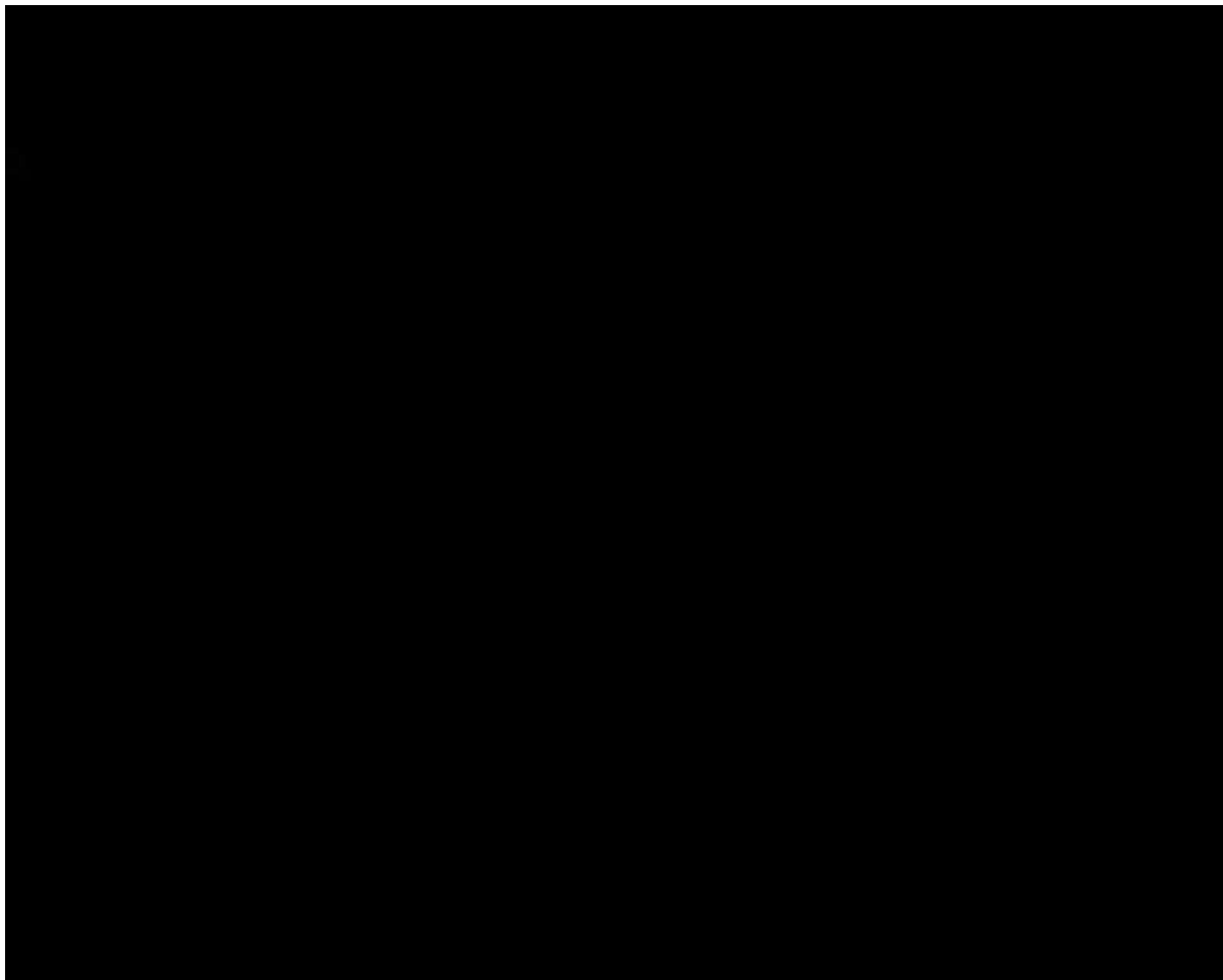
The end.



Made by: Jakob Møller

Video

- Differences & similarities to your teaching context?
- What strikes you as noteworthy?



Defining features of learner autonomy

Learner autonomy is characterized by a **readiness to take charge of one's own learning**. This entails a **willingness** and **capacity** to act independently and in cooperation with others, as a socially responsible person.

(after Holec 1981 / Dam 1995)

The Foundation Document

"the ability to take charge of one's own learning".

This means

... to have, and to hold, the responsibility for all the decisions concerning all aspects of learning, i.e.

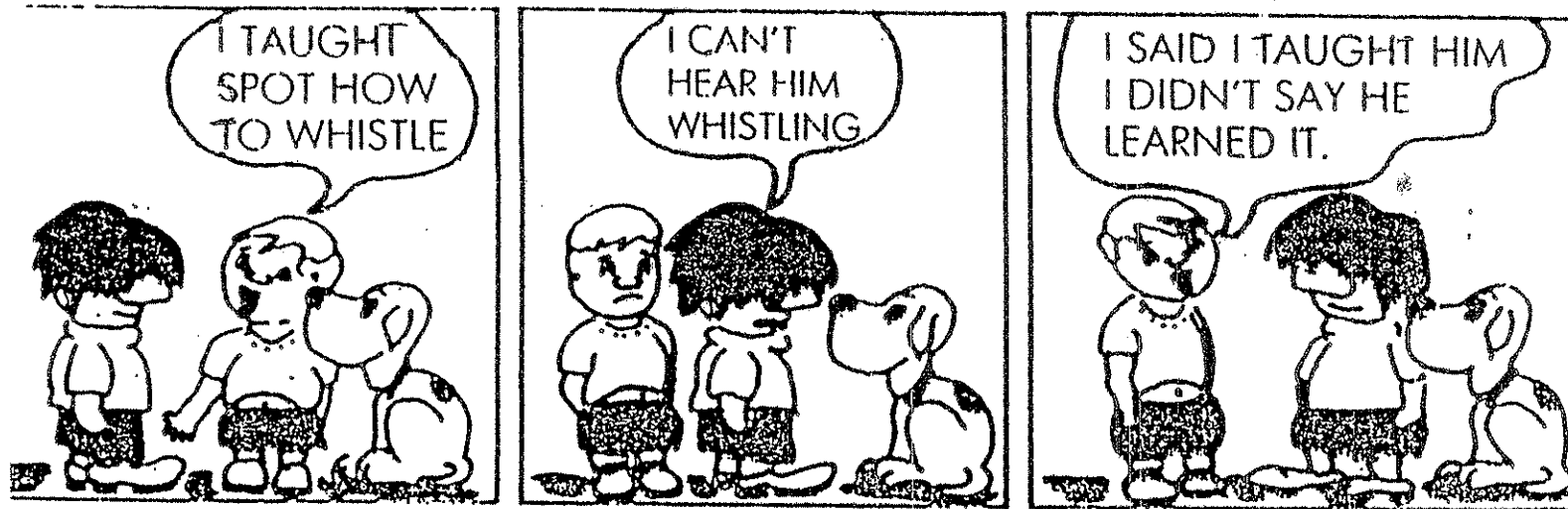
- determining the objectives;
- defining the contents and progressions;
- selecting methods and techniques to be used;
- monitoring the procedure of acquisition ...;
- evaluating what has been acquired.

[H. Holec (1981). *Autonomy in Foreign Language Learning*. Oxford:Pergamon]

What learner autonomy is not !

- Autonomy is not synonymous with **self-instruction**
- Autonomy is not something that **teachers *do to* learners**; autonomy cannot be programmed in a series of lesson plans
- It is not a single, well-defined type of behaviour; not a **steady state**
(Cf. Little 1991)

The rationale behind ALL –
WHY learner autonomy?





Learning does not happen by itself!

The teacher's role

The teacher does **not give up initiative and control;**
on the contrary:

It is the teacher's responsibility to implement principles
of autonomy.

The teacher's challenge:

**How can we get our learners actively involved in their
own learning & take over responsibility?**

The rationale behind ALL – WHY learner autonomy?

- **Second language learning theories (L2 / SLA)**
- **Educational psychology**
- **Educational objectives**
 - the need for differentiation
 - the demand for an *inclusive pedagogy*
 - Demands for lifelong learning
- **Learning outcomes / linguistic achievements**

Language learning theories (L2 / SLA)

How are languages learnt?

mother tongue (L1)

Child: Nobody don't like me.

Mother: No, say 'Nobody likes me'

Child: Nobody don't like me.

Mother No, say 'Nobody likes me'

... [eight repetitions]

Mother: Now, listen carefully; say: "NOBODY LIKES ME"

Child: "Oh, nobody don't likes me".

(McNeill 1970)

SLA Theory (cf. Interaction Hypothesis)

Cf. Evelyn Hatch (1978):

"One learns how to do conversation, one learns how to interact verbally, and out of this interaction syntactic structures develop."

The underlying processes of **using a language** and **learning a language** are identical.

Rod Ellis (1994):

"The way languages are learned is a reflection of the way they are used"

Educational Psychology

David Ausubel (1968):

"If I had to reduce all of educational psychology to just one principle, I would say this: The most important single factor influencing learning is what the learner already knows." (p. 18).

Douglas Barnes (1976):

"To learn is to develop relationships between [what the learner knows already and the new system presented to him], and this can only be done by the learner himself. " (p. 81)

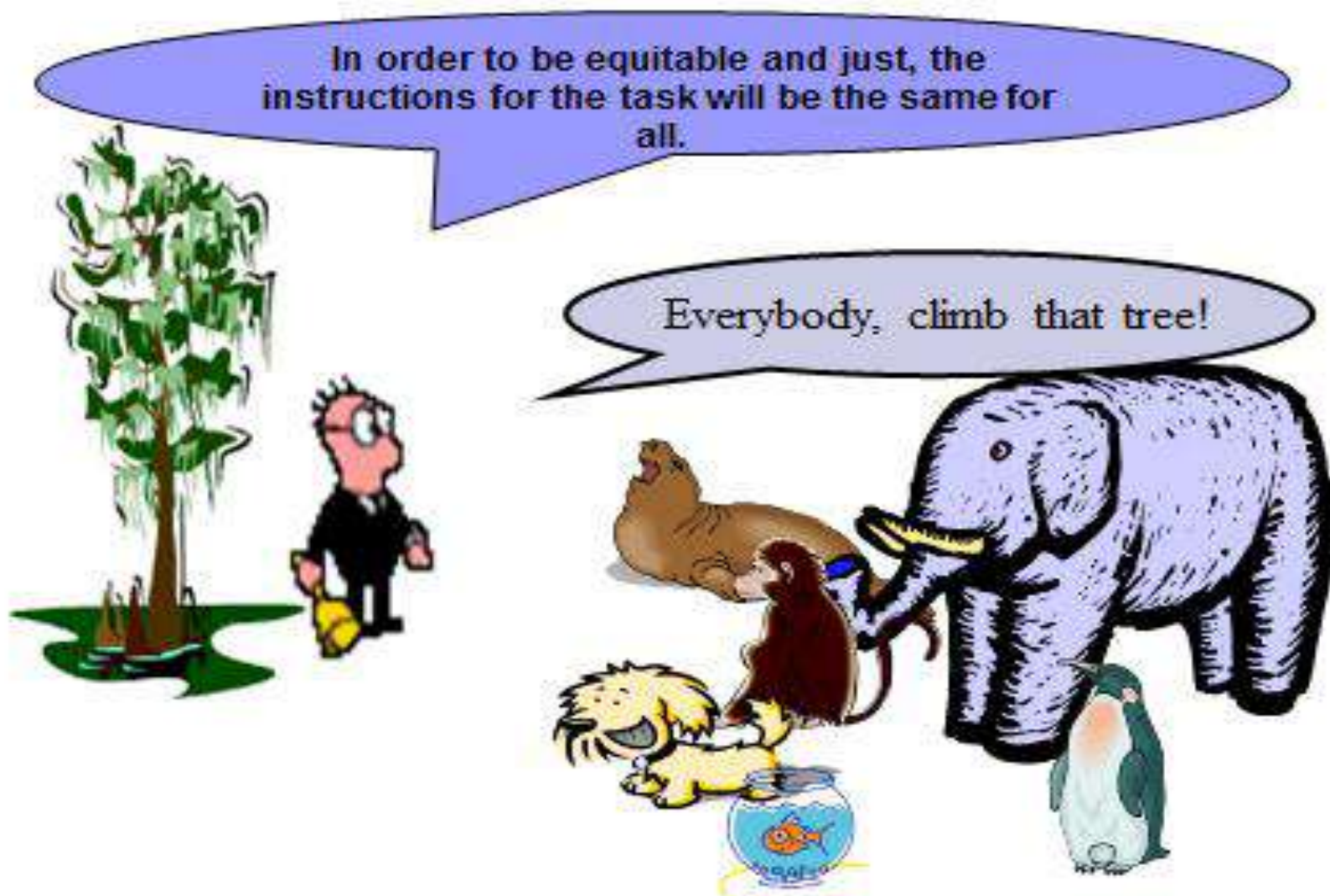
Educational Theory

- The need for differentiation

The need for differentiation



The need for differentiation



Educational Theory

- The need for differentiation
- **The demand for an inclusive pedagogy**

Inclusive Pedagogy

UN Convention on the Rights of Persons with Disabilities (2006)

cf. The Salamanca Statement and Framework for Action on Special Needs Education (1994)

Educational Theory

- The need for differentiation
- The demand for an inclusive pedagogy
- **The demand for lifelong learning**

Demand for lifelong learning

“No school, or even university, can provide its pupils or students with all the knowledge and the skills they will need in their active adult lives. [...]

It is more important for a young person to have an understanding of himself or herself, an awareness of the environment and its workings, and **to have learned how to think and how to learn.**”

(Trim 1988 :3)

Learning outcomes

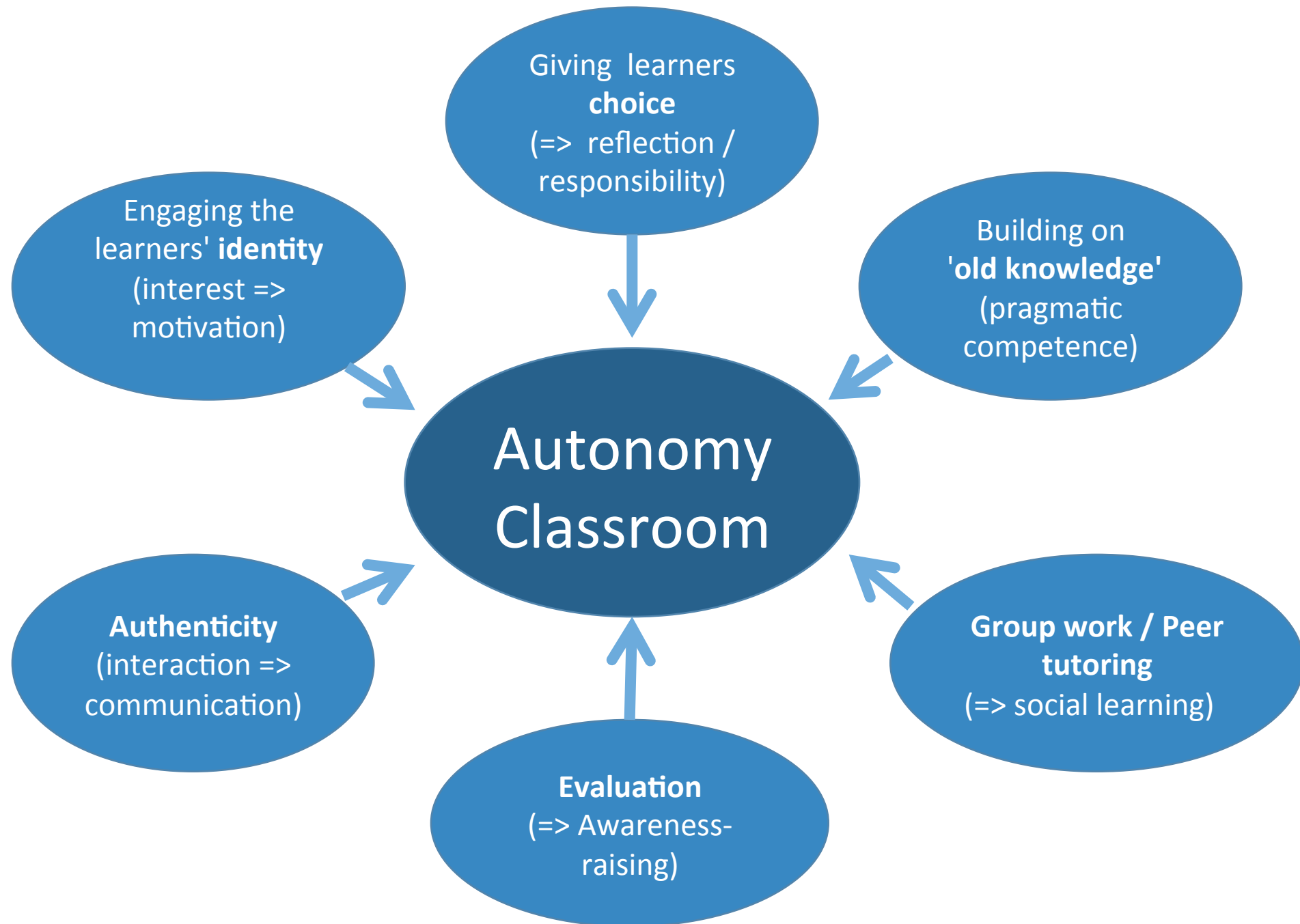
“I already make use of the fixed procedures from our diaries when tryinf to get something done at home. Then I make a list of what to do or remember the following day. That makes things much easier. [...]

I feel that I have learned to believe in myself and to be independent.”

(End-of-year evaluation, Nanna, 9th grade)

The rationale of language learner autonomy -

- **Languages cannot be *taught*, they must be *acquired***
- **Need for differentiation; all learning starts out from what the learner already knows**
- **Legal requirement for implementing the principles of inclusive pedagogy**
- **Preparation for lifelong learning to cope with future challenges**
- **Learning outcomes and linguistic successes**



Evaluation (=> Awareness-raising / Reflectivity)

Criteria for evaluating group work:

"A good group work is work everybody take part in, and discuss everything, and they like each other. Everybody has to talk English all the time. Everybody has to do something for the group. When you learn something from the group".

[Emrah / grade 8]

Evaluative activities are **authentic** 'topics' and learning activities in their own right

(cf. '*authentische Schreibanlässe*')

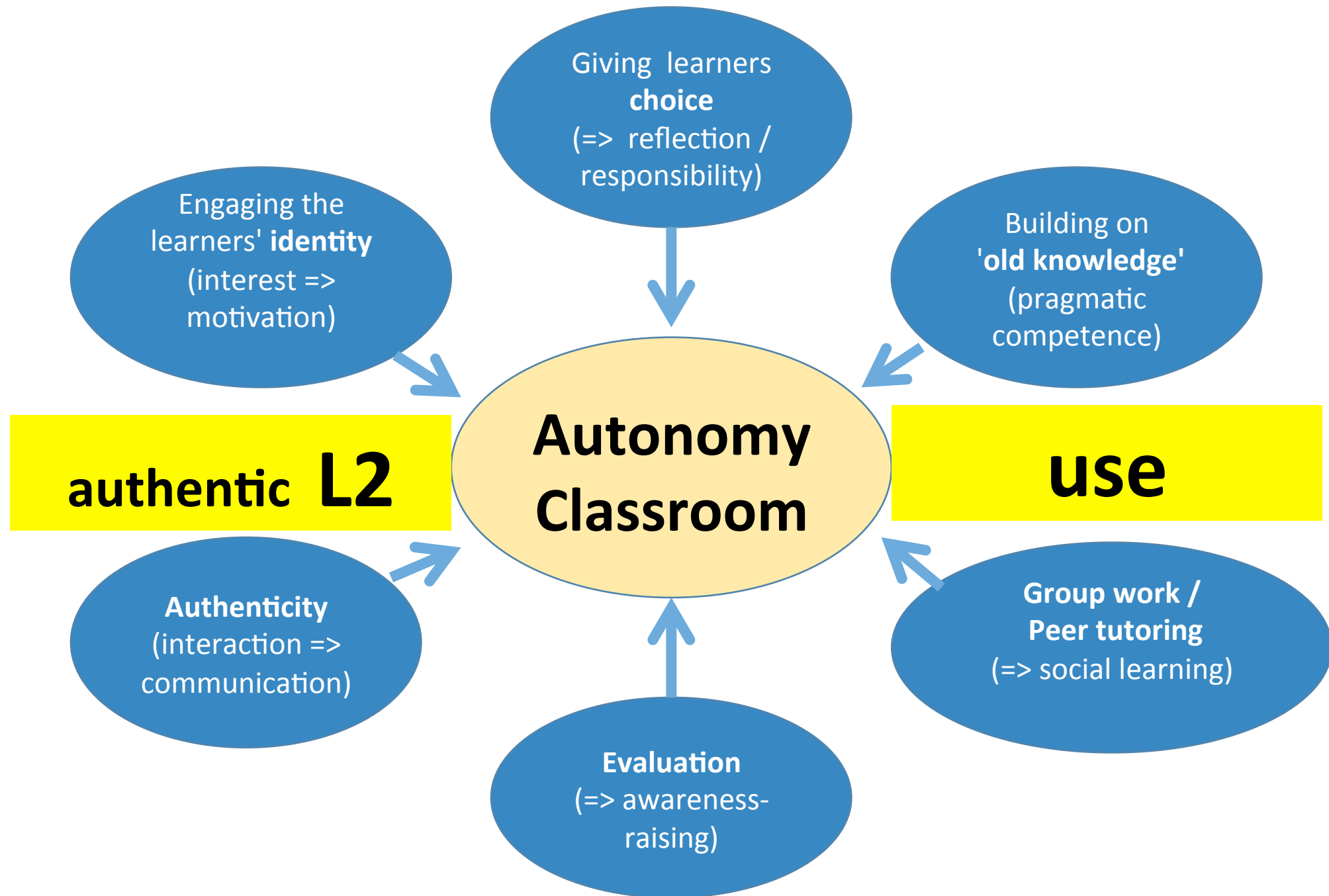
Authenticity

Leo van Lier:

"An action is authentic when it realizes a free choice and is an expression of what a person genuinely feels and believes. An authentic action is intrinsically motivated." (1996)

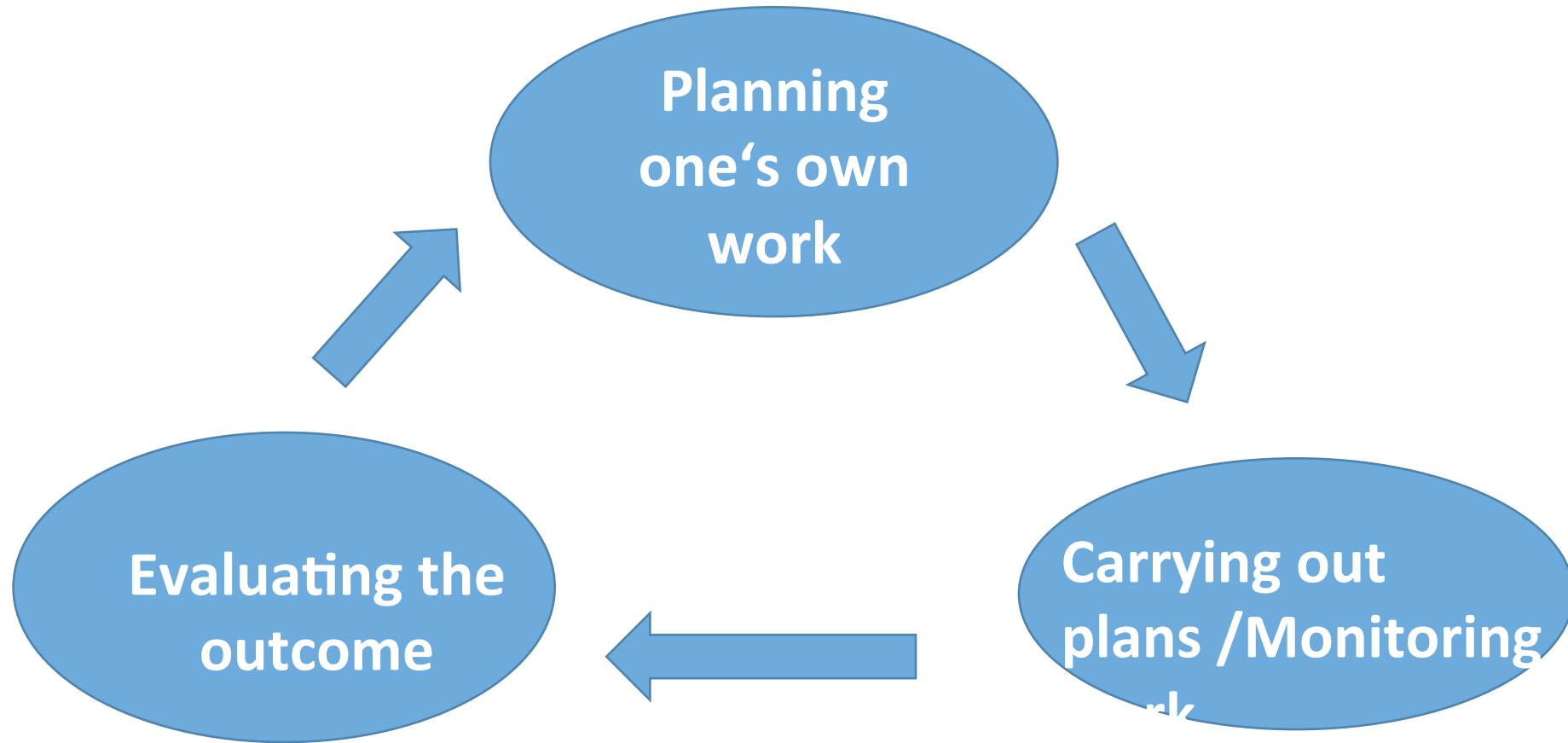
Classroom implications:

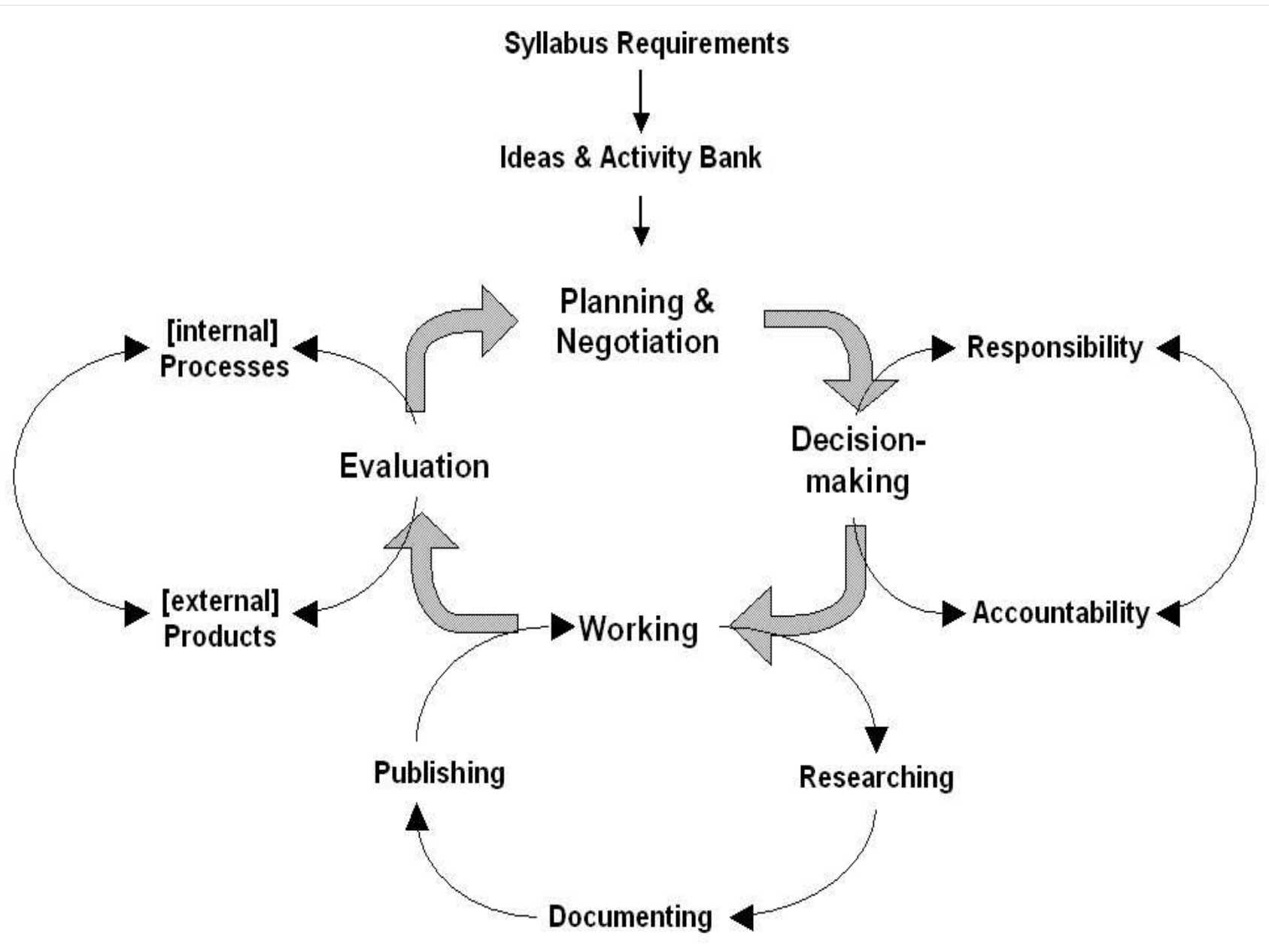
- A learning environment in which learners can speak as themselves.
- No "suspension of disbelief" (or 'do-as-if' activities)



Organizational structure

The work cycle



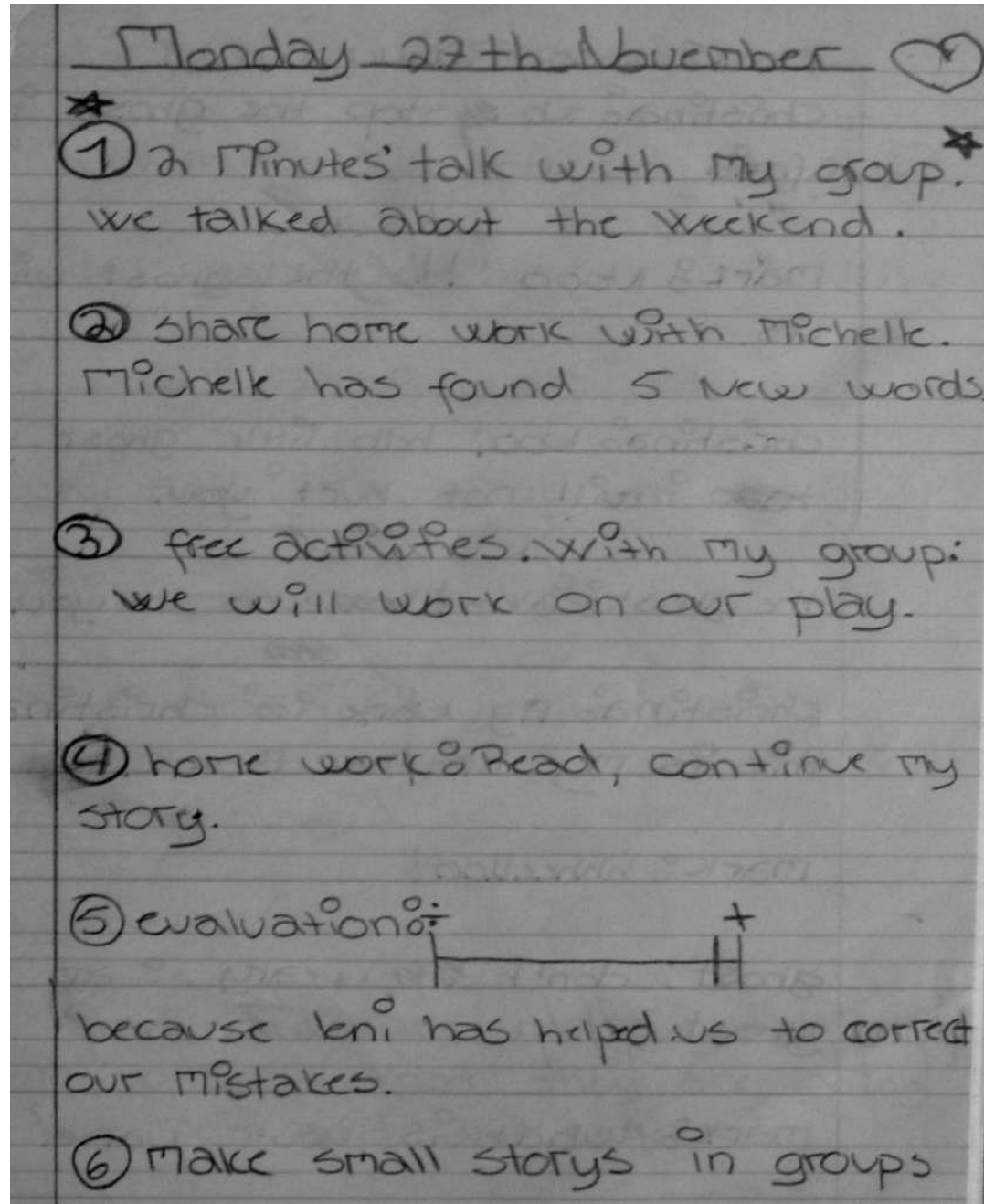


Documentation of procedures & results

Tools:

- **Logbooks**
- **Posters**
- **Portfolios**

A lesson - a page from a logbook – 3rd year of English



1. 2-minutes' talk with my group.
We talked about the weekend.

2. **share home work** with Michelle.
Michelle has found 5 new words.

3. **free activities.** Within my group
we will work on our play.

4. **home work:** Read, continue
my story.

5. **evaluation:** - / _____ x _ / +
because Leni has helped us to
correct our mistakes.

6. Make small storys in groups

Little *et al.*
(2017: 84)

Posters

Ideas for homework:

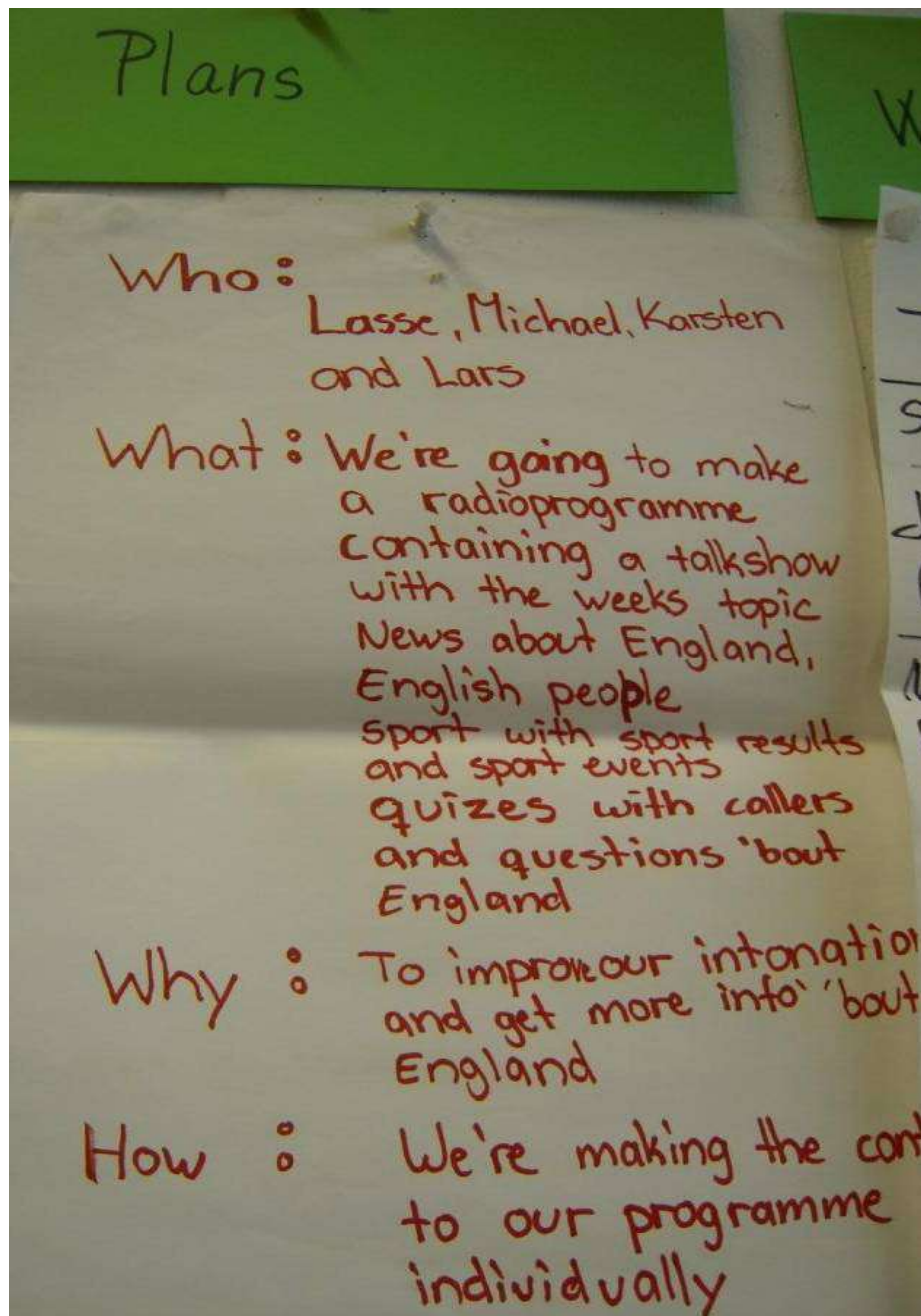
- Make a month page
- Picture + text / 56
- Write a story. 5
- Make a dialogue 91
- Make dominoes 63
- Make a bingo 53
- Find English words 69
- Make a small book 3
- Make a magazine 1
- Make a quizz for the class.

Poster: *Who* does *what* with *whom*?

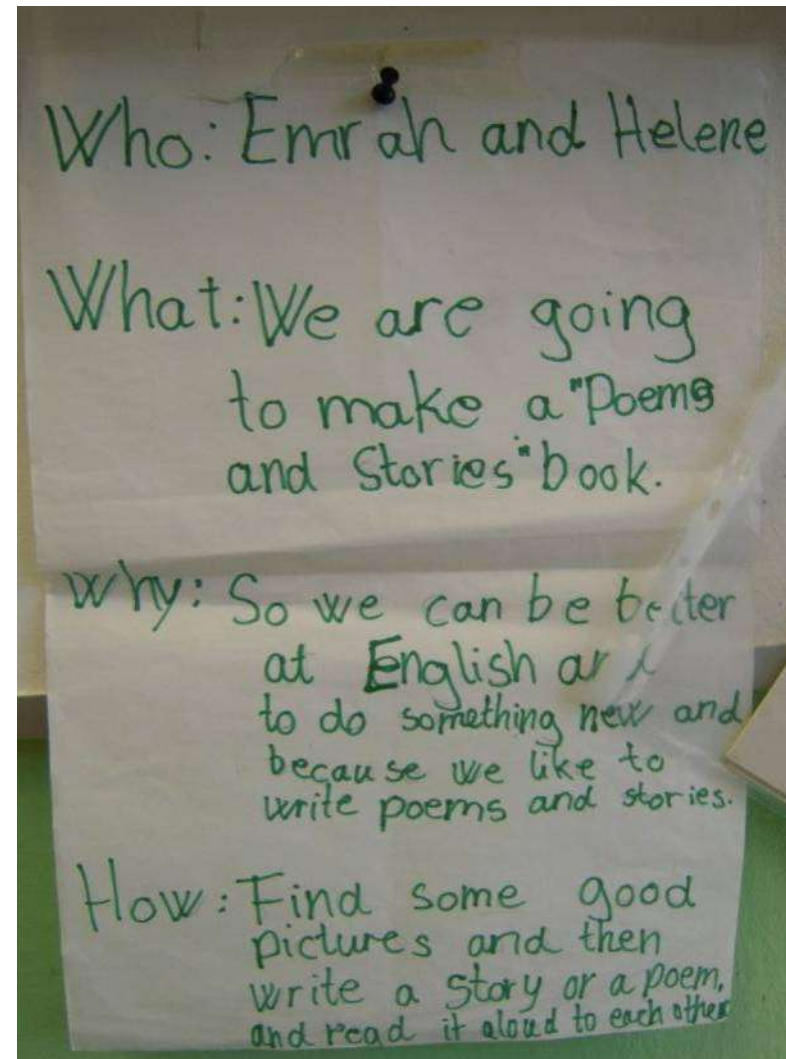
Who?	What?
Emrak / Lars	Make an essay
Susan / Anne Mette	Read books.
Anders / Karsten / Dennis.	Make a radio programme ①
Nanna / Birgitte	Make a TV programme
Jan	Translate English songs into Danish.
Helene	Work with poems.
Jacob / Louise	Make a game.
Lasse, Louise N, Michael, Mar, Michelle R, Michelle B	Make a play. ②

3rd year of English.

Cf. also Little *et al.* (2017: 81)



Individual plans



Criteria for activities

- Can **ALL learners** – independently of their abilities – participate in the activity?
- Can learners be involved in **setting up** the activity?
- Does it allow for a **variety of approaches** and different modes of participation?
- Does it promote forms of **social learning**?
- Can the products be recycled as learning **materials for peers**?
- Does it allow for **instant gratification**?
- etc etc

About myself

Wednesday 15th August

My name is Thomas

I am 10 years old

I am a member of the BB

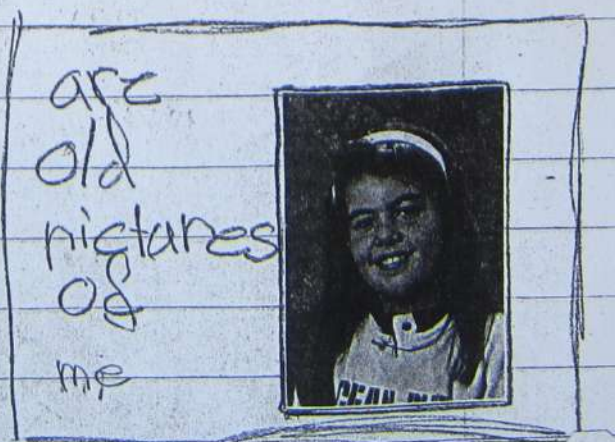
My grandfather and

grandmother have a motor
boat



About MySelf.

my name is Anne Mette and i live in
tofteholmen number three 2690 karlsunde
My birthday is on the fourteen may!
My hobbies are boys' brigade / girls' brigade
and I like to dance. my telephone
number is 42150205. I have two
brother's they are three
years old. I have one rabbit
and one dog, the're names
are Elvis and Sheila.



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brother's they are three years old.
I have one rabbit and one dog,
theyre names are Elvis and Sheila.

are old pictures of me

About myself

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About my self

My name is Max. I like playing Football. I have a Brother who is called Martin. In the summer holidays I was in Jylland and at Naestved.

Word cards

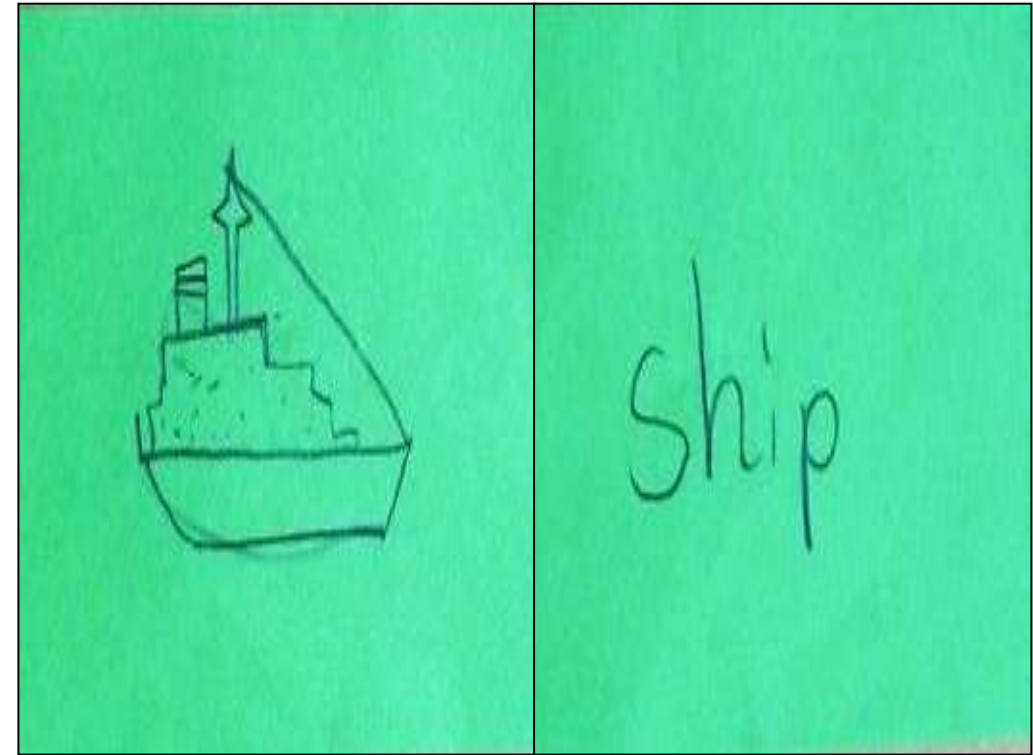
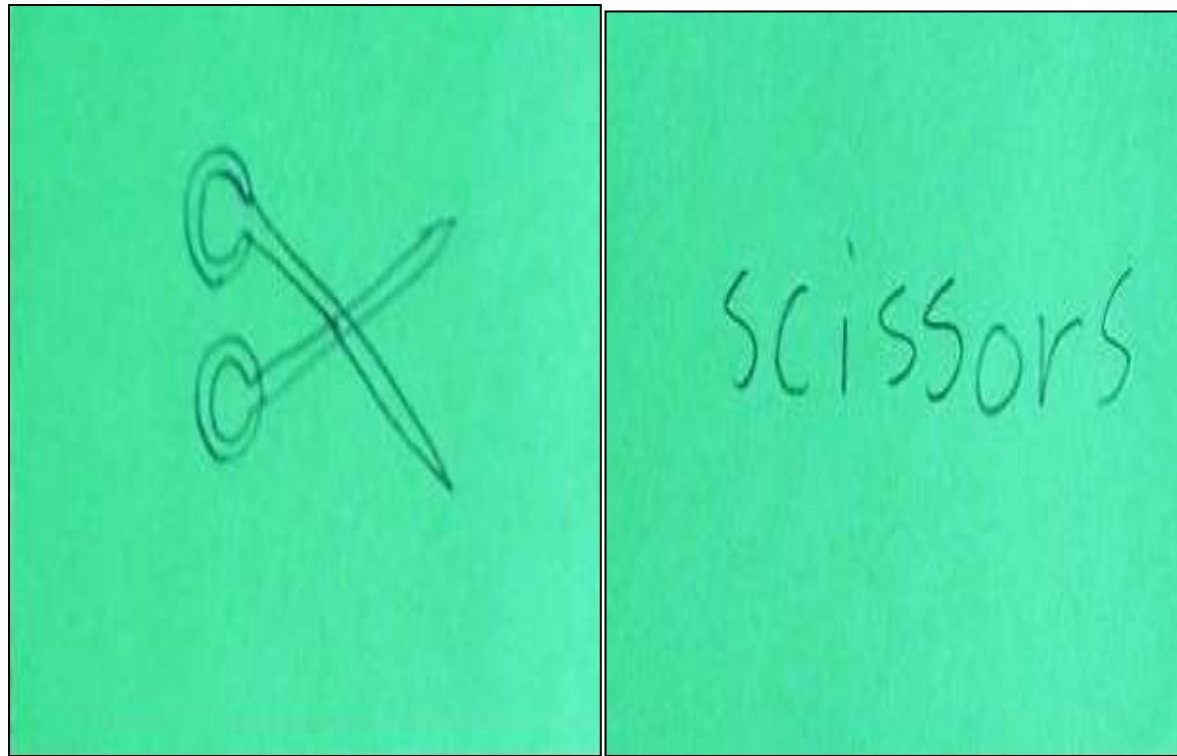


Figure 1.15

Little *et al.* (2017: 31)

E

WATCH



SHORTS



GLASSES



TANKARD



SHARK



Picture lotto



the little
boy's
name is
zach



I love
pineapple



This is
a king
and a
queen

Monday, 24th August

Home work.
for Wednesday:
LA SE English Book.

Wednesday, 26th August

home Works.

My name is Louis.



I Live

I

I

I

My

is 29.

In England.

am 31.

Like sex.

am married

boyfriend

Activity: Picture + Text

Little et al. (2017: 166)



food



two
goats



two
kit-
tens

teLefone



an
Octopus



flowers
in a
pot



an old
Lady



a dancing
Queen

Domino

Jannie's dominoes

THE SHOPPING CENTER

Finish

Rules

You need to get out of the shopping center so fast you can. If you stand on this you are getting a question

Start

Made by Louise H. Jacob T.

The Shopping Center

RULES

You need to get out of the shopping center so fast you can.

If you stand on this [] you are getting a question.

Peer-to-peer talks

Grade 6 / 18 months of learning English
("Traditional learners")

- J: I'm going to have a family with two erm chil- childrens, and I'm going to live in a big house.
- I: When is your birthday?
- J: My birthday is now.
- I: Ah, my birthday is on the sixteen *ah ja* of erm of May. When is your sister's birthday?
- J: My sister's birthday is in / is on the twenty-seventh of February.
- I: What films do you like?

Peer-to-peer talks

Grade 6 / 17 months of learning English (“weak autonomous learners”)

D: ... What did / what should you do today?

L: Today I erm I shall have my birthday.

D: Have you birthday today?

L: Yes.

D: Happy birthday.

L: Thank you. So I should home and, and and make / made a cake to my-

D: birthday
cake?

L: Cake, yes, so I should have this cake and, so to, afternoon my uh my friend is coming and my Dad and Mum’s friend is coming, too, so I should have birthday [?].

Communicative competence

Peer-to-peer talk / grade 8

AM: *Yeah. I heard uh a tape yesterday.*

E: *Yes.*

AM: *Uhm, Lars had the tape and it was really good.*

E: *We went to a festival in - Frederiksberg Festival,*

AM: *yeah.*

E: *in uh (3 sec), I can't I can't remember when it was but, yes, the the tape was from the festival.*

AM: *Yes, 'cause Lars cheated me, **well, not cheated me**, but uh he told me that it was Guns N' Roses who played,*

E: *and it was us, yes.*

AM: *a live, live CD. And I asked him, which CD it was, and then uh he laughed and said that it was uh their band.*

E: *Yes.*

AM: *And I **really** believed it because it was so great, I mean, you're going to be so big.*

E: *I haven't heard it but (2 sec) if **if you say it's good**, then it has to be good [laughing].*

AM: *Yes, very good, I mean.*

E: *Yes.*

AM: *So good.*

E: *Yes uhm*

AM: *But **I heard that** you had some problems*

E: *,yes, with my (1 sec) pedal, [laughing] or **I don't know what it's called. Well, it doesn't work and I have to play without it.***

....

Over to you – choose one of the issues


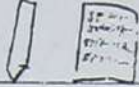
Turn to your neighbours / stick your heads together:

- How do you try to get your learners involved in the learning process?
- What are the similarities and differences to your teaching context?
- Where do you foresee problems / obstacles to be overcome in your context?
- Any ideas / suggestions that you might want to try out yourself?
- Questions & answers


LAALE Project:
Language Acquisition in an Autonomous Learning
Environment


- a longitudinal study over 4 years
- Danish learners who started learning English in grade 5 as 11-year-olds
- mixed ability class
- first two years four 45-minute lessons per week / then three lessons
- Comparative data from German grammar school class – *inter alia*.


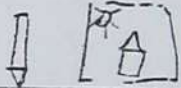
Write the Danish word or make a drawing / **15 MINUTS**
Skriv det danske ord eller lav en tegning.


1.  11. 

2. hunt 12. Lasse


3.  13. Visse


4.  14. arbejd


5.  15. 

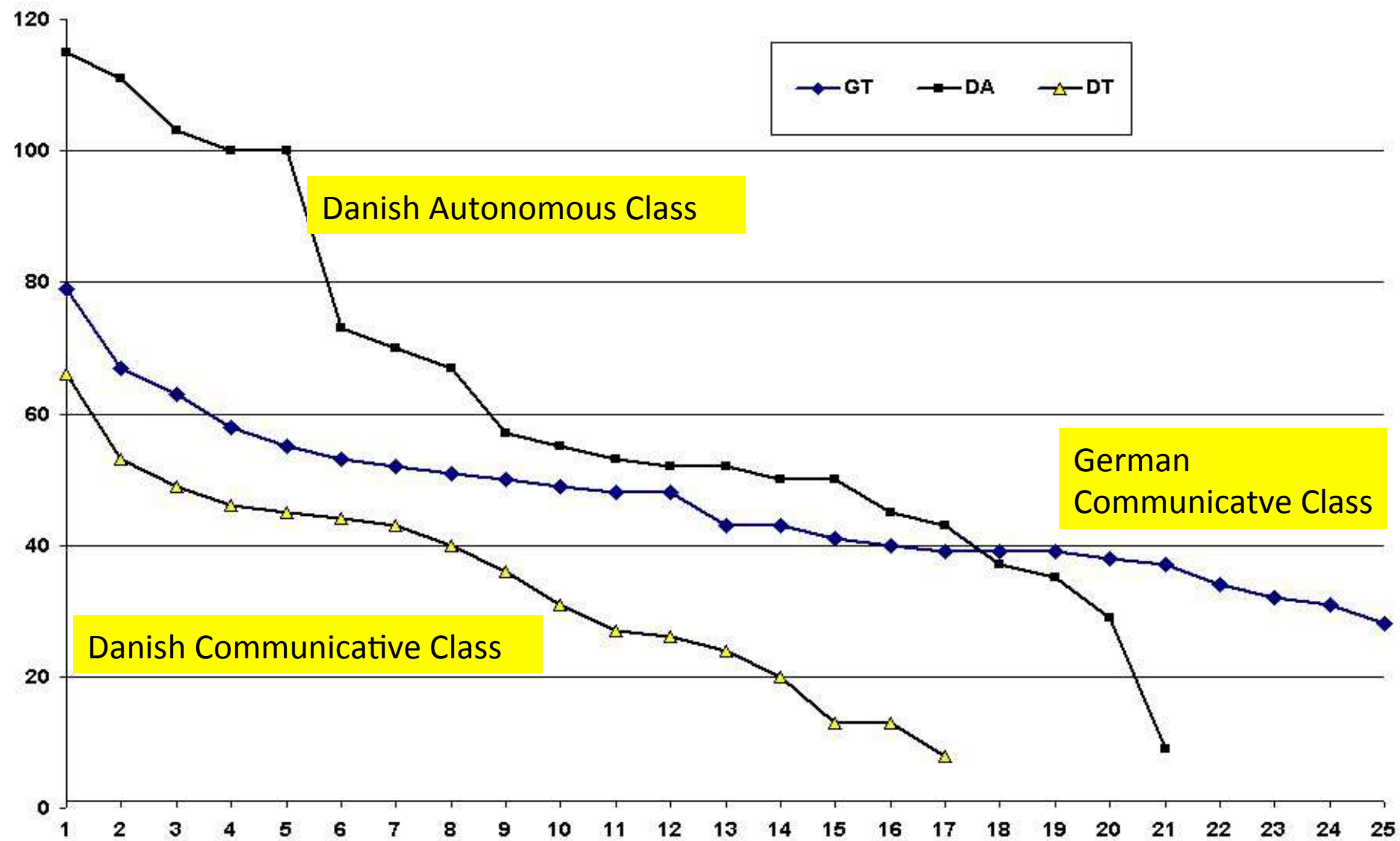
6.  16. m

7. Bog 17. Hjelp

8.  18. sapper

9. bd 19. 

10.  20. se



do-support questions

	f	well- formed	ill- formed
German Gym.	135	74 %	26 %
Danish Auton.	142	70 %	30 %

***do*-support questions
(without the verbs *to like* and *to live*)**

	f	well- formed	ill- formed
German Gym.	52	46 %	54 %
Danish Auton.	103	63 %	37 %

The C-Test – a measure of linguistic proficiency

What did we do wrong?

We are a middle-aged couple with a teenage family. We ha____ always wor____ hard a____ our profes____ careers a____ our jo____, have alw____ paid o____ tax a____ tried t____ do t____ best f____ our chil____. ...

C-Test Results

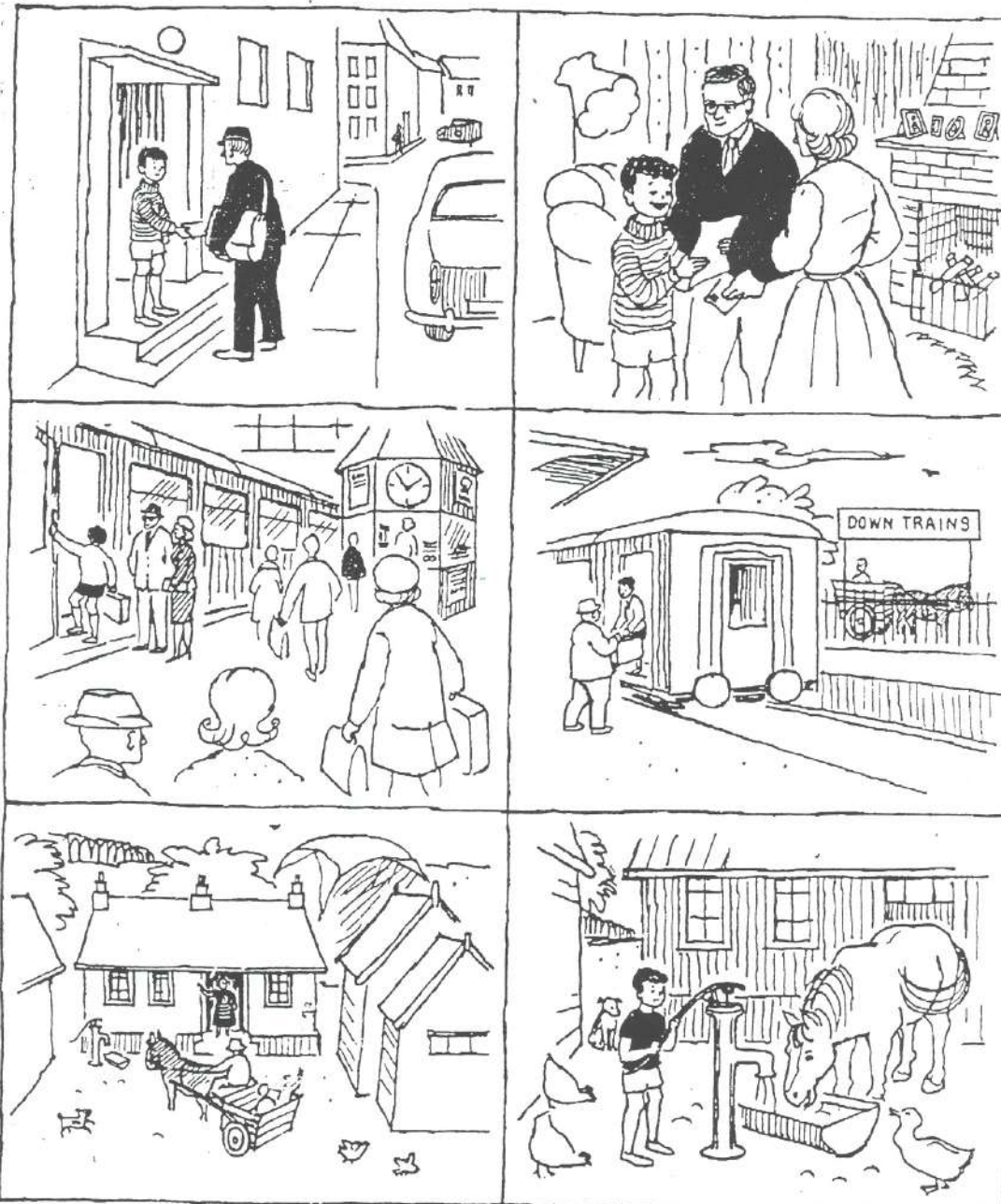
	n	No of lessons	Score
Danish trad. 7	19	440	54.3
Danish auto. 7*	21	440	63.5
Danish auto. 8	19	720	77.4
Danish auto.8*	15	640	77.7
German Gym. / Bilingual (CLIL)	32	680 + 120	78.2

Danish auto. 7* and 8*: The same class a year later

Learning Outcomes

4. Off to the Country

Write a story?



Anne
Metter

(14)

Two days before my summer holiday, I received a letter from my mother's aunt and uncle, they live on a farm in a small village, I can't remember what the name of the village is.

Anyway, I read the letter up loud to my parents and they thought it was a splendid idea.

Three days later, my Mom and Dad took me to the train station, my Mom had packed a suitcase for me, it was extremely heavy, I was only going to be away for a week, but my Mom always packs as if I were going to be away for a whole year.

I managed to get the suitcase up in the train and find a nice compartment.
(купе)

It took three hours to get to the train station in the small village, it was not only a small village, but also a very small train station.

I almost couldn't recognize my mother's uncle he was actually wearing nice clothes, I have never seen him in such clothes before.

Not that I want to be rude or anything, but he is sort of a hillbilly.

My Mom's aunt welcomed me, and showed me my room, where I was going to live the upcoming week.

They have a lot of animals on the farm, such as horses, pigs, chickens, and one goose.

Every morning I get up early and help feed the animals.

Titanic

I didn't know what to write about. So I have decided to write about the best film that I have seen, it is called the Titanic, and is the most expensive film in history. It have costed 200 million dollars to create, but already when it had been in the movies for a month or so, it had earned over 200 million dollars The film is just fabulous, you just have to see it. When I first heard about the film that were based on the terrible authentic story about Titanic, where over 1500 people lost their lifes. I thought it was impossible to make such a good film on such a bad accident, but it was possible. And Leonardo DiCaprio and Kate Winslet are fabulous in the roles as the two young lovers, whose love is forbidden because Rose (Kate) is a overclass girl, and Jack (Leonardo) is a poor guy, and 1914 was that kind of love forbidden.

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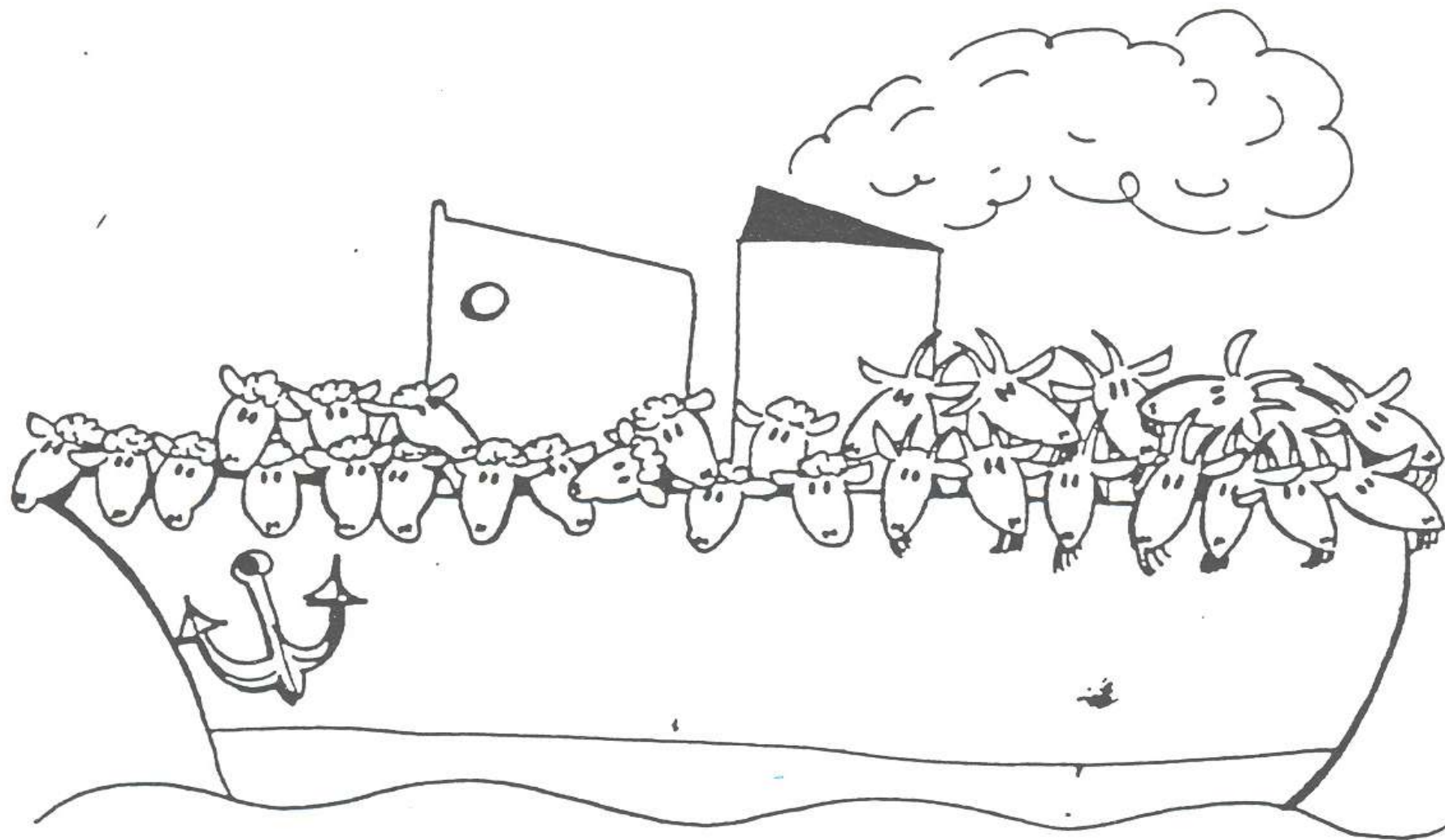
Concluding Remarks

- **Educational objectives:**
 - Self-esteem as a prerequisite and goal
- **Politics of education:**
 - Developing free and self-determining citizens
- **Educational psychology:**
 - all learning starts out from the learners' existing knowledge
- **Constructivist psychology:**
 - "Knowledge cannot be taught but must be constructed by the learner." (Candy 1991)
- **Motivational psychology:**
 - A prerequisite for intrinsic motivation is freedom of choice

Selected references

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Complete video available: homepage of Multilingual Matters / Youtube
Excerpt available: https://www.youtube.com/watch?v=urcQe_vQeU0
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How old is the captain?



Antwort: Das weiss nur der Kapitän.

Was hast du dir überlegt? Wie bist du auf deine Antwort gekommen?

Keine Tige oder kein Schaf kann den
Kapiten Frage wie alt er ist und
wiew können in auch nicht fragen
daher weiss es nur der Kapitän

Was hältst du von dieser Aufgabe? Wie gerne hast du sie bearbeitet?

Es ist eine gute und wenn man
nicht genau überlegt eine schwere
Aufgabe.

How old is the captain?

Answer: *Only the captain knows the answer.*

What were your thoughts about it? How did you arrive at the answer?

No goat or no sheep can ask the captain how old he is, and neither can we ask him,

that is why it is only the captain who knows the answer

What do you think of the task? Did you like doing it?

It is a good task and if you don't think hard it is a tough task.

Antwort: 20 Jahre alt

Was hast du dir überlegt? Wie bist du auf deine Antwort gekommen?

Weil ein Schaf sich viel elfter
menschen kann.

Was hältst du von dieser Aufgabe? Wie gerne hast du sie bearbeitet?

Ich finde die Aufgabe lustig und
ein bisschen komisch.

How old is the captain?.

Answer: *20 years old*

What were your thoughts about it? How did you arrive at the answer?

because a sheep cannot get any older

What do you think of the task? Did you like doing it?

I find this task funny and slightly strange.

Antwort: Der Kapitän ist 28 Jahre alt

Was hast du dir überlegt? Wie bist du auf deine Antwort gekommen?

Weil wenn man Geburtstag hat schenkt man 30 Rosen oder ebenhalt 12 Ziegen und 16 Schafe. Dann habe ich es zusammen gezählt und ich habe beschlossen das der Kapitän 28 Jahre alt ist. PS: Alles Gute

Was hältst du von dieser Aufgabe? Wie gerne hast du sie bearbeitet?

Die Aufgabe ist mir unbekannt gewesen aber man muss nur überlegen. Ich habe die Aufgabe gerne gemacht weil man musste überlegen.

How old is the captain?

Answer: *The captain is 28 years old*

What were your thoughts about it? How did you arrive at the answer?

Because if it's your birthday you are given 30 roses or perhaps 16 goats and 12 sheep. Then I summed it up, and I have decided that the captain is 28 years old.

PS: all the best

What do you think of the task? Did you like doing it?

This task was unknown to me, but all you have to do is think about it. I liked doing the task because you have to think hard about it.

Antwort: 28

Was hast du dir überlegt? Wie bist du auf deine Antwort gekommen?

Ich habe alle Schaffe und alle Ziegen zusammen gezählt.
Und dan bekam ich die Antwort.

Was hältst du von dieser Aufgabe? Wie gerne hast du sie bearbeitet?

Ja ich fürchte dass dass eine Scherzfrage ist aber vielleicht
auch nicht

So zu sagen wie auch alle anderen Aufgaben die wir in der
Schule machen.

How old is the captain?

Answer: 28

What were your thoughts about it? How did you arrive at the answer?

I counted all goats and sheep, and that's how I got the answer

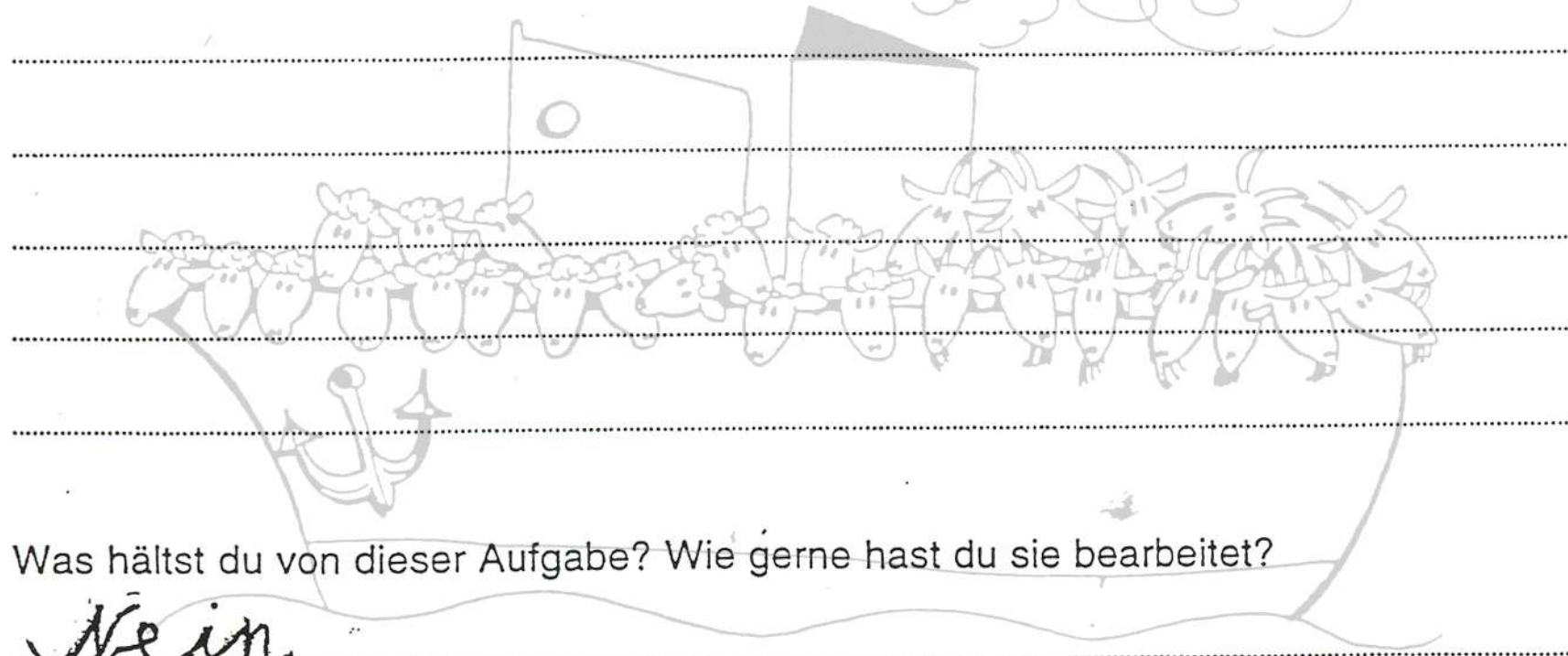
What do you think of the task? Did you like doing it?

Yes, I am afraid it is a mock question (a joke), but perhaps not.

So to speak, like all the other tasks that we do in school.

Antwort: Niemand ist der Kapitän

Was hast du dir überlegt? Wie bist du auf deine Antwort gekommen?



Was hältst du von dieser Aufgabe? Wie gerne hast du sie bearbeitet?

Nein

How old is the captain?.

Answer: *Nobody is the captain*

What were your thoughts about it? How did you arrive at the answer?

What do you think of the task? Did you like doing it?

No