Discovering autonomy

Lonely at the laptop

Language exchange apps

Scott Thornbury webinar

Nordic workshop reflection

... and more
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From the Editors

Issue 72 of Independence is the first for 2018. The editorial committee welcomes you all to a year of challenge, and hopefully success, in your endeavours to meaningfully incorporate autonomous procedures into your classrooms and practice. We hope that you find the articles in this issue as interesting and inspiring as we do.

Sadly, this issue opens with a farewell to Anna Uhl Chamot, a global authority on learning strategies in second and foreign language learning, who was also a cherished member of our LASIG community and a dear friend to many of us.

In his personal Story, Benjamin Petrie LaFirst reflects on the challenges faced by a CELTA graduate in integrating learner autonomy into his teaching, and the realisation that planning and organisation are essential elements in developing an autonomous classroom. The issue of how to incorporate autonomous practices in your teaching within the confines of a traditional ‘teach and test’ teacher-centred environment are also discussed.

In another of the Conversations series, Robin Lohman of the University of Education in Karlsruhe discusses the development of an autonomy program, its challenges, and resistance from both the institution and students. Robin also lays out plans for future developments that build on successes in the program.

This issue has contributions from two regular contributors in our Columns section; Frank Lacey continues to ponder the practical aspects of the autonomous classroom and this time he discusses the results of asking his students “What is autonomy?” Lucius Von Joo in Tech Talk discusses the usability and effectiveness of apps for language exchange. His work in trialling and reviewing apps is to be appreciated, as finding useful apps to support student learning and autonomy is one of the challenges for Bring Your Own Device learning.

Teachers’ Corner offers an account by Hannah Sattlecker, a student and teacher from Austria, and a self-confessed digital native, in which she questions the benefits of learning from your laptop, where you may be physically isolated from people you communicate and play games with. Hannah sets out the reasons why ‘real games in real time’ can be more beneficial to student learning, compared to digital games where there may be more pressure and less time to process.

Reflections & reviews include reports on a number of larger group activities. The webinar with Scott Thornbury provides food for thought: In ‘Hyper polyglots: What can they teach us?’ Scott outlines the shared characteristics of hyper-polyglots and where these overlap with important attributes for an autonomous learner. He also looks at the importance of affect and the social aspect of learning a language. The IATEFL web conference provided the venue for an interesting panel discussion on ‘Developing Learner Autonomy’ with panel members Leni Dam, Lienhard Legenhausen, Gail Ellis and Katherine Thornton. Reports on both the 13th Nordic Workshop on ‘Developing Learner Autonomy in Language Learning’ in Helsinki in August and the AILA conference in Rio de Janeiro in August, reflect
both the enduring interest in learner autonomy and the truly international spread of this interest. The AILA conference had a fascinating range of presentations about issues, strategies and research in all areas of LA, particularly for people using, or wanting to use online learning platforms and digital technologies in their teaching.


We hope that while you are either starting or finishing a teaching period, bundling up for seriously cold weather or checking that the air conditioner is working, you will have time to consider the ideas in Issue 72, and possibly contribute your own thoughts, reflections or research.

Lawrie Moore-Walter, Michelle Tamala, Diane Malcolm, Djalal Tebib and Irena Šubic Jeločnik
Dear members,

This is the first issue of Independence in the New Year. I would like to seize the opportunity to wish you all the best that life can bring for 2018.

Last year was an exciting and eventful year, full of autonomy-related achievements and (online) events. One occasion I would like to especially highlight here is the IATEFL web conference, which took place in November 2017. With over 230 participants, the Learner Autonomy panel discussion was very well attended and was characterised by a constructive yet critical atmosphere. I want to thank all committee members who made the event possible.

I would also like to look ahead and inform you about what awaits us this year. First of all, our e-book series, which most of you are already familiar with, is currently moving to Candlin & Mynard ePublishing and will soon appear with a new look. We would like to further develop this successful series and are always looking for new editors and/or authors. If you are interested in publishing an e-book, please contact Jo Mynard (jomynard@gmail.com).

Furthermore, we are also currently planning our webinars for 2018 and we are happy to let you know that we have already been able to put together an outstanding list of speakers, including Hayo Reinders (New Zealand/US) and Jo Mynard (Japan). If you are interested in giving a webinar or have any ideas for potential speakers, please contact giovanna.Tassinari@fu-berlin.de. Also, we are planning on offering two European local events later this year. Further details will follow as soon as the events have officially been approved. Closely related to this, I am happy to let you know that our blog editors, Sandro Amendolara and Micòl Beseghi, have done a tremendous job in designing a new blog which will be launched at the annual conference in Brighton.

Last but not least, I would like to remind you of our first ever joint PCE with the Research SIG, Learner autonomy and practitioner research on 9th April 2018. Apart from our plenary speakers, Phil Benson (Australia) and Judith Hanks (United Kingdom), we are excited about the 16 international poster presentations covering a wide variety of issues related to learner autonomy and research (for further details see the advertisement at the end of this issue). Keep in mind that spaces are limited and that you should therefore book as soon as possible. You can find out more about the PCE programme on our website: http://lasig.iatefl.org/poster-presentations.html. As in previous years, we are also looking forward to welcoming you at our Learner Autonomy SIG Day on Thursday 12th April with interesting talks and workshops and, of course, our annual Open Forum. This year, the LASIG Day will commence with a minute’s silence to commemorate the unexpected passing of our long-term SIG member, speaker, close colleague, and friend Anna Uhl Chamot (see also the obituary in this issue). Those of you who feel that you would like to bid farewell to Anna Chamot are warmly welcome.

I would like to thank the LASIG committee for the dedicated and tireless commitment in the past year and look forward to working with you all in 2018.

On behalf of the whole committee, I hope to see many of you at one of our events online and around the world.

Best wishes,

Christian Ludwig (LASIG Coordinator)
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IN MEMORIAM

Anna Uhl Chamot

“It's only the giving that makes you what you are.”
Ian Anderson

The IATEFL Learner Autonomy SIG was greatly saddened by the sudden and unexpected death of Professor Emerita Dr Anna Uhl Chamot on 2nd November, 2017. Dr Chamot has been one of the world’s leading researchers in the field of second and foreign language learning, particularly focussing on both students’ language learning strategies and teachers’ language learning strategies. However, Anna Uhl Chamot has also been interested in the development of foreign learner autonomy and has attended many of our annual PCEs and SIG Days over the years. We will remember Dr Chamot not only as a dedicated researcher but also as a warm, open, and approachable colleague and friend. We will all miss her jovial character at our next Learner Autonomy SIG Day in Brighton in April 2018 where she was planning on giving a presentation. There will be a minute’s silence to honour Professor Chamot at the beginning of the next LASIG Day in Brighton. The obituary for Anna Uhl Chamot and a guest book for those who wish to express their condolences or share their memories of Anna are available online: http://www.dignitymemorial.com/en-us/search/obit-search-landing.page?searchlocationonly=1.

Christian Ludwig
on behalf of the Learner Autonomy SIG
Discovering autonomy

Benjamin Petrie LaFirst
Theresianische Akademie, Austria

As a recent CELTA graduate, I have started exploring integrating aspects of autonomy into my teaching. It has been a challenging journey, but one I have found both intellectually stimulating and emotionally fulfilling.

I came into teaching knowing almost nothing about pedagogical methods, besides what I had passively picked up over 17 years on the other side of the classroom. But what helped me out most was that I was a performer. I could be charming on command, and that got me through my first few years of teaching, ingratiating me with students, teachers and future employers. I did a great job for someone with no idea what he was doing.

Perhaps that’s what kept me from doing the CELTA for so long. I was afraid of being observed, of being called out as a charlatan by someone who knew better, who knew more than I did. I was afraid of someone telling me: “You’re wrong”.

And in many core ways, I was wrong. Being entertaining and high-energy, the star at the center of my classroom, was fun and exhausting, but it wasn’t necessarily leading my students to learn. CELTA helped me not just to better plan and organize my lessons, but to reverse the dynamic of my classroom entirely, placing learners at the center of the constellation. The importance of student-centeredness was drilled into us starting on the first day of the course; this was the concept that most caused me to rethink my style of teaching.

It was hard at first, learning to listen instead of talk, to guide instead of instruct and to become a facilitator rather than a pedagogue. It was even harder having an audience of peers tasked with giving critical feedback. However, I ultimately found that ‘handing over’ made my classroom more effective and my job considerably less exhausting.

The challenge since then has been applying what I learned in my CELTA course to my new work at an elementary school. Young children are ripe for learner-driven exploration, but also need to learn basic aspects of socialization and organization. They’re still learning how to learn, and how to live alongside one another inside a school system which still mandates that teachers play a large authoritative role.

Pedagogically, the school system is very much one that emphasizes traditional, teacher-centered, input-output learning. One colleague described it as “keep your head down and work quietly”, so it has been challenging to balance the authoritative role necessary for establishing order among 18 small children with the learner-driven activities of my English classes.

I have started implementing aspects of learner autonomy in various ways. Students pose questions to and elicit answers from each other, select their own subject materials for different projects and nominate each other during feedback and problem-solving tasks. This approach has worked tremendously well, from my first graders through to my intermediate third graders all the way up to the teenagers preparing for the Cambridge First Certificate in high school.

It has also been a tremendous learning experience for me. One of the questions I’m left asking myself, beyond how to balance authority in the school with learner-centeredness in the classroom, is how could the school system itself be changed to encourage more individualism, critical thinking and learner autonomy? Boredom and ‘bulimic
learning’ – the rote memorization, regurgitation and subsequent expunging of facts – are fairly constant features and complaints among students almost everywhere I go, and the rigid class-form structure seems unaccommodating at best.

Obviously, no one person can tackle these questions alone, but having already experienced school systems, public and private, in two different countries, I’m curious to explore other schools in other countries and continents beyond. One thing I’m confident of no matter where my next classroom may be, is that the learners will be at the center of it!

Check out our e-book series at:
http://lasig.iatefl.org/out-now.html

Do you know what the IATEFL Associates do?
IATEFL has around 120 Associate Members. Our Associates are Teacher Associations from around the world. On the IATEFL website you can find information about all the upcoming Associate events. Network with other ELT educators from all over the world, from a range of diverse backgrounds and nationalities.

Go to http://www.iatefl.org/associates/introduction for more details.
Conversations

Autonomy in context: University of Education Karlsruhe, Germany

Robin Lohmann talks with the Editors of Independence

In a combined Independence and webinar series, LASIG is featuring institutions around the world which are implementing learner autonomy programs. If you are interested in giving an interview and/or offering a webinar about your experience within an institution, or you would like to suggest an institution, contact Lawrie Moore-Walter, Editor, at lawrie.moore@gmail.com or our Webinar Organiser, Giovanna Tassinari, at giovanna.tassinari@fu-berlin.de, with a short proposal.

In this issue, Independence speaks with Robin Lohmann of the University of Education Karlsruhe, Germany, to find out more about the university’s learner autonomy program Language Learning Center: Zentrum für Sprachen und Informationsbildung (LLC).

Email: lohmann@ph-karlsruhe.de

Independence

Robin, could you briefly highlight the program and what it offers?

Our program is still quite new and very much in the ‘developmental’ phase. We are a co-operative effort among the language institutes, the university library and the academic international office. In addition to general and specialized language courses at various levels in English and German, the center offers training in online database research and offers support for incoming and outgoing foreign exchange students. We also offer open-access to language learning software for students and faculty.

Independence

What originally drove your university to develop an autonomy program?

The recognition that language learning needs are individual and that personal autonomy needs to be supported institutionally. Further, our university's desire for increased internationalization requires us to think more individually.

Independence

What was the biggest challenge in implementing the program in your setting?

The biggest challenge is to identify what exactly is needed and desired in terms of an autonomy program. In order to determine this we have implemented a university-wide online questionnaire asking students and faculty to communicate their personal language learning needs and which particular program offerings could be developed to support these. Primary outcomes show that needs are indeed individual, with many different languages, reasons for learning a foreign language and preference for different kinds of support communicated.
How much resistance do you still encounter from colleagues and administration? How do you deal with it?

We have found both the administration and colleagues to be very supportive and open to this development. However, the idea that in-class learning is the ‘real way’ to teach foreign languages is still very much prevalent in the general consciousness. Recently, the university administration requested a specialized offering in administrative English with an autonomous component which is currently being offered and has received very positive initial feedback.

What about learners? Do you find them open to working autonomously?

Although we have had a lot of success integrating autonomous learning components in a structured class context, learners are less apt to use the open-access times. Understanding how autonomous language learning can be fostered outside of class is central and, we believe, should be a focus of future research.

How do you see your program developing in the future?

We would like to develop a more personalized, multi-level approach to supporting learning autonomy. The results of the online questionnaire will help us understand the specific language learning needs of our community and, in relation, to explore which materials and specific programs will be most useful to our aims. Further, we are also planning a co-operative research project with colleagues within and outside Germany to learn how to address and directly support autonomous language learning.

What advice can you offer to others who would like to promote autonomy in a similar way to your university?

Working autonomously does not mean working in isolation. We have found exchange and communication with colleagues in the autonomous learning community to be extremely helpful. We can all learn with and from each other!
ON THE FRONT LINES OF AUTONOMY

Independence is pleased to announce a new column by Frank Lacey. A regular contributor to both Independence and to LASIG events, Frank’s column will spotlight practical, hands-on aspects of the autonomy classroom with a special focus on the learner.

What is autonomy? What the students say

Frank Lacey
Ådalens Privatskole, Denmark

Frank has been teaching languages for eons. About 10 years ago his teaching practice was seriously disturbed by Leni Dam. Since then his lessons have been scenes of chaos, which he calls autonomy. Frank tends to be rather passion about a lot of things, such as autonomy.

Email: frank@jernsokkerne.org

At the IATEFL LASIG day in Birmingham in 2016 the focus was learners’ voices. Over the years I have felt that much of our discussion has been a bit too academic and of little real relevance to teaching practice. We are a small group of believers and have to date not managed to spread the good news about what learner autonomy can do for learners. This was also a key theme in David Little’s presentation at the LASIG local event in Graz, Austria, in June 2017.

In recent years I have written a number of articles about the use of logbooks as learning tools, but also as a means to give the learners an authentic voice.

I teach English and German to young teenagers in a school south of Copenhagen. The class is a mixed-ability class with a wide spread between the strongest and weakest students. There are 22 students in the class. We have four 45-minute lessons a week. I have had the class since year 3 although many students have moved to or from the school over the years. In year 3 to year 6 they had three 45-minute lessons a week, and in year 7 to 8 they had four 45-minute lessons.

Recently, my year eight class (14-year-olds) were discussing possible project topics. One group of students told me that they would like to work with film. They did not have very much experience in using film as a medium and asked if I could help them find a topic. We chatted about different possibilities and then I said that I would love it if somebody made a film about the way we practice autonomy in 8A, and that it might be interesting for them (as well as for me) to reflect on the way we work. Besides that, I gave them no guidelines, because it was important to me that the end product was 100% theirs. I was personally interested in getting their unfiltered view of what learner autonomy is.

They discussed the idea among themselves and decided to give it a go. You can view the film at: http://kortlink.dk/qv9t.

For me as the teacher it was interesting to see how my students perceived autonomy. Like I said, I made no attempt to influence their
film. I did, however, suggest some internet sites that they could look at to find inspiration. That I am interviewed in the film and that there are some clips with me was completely their choice.

I was pleased with the result. I feel that they focused on issues that I too believe are important. I was happy that the film includes a clip with me talking about motivation, since I firmly believe that the teacher in any classroom (not only the autonomous classroom) must be aware of and nurture the students’ motivation.

On 30th August 2006 Ema Ushioda said at the language teachers’ day in Copenhagen at the Center for voksen undervisning (CVU), a third level institution in Denmark, that “motivation is socially mediated and the teacher’s role in mediating motivation is vital”, and I agree.

I was surprised that my students placed such a high importance on ‘brain breaks’, short activities which get students up, moving and laughing and in fact distract them from what they were doing so as to try to pump some new energy into them. I was not conscious of this, although I do use them frequently. I was asked to do a brain break so that they could film it. This is interesting because, just as I say that the teacher must modulate social motivation in the classroom, so, too, I think it is important that the teacher is aware of the learning curve in the classroom. If students are losing focus or are weary after a long day, it is good for the teacher to throw in two minutes of energy and variation to help ’pump up the learning’.

The film also includes the fact that I insist on English and that students maintain their focus on their learning in my lessons, and for those of you who know me, you will know that I was very pleased that they devoted time to logbooks. (It’s all about logbooks: A paradigm for language teaching with logbooks as the essential ingredient, Independence, Winter 2008). Furthermore, it was interesting that my students think that the way we work with essays is so important that it should be included in the film. Students have to train for essay writing in their final exam and I have over the years developed a strategy for working with essay writing that I, and it would appear my students too, feel works well in the autonomous classroom.

Not all 22 students feature in the film but those who do represent the variety of students in 8A quite well. So watch the film and see what my kids say autonomy is – seen through the eyes of 14-year-old teenagers.
The world of language exchange apps and their many connections

Lucius Von Joo
Kanda University of International Studies, Japan

Lucius Von Joo currently teaches for Kanda University of International Studies, Japan. He holds an Ed.M. in Comparative and International Education and has teaching experience in deaf education, elementary education and EFL/ESL in California, Japan and New York. His research interests include computer assisted learning, film and documentary content-based learning, student educational backgrounds and learning approaches, video-cued multi-vocal ethnography, and family and communities as educators. Email: lucius-v@kanda.kuis.ac.jp

I recently spoke with a student who really impressed me with their self-study. This student had great confidence in and familiarity with small talk that was reminiscent of someone who had spent time in an English speaking country. After talking for some time, my curiosity got the better of me and I had to break our natural conversation rhythm to ask how they studied English. The student told me that they had never studied abroad; however, they use the app HelloTalk on a daily basis. Looking into HelloTalk, I found an intensely developed social network forum dedicated to language exchange. Using apps to perform language exchange is nothing new to the digital world; however, the intuitiveness, features and accessibility have developed significantly in the last couple of years.

This Tech Talk is dedicated to my findings and ideas of how to utilize a language exchange social network forum. Language exchange apps are very dynamic in their approach, though how and what they are mainly used for can differ. In this Tech Talk I will 1) give a basic overview of language exchange apps; 2) give examples of language exchange apps that focus on communication; 3) give examples of language exchange apps that focus on information; and 4) give examples of language exchange apps that focus on social networking. As with other Tech Talks you can skip around or read the Talk as a whole.

1) Overview of Language Exchange apps
The idea of language exchange is nothing new and is quite simple: find two or more learners whose target language is well known by their counterpart, then arrange it so that time is spent using both languages. When done in person these exchanges are often self-facilitated. However, once you create a digital platform, the facilitation is now arranged by the app’s designers. How the app arranges this interaction will have an impact on the exchange. It is important to note that Social Networking Service (SNS) platforms influence communication. You need only look at Twitter, Facebook, Instagram or any other popular form of SNS to see this influence. The way people share information and meet new people has changed greatly due to these platforms.

It is helpful to have this perspective in mind when approaching language exchange apps. Language exchange apps are social networking systems and by nature are adaptable to each user’s individual needs. My suggestion is to give a basic understanding of the features of the app and share any potential risks with your learners. After the account is set up I would let users find their own way to use the app. Perhaps you could have students meet throughout a term in small groups and share their personal experiences with the app.
Each language exchange app has been designed with a different emphasis in mind. In the sections that follow I have sorted them into categories. Some of the apps may fall into more than one category so it never hurts to try out a few on your own or with a class and see what works best for your situation.

2) Communication
Using social networking to find other people to speak with you is extremely appealing. You can find a partner and communicate at a time that is convenient for you. Below are three applications that take different approaches to doing this.

**HelloTalk** (iOS, Android) tag line is ‘the ultimate language exchange’. The basis of the application is to use a social network platform to exchange language and culture with other users. It is a messenger-based app where you text back and forth with other users in your target language. HelloTalk also allows live and recorded spoken conversations. The features are very well thought out. The application offers learners multiple different forms of contact. This can really help shy speakers practice by messaging first. It also gives the learners a chance to look back on the language they are producing and reflect on their performance and contemplate improvements. Messaging can follow similar grammar to speaking and also has an instant back and forth effect. HelloTalk has many language learning elements that users can slowly begin to use as they familiarize themselves with the app.

**HelloPal** (iOS, Android) is similar to HelloTalk; however, the crucial difference is the emphasis on spoken communication. You can filter and seek out language partners who fit your needs. The app also has a phrasebook feature that helps you learn how to express what you would like. Similar to HelloTalk this app also has many features, but can be a little confusing to learn at first.

**Bilingua** (iOS, Android) connects you with speakers of your target language similar to HelloTalk and HelloPal. What is unique about Bilingua is that it can structure and facilitate the conversation. This helps users not to run out of topics. Many language exchanges can get stuck in familiar topics and the users get somewhat fossilized at one comfortable stage of communication. Facilitating new topics pushes learners to move out of their safety zone and learn new vocabulary. They can also save vocabulary lists to practice later.

To help understand how these apps approach finding a language partner, I will walk through creating an account with HelloTalk. You can sign up using e-mail, Facebook, Twitter or Weibo. As I have mentioned in past Tech Talks I suggest students use their e-mail to avoid any cross platform problems with their other SNS accounts.

To register, you will have to enter age and gender. It is worth noting here that the apps are for meeting other people so age and gender are sometimes focal points for users looking for a language partner. This would be a good time to choose to talk with students about caution when meeting other people in a digital forum.

Next, you pick your native language, then what languages you would like to learn and rate your current level in the target language.

After this initial sign up you can search for language partners, start a conversation, use translation and other language learning features and share cultural photos for others to discuss.
3) Information

HiNative (iOS, Android) is an extremely interesting app that allows you to ask questions to fluent speakers of your target language. These questions can be about pronunciation, grammar, vocabulary, culture or countries you are interested in. The app is very intuitive, flexible and responsive. HiNative is free, but to ask questions you need to get points by answering questions as well, which can be quite fun. Below is a quick walk-through of setting up an account and asking and answering questions.

First sign-up; you do not have to set up a full profile for this app. You only need to select the languages you know and those you are interested in learning.

After you have set up an account, HiNative will walk you through the app in whichever language you have chosen. After that, you can start using the app. Below is an example question I posted, and within 20 minutes I had a few different answers to reference.

I would say the only challenge I had in answering other users’ questions was (not) knowing the context. This app is set up for all levels of language proficiency; it simplifies communication by having preset questions that are automatically translated from the user’s L1 to the target language. This means that even if the user does not know a single word in their target language, the app will clearly translate the question they have for others to answer. If the app only had an open forum for questions, each user would most likely phrase their question in a different way, which would be very confusing when translated.

Italki (iOS, Android, PC) is a more formal and traditional app that connects language learners with professional teachers. The app is free; however, you must pay the teacher for their time. The rates vary and you can see how many lessons each teacher has taught and also check their availability. This is for a student who wants more attention from an experienced teacher.

4) Social networking

With language exchange apps, it is hard to distinguish which is academically motivated and which is for networking and meeting new people. Both HelloTalk and Bilingua are also arranged for meeting new people; however, the features are heavily set for language correction. Each of these apps could be used more socially than academically or vice-versa. So perhaps try a few and see which works best for your target language and preferences. Below are two applications that are known for focusing on meeting people.

Tandem (iOS, Android) is very similar to HelloTalk but it emphasizes the user profile a bit more. You sign up for Tandem using a Facebook, Google plus or Weibo account. So meeting new people and discovering what they appear to be like seems to be emphasized more than language. Depending on the learner’s motivation and interests this could be a better fit.

Speaky (iOS, Android) is worth mentioning for its simplicity. If you just want to get started meeting people and talking about similar interests, Speaky is a great app to start with. It does not have all the features many of the other apps do, but this also makes it easier to understand and use. Similar to Tandem, you need a Facebook or Google plus account to get started.

Summing up

Here are a few of the benefits and limitations of language exchange applications.
Overall benefits of language exchange apps

1. Out of all the skills in learning a target language live contact can be the hardest to arrange. Reading, listening and even writing are accessible through self-study. However, for speaking in a communicative setting you need peers. This is what makes language exchange apps so appealing.

2. When doing live language exchanges it can be challenging to find a balance in which language is used for communication. Some language exchanges become one sided. Language exchange apps have different approaches to making the interactions more equal, for example by facilitating time spent in either language, translation or offering joint activities to do together that enable equal target language use.

3. Meeting new people in a target language can be intimidating. Using apps to experience this with some anonymity can help shy learners become more comfortable.

4. Language exchange apps are multimodal in offering many different ways to communicate with your partner. You can share pictures, text, prerecord your voice, or live video or voice chat. All these options allow for a very dynamic language experience.

Possible limitations of language exchange apps

1. Language exchange applications offer countless connections; however, this can also mean countless misconnections. As can be imagined, many users will create an account and then forget about it. Most of the apps have a system for letting you know who is presently online so this helps; however, people may have the app running in the background and not notice someone trying to contact them. I would let learners know that they should not take this personally and just keep trying. Usually after one successful connection learners will feel encouraged to keep trying.

2. Like any open-user social network, language exchange apps have the potential for misuse and unwanted connections. The apps moderators have certain precautions in place such as rated and flagged accounts. This would be one thing I would talk to learners about before sharing the app.

3. It may be possible to have too much of a good thing. It is easy to get excited about these language exchange apps. However, it is important to consider quality versus quantity. We now have many more connections and share our daily moments with many more people, but in what capacity? Is a ‘thumbs up’ or a ‘like’ a lasting connection? Language exchange apps give many points of contact; the form the contact takes and the meaningfulness of these connections are rapidly morphing as the number of users of language exchange apps usership is growing. This is a worthwhile dialogue to have with students while they are using the apps. The teacher can ask how students feel the apps are helping and what the connections they have made feel like.

Final Remarks

When I taught at an international language school in New York I enjoyed immensely watching students learn different perspectives from their international peers. The students were also exposed to candid English on a daily basis outside the classroom. These luxuries aren’t always easy to come by. With language exchange apps you can make connections with people all over the world who are willing and interested in exchanging language and culture, so much so that an app such as HelloTalk currently has 8 million users and is still growing. It is no doubt that these resources are impressive; nevertheless, how to utilize them can feel challenging. I find that it helps to approach these new technologies as a peer with students. Explore as a group how they work and discuss what challenges you encounter. These new resources fit the definition of learner autonomy by how they are created, maintained, and modified by learners and their perceived needs.

Dear Readers,

If you have any requests for future Tech Talks please feel free to contact me. Any request is greatly appreciated and can range from a specific program you want explained to a general lesson that you want to incorporate technology into.

Thank you,

lucius-v@kanda.kuis.ac.jp
It’s lonely at the (lap)top!

Hannah Sattlecker
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As a so-called digital native, I freely admit to having spent and to still spending many an hour or two of my precious free time playing online games interactively with friends. These friends might be sitting at such close proximity to me as two blocks down the road or might be friends thousands of miles away whom I got to know in my gap year ‘down under’. From Quizduell to Words With Friends, you name it, we play it. And yet, unless we are playing in real time, I can’t help but feel a certain sense of isolation and a yearning to see my fellow players’ faces when I or they win a round. Exclaiming “YEESSSS!” with the classic clenched fist, gear-shifting arm jerk just isn’t the same with no-one there. Yes, it can be lonely at the laptop or smart phone – which is why I strongly endorse the use of non-digital ‘devices’ with my learners.

In the next few paragraphs I would like to ‘bang my pedagogical drum’ for playing card and board games with students while at the same time implementing strategies that promote learner autonomy in an interactive, collaborative and motivating atmosphere.

Before outlining the strategies I use, however, I would like to briefly pit e-learning tools against analogue tools. My main argument for using real games in real time, apart from the obvious social skills development through communicating and engaging with eye contact, smiles, interjections, pulling of legs and general camaraderie, is the element of ‘having time off’. When it is not your turn, the pressure is off and you can enjoy listening, and when it is your turn, you can enjoy the standard principle of tolerance afforded in such games, allowing you some time to reflect on your answer. This contrasts greatly with digital games, where time pressure is integral to your success and you will be penalised for pondering.

I have chosen three games I use with my students and would like to illustrate three different approaches, all of which encourage learner independence and guide students to making discoveries about language for themselves. The basic question is how to integrate add-on tasks, i.e. those tasks which differ from the instructions to the game but which create opportunities for additional learning. Add-on tasks can be set pre-game, mid-game or post-game. Pre-game tasks prime the learners for the game and help to prepare language to be used when playing; mid-game tasks serve as a learning tool mid-game to help students gain points; post-game tasks relate directly to the results of the game and serve as a consolidation of learning.

Game 1: Absolutely English

Absolutely English! (Piatnik 2016) is an educational card quiz game for English learners made up of five categories, ranging from vocabulary, grammar, and phrases to general knowledge. There are five levels of questions on each card (from low intermediate to advanced), meaning that mixed-level classes can play together. The very nature of the game is to challenge students on their knowledge of English and can, of course, be played without any teacher
present. Lots of interaction with the language ensues from the players listening to their peers asking and answering questions, but I feel there is added value when students actively work on questions they were unable to answer or got wrong. Students are instructed to put these cards to the side and not to the bottom of the pile, as stated in the rules. When the round is up, I ask the students to research what they didn't know or got wrong, either by referencing it online or asking other peers or the teacher for help. They take it in turns to explain their findings to the others, or, where appropriate, make up a new card with their own examples.

The three cards below illustrate how such a strategy might be applied.

<table>
<thead>
<tr>
<th>Grammar question cards</th>
<th>Vocabulary question cards</th>
<th>Phrases question cards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Complete the sentence with the correct question tag.</strong></td>
<td>Where does this person usually work?</td>
<td><strong>Similes Which word is correct – a or b?</strong></td>
</tr>
<tr>
<td>1. She looks great with short hair, __?</td>
<td>1. A lolly-pop man works (a. in a sweet shop/b. on the street).</td>
<td>1. I did the crossword in 5 minutes. It was as easy as (a. pie/b. sky).</td>
</tr>
<tr>
<td>2. You’re our new assistant, __?</td>
<td>2. A teller works (a. in a bank/b. at a library).</td>
<td>2. My grandmother is as fit as a (a. fox/b. fiddle).</td>
</tr>
<tr>
<td>4. Nothing can go wrong now, __?</td>
<td>4. A midwife works (a. in a hospital/b. on a farm).</td>
<td>4. This jacket is as warm as (a. an oven/b. toast).</td>
</tr>
<tr>
<td>5. No one called while I was out, __?</td>
<td>5. A greenskeeper works (a. at a golf course/b. in a garden centre).</td>
<td>5. Even when he is under pressure, he is as cool as (a. a cucumber/b. an ice cube).</td>
</tr>
</tbody>
</table>

Statements: 1. She looks great with short hair, doesn’t she? 2. You’re our new assistant, aren’t you? 3. That’s a really tricky question, isn’t it? 4. Nothing can go wrong now, can it? 5. No one called while I was out, did they?

**Add-on tasks**

- **Research area:** the ‘mechanics’ of question tags
  - **Task:** Student should be able to explain how the grammar of question tags works and give more examples.

- **Research area:** other unusual jobs
  - **Task:** Student should come up with five more unusual jobs and make up a matching exercise for the other students.

- **Research area:** commonly used similes
  - **Task:** Student should source five more commonly used similes and make up a new card for the other students.
Game 2: Scrabble

The second game I use to promote independent learning is Scrabble (Hasbro Inc. or Mattel). The aim of this well-known and popular game is to build words from a given set of letters. However, playing Scrabble in a foreign language can be frustrating and students often get stuck with their letters, unable to make a move when it is their turn. I instruct my students to access a Scrabble word finder on their smartphones (wordfind.com) by inputting their letters and discovering new and useful words. They may need my help to filter what is a useful word and what’s not; they then move on to sourcing the meaning of that word in an English monolingual dictionary (macmillandictionary.com). Provided they are then able to prove to the teacher and the other players that they can understand the word in the context of the example given in the dictionary and perhaps even give an L1 translation, the word can be placed on the board and they gain their points. The teacher’s main task here is to filter out low frequency words and take note of the words placed on the board and integrate them into a revision activity in a later lesson.

Below you can see sample letters, the word finder results and the add-on tasks.

<table>
<thead>
<tr>
<th>Letters drawn by student</th>
<th>Results of word finder already filtered with the help of the teacher</th>
<th>Sample sentence taken from the monolingual dictionary</th>
<th>Follow-up question from the teacher to confirm meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>TAEBYRC</td>
<td>betray/brace/cater/trace</td>
<td>The police are still trying to trace the missing woman.</td>
<td>Have the police found the woman?</td>
</tr>
<tr>
<td>KEOLTWE</td>
<td>towel/woke/leek/keel</td>
<td>Use this towel to dry your hands.</td>
<td>What is a towel usually made of?</td>
</tr>
<tr>
<td>FJRIGGT</td>
<td>gift/grit</td>
<td>They put grit on the icy roads.</td>
<td>Why do they grit the roads?</td>
</tr>
</tbody>
</table>

Game 3: Rory’s Story Cubes

Rory’s Story Cubes is a popular game with EFL teachers, but I have always found that my students find it frustrating if they are unable to create an interesting story. They often simplify their language just to move on to the next cube. I have found that the following strategy gives them a kick start and helps them tune in to the language more quickly to get better results.

Assuming you have a group of six students, have one of the students throw the nine dice and assign three of the dice to each pair of students. Each pair then carries out the three following add-on tasks as a warm-up before playing the game.

**Language-related:** a) they should brainstorm and source with the aid of a mono-lingual dictionary vocabulary connected directly with the symbol e.g. the ‘airplane’ symbol should produce such words as stopover, delayed flight, to take off and to touch down, to go through passport control, flight attendant, etc.

**Fact-related:** b) they should find three facts about their symbol which should be of interest or might be new for the class, e.g. the fastest airplane currently in operation.

**Personal anecdote:** c) they should briefly say something of personal significance that is related to the symbol. In the case of the airplane symbol,
they might all tell when their most recent flight was.

After doing these warm-up tasks, the game can be played as per the instructions. Students should find the game easier since they have been primed by the warm-up tasks.

These are just three examples of how card and board games can be adapted to foster autonomous learning skills. The teacher’s task is to assess how to best integrate a task without taking away too much from the enjoyment of actually playing the game.

Games used:
2) ‘Scrabble’ (Hasbro Inc.) (Mattel)
3) ‘Rory’s Story Cubes’ (Asmodee Group)
I recently had the pleasure of attending an inspiring webinar presented by Scott Thornbury that described polyglots’ learning skills and strategies in order to shed light on the learning potential of all of us.

The ability to speak many languages is something every human being aspires to. Scott started the webinar by asking the numerous participants how many languages we thought we could speak fluently, a question which already included a very interesting point for learner autonomy, that is, the criteria we use to judge our own fluency. None of us, however, could be defined as a hyper polyglot, a term coined by linguist Richard Hudson in 2008 to describe a person who can speak dozens of languages.

Hyper polyglots can speak as many as twenty-nine languages, like Richard Burton (1821–1890), a British explorer and geographer, or fifteen different languages, like the notable German archaeologist Heinrich Schlieman (1822–1890), Vámbéry Ármin, (1832–1913), a Hungarian Turkologist and traveller, showed such a remarkable aptitude for learning foreign languages that by the age of sixteen he already had a good knowledge of many of them. These people were clearly highly gifted linguists of the past, but even today there are inspiring polyglots, such as Luca Lampariello, Lindsay Dow and Steve Kaufmann, just to mention a few, who share their lessons on the internet, through their informative and entertaining websites and blogs. By presenting the experiences of these gifted hyper polyglots, Scott pointed out the characteristics that these people have which make them so special: passion, memory, strategies, motivation, perseverance and discipline. They are incredibly driven people who set goals, do systematic hard work and borrow different techniques from different languages.

One of the most stimulating aspects of the webinar was actually the analysis of the various learning methods and strategies that these polyglots use to master a language, both receptively and productively. These methods are described by Scott as nativist, eclectic, experiential, fluency-oriented, socially-constructed, goal-oriented, intensive, disciplined, resourceful and strategic. Undeniably, there is a social component in language learning which makes it inevitable to improve one’s abilities through human interaction with real people. Here the presenter stressed something we have to bear in mind: the true core of language learning is the people we speak with and listen to.

In terms of strategies, memorizing is one technique that seems to be crucial to most of them, as well as the adoption of a position similar to the acquisition of one’s native language and a non-translation approach.

Another aspect that Scott emphasized is the affective dimension of language learning, which becomes even more significant when we learn multiple languages. The good language learner needs to be self-confident, motivated, autonomous and persevering, thus building his/her own identity as a language learner (“L2 self”).

Back to the categorization of polyglots, Scott described three types of polyglots: geniuses, genius language learners and good language learners who work hard. Therefore, according to this simple fact, we must stress that normal learners can reach their objectives through application. There is no magic method for language acquisition, but there are goal-oriented learners driven by motivation and by a sense of mission. As Luca Lampariello states in his blog (www.thepolyglotdream.com): Languages cannot be taught, they can only be learned.
Developing Learner Autonomy in Practice
25th November 2017
Learner Autonomy Web Conference

IATEFL’s 2017 Web Conference, November 25th, was hosted by the Special Interest Groups. The LASIG hour of the conference was a panel discussion called Developing learner autonomy in practice. Our panelists started with brief statements, after which they answered questions from viewers and shared their opinions and experiences. Independence Editors Diane Malcolm and Lawrie Moore-Walter reports on the discussion. The panelists were the following:

Leni Dam
Freelance
Denmark

Lienhard Legenhausen
University of Münster
Germany

Gail Ellis
British Council
France

Katherine Thornton
Otemon Gakuin University
Japan

Opening statements from the panelists:

Leni Dam:
Developing learner autonomy, that is, moving from a teacher-directed teaching environment to a learner-directed learning environment, is, first and foremost, the teacher’s responsibility. Two basic principles have worked for me. The first is focus on learning rather than teaching. There are three important requirements for this: first, make the language learning process the learning content; second, remember that all learning starts out from what the learners already know, what they bring to the classroom; third, the learning environment must be an arena for authentic social interactions. The second basic principle is that it is essential for teachers to make learners feel secure and experience respect and trust so they can take over responsibility for their own learning. To support this, activities should allow for all learners to take part equally and profit from them, in other words, differentiation and inclusion. Teachers should also encourage peer support and peer tutoring and make evaluation the pivot of the learning process.

Gail Ellis:
Learning to learn is an umbrella term for activities designed to develop metacognition and learning strategies. Metacognitive strategies are those we need to plan, to organize, and to review our learning. Even very young children are capable of doing this but their ability to do so is often underestimated. Learning strategies refer to cognitive learning strategies which are directly related to a specific task that children are asked to do. Furthermore, learning to learn values diversity. Each child is unique and learns in different ways and at different rates and has their own preferences regarding materials and strategies. Learning to learn is one of the most important aspects of a child’s overall development. Theoretical guidelines from Ministries of Education often refer to the importance of learner autonomy in the primary curriculum but without practical guidelines on how to implement it. Learning to learn requires the development of explicit and systematic skills of reflection and analysis. The teacher is key in helping children develop awareness about themselves as language learners, and curiosity about language. However, they must believe and it must...
be demonstrated that children are capable of expressing their own opinions about how they learn and what to do in the class. Our classrooms are very diverse today and many children already may speak two languages at home. So they have already a lot of language awareness they can build on, developing awareness about their own learning and specific learning strategies to be successful in tasks. We can also help children develop social awareness from each other through peer support, sharing and collaborating and develop intercultural awareness, awareness about different languages, tolerating and accepting differences.

**Lienhard Legenhausen:**
In ELT it has become customary to distinguish assessment of learning, assessment for learning and assessment as learning. Assessment of learning looks back at learning history and focuses on linguistic outcomes. In assessment for learning the data are used for shaping the ongoing learning process. But the distinctive feature of the autonomous classroom is assessment as learning and I’d like to replace the term assessment by the term evaluation because it’s a much more comprehensive term. Evaluation as learning means that the evaluative, reflective activities become learning activities in their own right. As Leni expressed it, learning processes become learning content. That is the distinctive feature of the autonomous classroom. Learner-based evaluative activities have to be carried out on a daily, continuous basis. They can be said to be the backbone when developing learner autonomy. Evaluative activities relate to all aspects of the learning, teaching and all undertakings. Assessment of learning, summative assessment, just focuses on linguistic outcomes. This is not the focus of the autonomy classroom. In the autonomy classroom, self-assessment becomes very, very important.

**Katherine Thornton:**
I work in a self-access centre, a learning space within the university that students can freely use outside of class in order to develop their language and autonomous learning skills. In Japan, most students come to university after a very rigid and strict education where the only work that they’ve done outside of the classroom has been set as homework. At university, they’re faced with a lot of freedom but aren’t very knowledgeable about how to use it. As they haven’t developed metacognitive skills in school, our students have to do that from the age of 18 in universities. Most self-access centers have learning advisors to work with students who come and talk about what they want to achieve and help them put a plan together for learning. But more important is the ongoing support that students need to follow through with their plans. This comes not only from advisors, but more and more these days from peers. These days, self-access centers are based in a social context of language learning and autonomy where students are learning and getting motivation to continue studying from each other. What I see in centres across Japan are students who aren’t really sure how they’re going to achieve their learning. They have a goal, but they’re not sure how to get there. They may talk originally to me. They may meet some peers or some older students who are already further along the journey and talk to them about what they’re doing. Slowly, they’ll figure out their own style and their rhythm for learning. That’s when they tend to take off and do really well. From my experience, that’s how I see autonomy working in a non-classroom environment.

**Questions from participants and answers from the panelists:**

*It’s hugely important to make our learners safe, reliant and confident. This is the only way they seem to become autonomous. Can you comment on this?*

**Leni:** It’s important you really create a comfortable atmosphere. One way of doing that is accepting that learners know a lot when they enter the classroom and this makes them confident. Teachers forget that youngsters know something when they come to the classroom. It’s so normal for teachers to start out in the traditional way, forgetting everything that the youngsters bring to the classroom. So let them show what they know when they come to the classroom. Give them activities that all of them can take part in. The idea of differentiation is that it starts out from what the learners want to do. I think that is the important thing here.
Gail: I agree with everything that Leni said about the importance of building children’s confidence and setting up a classroom climate where children feel confident taking risks. In many educational contexts, children are afraid of making mistakes because they know that they are going to be marked. So, that creates a culture of fear. We need to do the opposite in the classroom that respects diversity and also encourages learner autonomy and learner independence. And also what I call systematic and explicit reflection. Children can become aware of what they are learning and, therefore, they make sense of progress, which also impacts not only on cognition but also hugely on motivation.

*How can the university learners be made more autonomous within the system of conventional universities?*

Katherine: Obviously the conventional university system will produce some constraints to developing autonomy but I think there are many things a teacher can do in any environment, such as giving the students whatever choice and freedom that you can within the constraints of the curriculum. With my classes, we make the class rules together, we decide at the beginning of the year exactly what’s going to be acceptable in this classroom to give the students a stake in it. The other really most important thing would be incorporating reflection into virtually everything that you do. For example, after a speaking activity with students, I asked them how much English they spoke, because they tend to slip into Japanese. "Who used 50% English? Who used 60%, 70%? What percentage is your ideal? What would you like to improve?" Have them set a target for next time and hold them accountable for it. Encourage them to think about weak and strong points within every activity. Even if you can’t address that within the curriculum, students can become more aware and know what they want to do in their own time.

*Let’s look at basic matters of teaching languages in schools. Some people might be a bit worried learners could actually misuse the freedom that they are given.*

Leni: This relates to what Katherine said because it’s a matter of setting up rules as regards learning. The learners take part in setting up these rules. You know students will set up demands, for instance, for homework. In that respect, you have to get the learners involved and that is the autonomous classroom. So, they don’t misuse the freedom but say, “So how am I going to proceed?” Get them involved.

Gail: In the primary classroom at the beginning of the school year, we get the children to draw up their own ground rules in a class contract, which they all sign. This gives them responsibility and they are accountable for the rules they chose. This technique can be used across the different life stages from primary to secondary to adult. I think it works and I think the learners buy into that. It helps everybody respect each other and follow the same rules.

I wonder how specific the learner plans you support your learners to develop are. I would appreciate a brief example of a learning plan.

Katherine: It depends on the individual student. Students usually have a big goal they want to work towards and then they choose several focus areas to help them get there, then they’ll specify, at the beginning, some activities that they might like to try. Some of these may be activities that they already know. I always encourage them to try something new, to give it a go and see what fits. We emphasize the fact that this is a negotiation process. They will try out several activities and maybe not each will suit their learning style or be what they expected, so they may change it slightly or drop it. The other important thing about the learning plan is if it just focuses on activities and goals, it stays quite theoretical, so we try and get into time tables and scheduling. “How busy are you? When are you going to fit in these activities?” Often when I start those conversations, the tone completely changes because students haven’t thought about what they could realistically achieve in the time they have. So we go back and revise a few things.

*How can you support your students in developing strategies that help them to find topics they want to work on?*

Gail: I suppose this depends a lot on the freedom the teacher is given. Teachers often have to follow quite a rigid syllabus. But within that, there are opportunities for children to choose topics of interest that motivate them, not only for their own personal research, but also to study together in class with the teacher. It very much depends on how much freedom the teacher has to move away from the prescribed syllabus, but the teacher can give children choice in how they do an activity. For example, if they’re working on some kind of project-based learning on a topic of interest, whether it’s prescribed by the syllabus or whether it was mutually decided upon amongst the class, they can decide on how to present the outcome, in the form of a presentation, a poster, a writing activity, and so on. So there are lots of opportunities for choice within the classroom.
Leni: In my view, the curricular guidelines are an overall plan for what is going to happen in the classroom whether it’s primary, secondary or tertiary level. In my view, it’s important that learners are told that they have to stay within the specific area in their own learning. So, for instance, if they realize that they are not good at pronouncing things, they will say, “In my contract for the next month, my focus will be on pronunciation.” And they will be supported in ways of improving their pronunciation so at the end of the month, they can say, “Okay, I worked like this and I think I’ve gained so and so”. So coming back to the evaluation when moving from the teacher-directed to learner-directed learning, I think that as a teacher you can tell your students, “We’re going to try this out, but at the end of it, we’re going to evaluate it. You’re going to have a say as to did it work or didn’t it?” So they feel that they’re not just being told what to do, but they also have a say in it.

How does all that, what you’ve just said, go together with all of these rather standardized exams in most educational contexts?

Leni: It is very difficult to get rid of these exams, as well as the many national tests. We can try to influence the politicians, locally as well as country-wise, to do away with them by telling law-makers that exams are no good and do not improve language learning. Until then, we have to tell our students: “You will be examined in this, you will be tested in this,” so that they know beforehand. Coming back to my two principles, the only way we can support our learners is really step by step, giving them self-esteem during the process of learning. Some of you have read about my student ‘Dennis the Menace’. We knew that he was no good at reading or writing. But he was quite good at speaking, and his self-esteem was supported during the years with me because he could see that he advanced somehow. He could also accept that his marks would not be excellent.

All I can say is that in the autonomy classroom every single learner – weak or bright – will make progress. You have to rely on that.

I was also intrigued by Leni’s and Lienhard’s foregrounding evaluation in the learning process. I wonder how authentic that may be, as in our everyday, non-academic learning, our focus seems to lie on the sheer enjoyment of the learning process, rather than necessarily on any meta-aspects of it.

Lienhard: Yes. In the classroom interaction, learners will always ask what was good about this lesson, what was not so good about this lesson. That is, give oral evaluative feedback to what has been going on. You talk about the processes, the procedures and learners then evaluate how they have felt in their activities.

Leni: I think it is so important to remember that learners do like to make the best out of their time. They do not like doing just fun activities. They find it fun to be involved in real learning and as soon as they are given responsibility, they want to see the results of what they’re doing. They want, really, to achieve something. It also has to do with giving them activities that they can actually manage and making use of the knowledge that they bring to the classroom, not activities they can’t manage which they try to avoid. With young learners, we have to think how they can express what they feel about things. We can’t expect them to do it in the language alone.

Gail: We can use many other channels of communication, other than oral language. Children can express what they’ve done by drawings or taking pictures. I accept that if the teacher does not speak the shared language of the class, in the initial stages, it can be more difficult. But learners soon get to understand what reflection means and little by little, they’ll start using more of the target language to express what they’re doing. It’s an on-going process. It’s a lifelong process in fact. I’d also like to mention something about these fun activities. Fun is a word that I avoid. I think it’s trivializing and I prefer to use words like satisfying, enjoyable. We must ensure that in any activity, our learners understand the purpose of what they’re doing, how this helps them learn the language and become more independent learners. In the young learners’ context, it is especially important, particularly in the private context I work in. The parents pay and we need our children to explain to them what they’ve done in class. We don’t want them to go home saying, “We watched a video today”. We want them to go home saying, “We watched a video in order to learn something”, whether it’s content, a language point, prepositions or whatever. I would emphasize again the importance of continuous reflection.
Children as learners are asked to reflect all the time, at the beginning, during the lesson and so on. Whatever the age of our learners, keep questioning. Hold the students, the children, accountable. And they'll start thinking. The problem is this isn't the case in a lot of their other lessons in the curriculum. They're not thinking this way or learning this way so it can be quite new for them in the early stages.

**Katherine:** I don't like the word 'fun' either and I don't like the contrast between a productive, useful activity and a fun activity. In a self-access environment, a lot of my students make their own ‘fun’, in a way, because they're choosing their own activities, they're experimenting with new things and some will be fulfilling or satisfying and I think that's where the fun comes. Where I do think fun is important is in terms of motivation for students to keep going.

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Diane Malcolm, Reflections & reviews Editor of Independence writes: The Nordic workshops have been promoting language learner autonomy since the 1980s. The most recent meeting is reported by:

**Sandro Amendolara** leads off: When, back in August 2016, at the Nordic Workshop on Learner Autonomy in Copenhagen, I was asked, together with Leena Karlsson, to organise the next Nordic Workshop, I felt a rush of excitement run through me. I considered it a privilege to simply be attending a Nordic workshop, and now, all of a sudden, I was being asked to organise one. After getting back to Helsinki, the first thing we both agreed upon was getting our colleague and University of Helsinki learner autonomy pioneer Felicity (Flis) Kjisik involved. She had, after all, organised the previous Nordic Workshop in Helsinki, in September 2000, and was a well-known and much appreciated figure within the LA community. She had recently retired but appeared delighted at the prospect. It was such a privilege to work with Leena and Flis in organising the conference. Beyond the pure efficiency of their method in all related matters, I was offered insight into the past Nordics through a series of narratives of their prior experiences. Even though it may be expected, it is still rather mindboggling how much time, effort and coordination can go into organising such a relatively small conference.

Even people oblivious to the Nordic Workshop and that could easily have circumnavigated the hullaballoo got pulled into it. For example, when the need for a logo arose we turned to my wife, Anna Salminen, a designer by profession. The journey was long, convoluted, but nevertheless, a joy. As for a narrative of the outcome, that’s something I’ll leave to Naoko Aoki and Anja Burkert.

**Anja Burkert** reports first: The Nordic Workshop in Helsinki brought together for the 13th time in a period of more than 30 years a group of language
teachers enthusiastic about and committed to the idea of language learner autonomy. The overall theme of the conference was diversity, identity and plurilingualism. As the organisers – Felicity Kjisik, Leena Karlsson and Sandro Amendolara – had asked for diverse forms of presentation, speakers used a wide range of individual modes of presenting and interacting with the audience.

In a very friendly and relaxed atmosphere, every conference participant shared his/her personal 'autonomy story', ranging from examples of practice and practitioner research to reflections on and queries about their own classroom practice. More theoretical input was provided by David Little, who illustrated in his plenary talk how learner autonomy ties in perfectly with the concept of plurilingualism.

In the two days in which the conference ran, amazing stories of teachers and learners were shared, but we also heard about worries and constraints with which some of us have to struggle on a daily basis. Yet in spite of these hurdles, everyone seemed to have found a way to still pursue and live their dream of promoting autonomy in their classroom.

The following short extract from a student’s reflection written at the end of an autonomously run course appears to sum up what lies at the heart of our common endeavour. “I want to live with English and I want it to be a long-term relationship. You have not to just study the language, you have to live with it. Like I do, when I am walking around the city and thinking in English about everything. Let English enter your life. See how good it is with you.”

What was intriguing to me particularly this time was the theme, 'diversity, identities and plurilingualism', which is right on track with my current interests and concerns. There was David Little’s plenary, which explained his vision of how learner autonomy has relevance to plurilingualism. Deidre Kirwan reported her school’s practice of including students’ home language literacy in their practice of learner autonomy, on top of learning English and Irish. Alla Goeksu and Sanja Wagner shared their innovative work with German L2 students learning English. And, of course, a proud teacher within me needs to mention Sho Shu’s fascinating language learning history as a plurilingual speaker of four languages. This is only a sample of the presentations I was able to attend. There were concurrent sessions and I had to miss out quite a few that I wanted to go to if only the programming had allowed. These are the two things that make me coming back to Nordic Workshops, people and shared interest in and value attached to learner autonomy. I will definitely plan to participate in the next Nordic Workshop to be hosted by Klaus Schwienhorst in Hannover sometime in 2019.
The AILA Research Network on Learner Autonomy Symposium 
25th July, 2017 
Rio de Janeiro, Brazil

Diane Malcolm, Reflections & reviews Editor of Independence writes: The AILA Congress is held every three years and includes many individual autonomy related presentations and symposia, including the symposium of the Research Network on Learner Autonomy (ReNLA), described below by the following contributors:

The opening and morning presentations are reflected on by Christian Ludwig.

Kia Ora! After almost three years of waiting, the time had come again: The Learner Autonomy AILA Research Network Symposium (ReNLA). About 50 enthusiasts gathered to enjoy an action-packed day that consisted of a range of presentations from around the world. The organisers of this year’s ReNLA, Kerstin Dofs and Moira Hobbs, did a tremendous job in ensuring that the event was a great success.

The topic of the symposium in Rio de Janeiro was Learner autonomy in today’s developed and developing world, focussing on developing learner autonomy in light of ever-accelerating changes in digital educational technologies and an increasing ‘anytime, anywhere, anything’ philosophy of course delivery at language learning institutions around the globe. The day started off in a definitely less usual way as Moira and Kerstin, both based in New Zealand, brought a little bit of Kiwi flavour into the symposium.

Two group building activities were the key to opening the door to a successful day: Apart from creating our own profile booklets and introducing ourselves to other autonomy enthusiasts in the room, we sang the well-known

Singing the Maori song
Maori song *Tutira mai ngā iwi*, which not only made for a pleasant, relaxed atmosphere but was also sung again and again after the day's proceedings until late at night. However, the morning section of the symposium also did not fail in satisfying our curiosity regarding the impact of learner autonomy in language learning centres and universities from a truly international perspective. Desirée Castillo, Victoria Madrid, and Nora Pamplón from the University of Sonora, Mexico, focussed on implementing learner autonomy against the background of increasingly pluri-lingual student groups, paying particular attention to the social (class) dimension of (autonomous) learning in a Mexican self-access centre. Reporting on a mobile phone video project with 13 Mexican adult learners of German, the ensuing presentation by Diana Feick (University of Vienna, Austria) encouraged us to think about the social dimension of autonomous learning by using Actor Network Theory to examine participation in a group work situation. The next presentation brought to us to yet a different part of the world: Trinidad and Tobago. Diego Mideros (The University of the West Indies) presented on emerging themes of a phenomenological approach to autonomy and agency among undergraduate Spanish majors, exploring their lived experiences of learning Spanish and how these influenced their approaches to studying.

After a break, the Research Network Symposium continued in the afternoon. First up was a presentation by Christine O'Leary, Sheffield Hallam University, UK, reviewed here by Tuula Lehtonen.

In her talk *Innovation and Challenges in Researching a Pedagogy for Learner Autonomy in Context*, Christine O'Leary discussed her case study based on student portfolios. One of her interests was her university students' beliefs on learning. Christine highlighted the ontological challenges of studying her data and the development of learner autonomy in general. As it is difficult to make any knowledge claims based on data, Christine had opted for an affirmative postmodern approach in her analysis because it had allowed her to combine different methods and literature. Her discourse analysis showed that the reports revealed many affective aspects. They also told that the students were dependent on their teacher, recognised that effective learning depends on the learner's ability to work independently, and highlighted the benefits of collaboration. These findings had prompted Christine to reconsider the importance of developing meta affect/emotional intelligence as well as meta cognition in her students. Christine's findings related to the role of affect in language learning were echoed in several other presentations I attended at AILA 2017.

The following three presentations were reviewed by Diego Mideros.

*Understanding curriculum: An actor network theory approach to learner and teacher autonomy* by Michael Carroll, Momoyama Gakuin University, Japan, employed the framework of Actor Network Theory (ANT) to describe the complexity of bringing about change in university curriculum. From personal experience, Carroll presented a sound illustration of how ANT can shed light on the impact that various relationships have in every attempt at a pedagogical innovation. ANT as a methodological approach explores how different relationships within a social network effect, foster or hinder action. In translating what ANT means for curriculum change, Carroll emphasised three key aspects: i) actors (human beings); ii) networks (webs of relationships); and iii) black boxes (entities that have the potential to influence a social network). Of particular interest was the black box, which Carroll described as those elements that are often accepted and rarely questioned such as 'the teaching staff', 'the classroom' or 'the textbook'. As such, his...
suggestion to bring about change was precisely to question and to problematise black boxes as a way to get actors interested in effecting change. Questioning black boxes encourages actors to negotiate terms, set plans and mobilise support. Carroll described a case where teachers of English attempted to shape the network by problematising the division of labour: Receptive skills were taught by local (Japanese) teachers, while productive skills were taught by ‘foreign/native’ teachers. This problematisation led to action, change, challenges and the emergence of more black boxes. Yet, it is a great example of how to innovate by encouraging individuals to question the status quo. ANT can undoubtedly be useful for teachers seeking to incorporate change and foster autonomy in their classrooms and wider institutions.

In Developing English oral skills in virtually interconnected spaces Vera Menezes and Ronaldo Gomes Jr. from Federal University of Minas Gerais, Brazil described how, through the use of several online tools, they sought to develop oral skills and promote learner autonomy in an online 60-hour course at their university. Via the online learning platform Moodle, students were exposed to various, mostly free, online tools, such as Voki, Vocaroo, UTellStory, Photobable and VoiceThread. This online course design and the tools employed enabled students to interact, collaborate and use the language autonomously. To assess the value of the implementation, the teacher-researchers collected data in the form of interviews, questionnaires and participant observation. Their pedagogical intervention and analysis of data drew particular attention to autonomy and assessment. Bearing in mind the effects that formal assessment can have on students’ learning, the teacher-researchers designed assessments that sought to decrease students’ inhibition, offer opportunities for autonomy emergence, make students aware of their language development and improve their confidence. Self-assessment was key in their implementation as students were encouraged mostly to identify their own mistakes and to track their own progress. The results of their study suggest that asynchronous online learning lends itself to the development of autonomy because students can have control of the learning tasks and the pace of their learning. Their data also suggest that students gained awareness of their language production by a constant exercise of self-monitoring. This study contributes to the growing body of research on the potential of online learning to foster autonomy in language learning.

Next was a presentation by Rosinda de Castro Guerra Ramos and Terezinha Maria Sprenger, The development of foreign language oral production through peer collaboration, autonomy and the use of ICT.

This presentation featured an interesting attempt to develop a social space for English language learning. The project took place in an interdisciplinary laboratory of teacher education shared by different programmes at the Federal University of São Paulo in Brazil. In this social learning space the teacher-researchers sought to help students develop their oral production and to foster learner autonomy through active peer-to-peer collaboration and use of technology. In light of various theoretical perspectives that stress the social nature of learning and language learning, the teacher-researchers encouraged participants in the project to become active collaborators and to engage in the planning of collaborative activities that served to help their peers to develop their oral skills. Tools such as Facebook, WhatsApp or e-mail were used to communicate and advertise activities among participants. This project resulted in an initiative called English beyond the classroom: Let’s learn (in)formal English together where more proficient students acted as collaborators and prepared activities to help their counterparts develop their oral skills. Of great value in this project was the importance assigned to reflection. Collaborators produced reflective reports after each session. The analysis of their reflections suggest that through peer-to-peer collaboration spontaneous communication in English via social media was fostered. Reflection and self-evaluation played a key role in the activities designed by collaborators.

The last presentation of the symposium was reviewed by Terezinha Maria Sprenger and Rosinda de Castro Guerra Ramos.

Synergies between a pedagogy for autonomy and criticality development in EAP in HE by Ana Ines Salvi, University of Warwick, UK, illustrated how a pedagogy for autonomy and exploratory practice can be integrated into the curriculum to promote the development of critical thinking in the context of teaching academic English writing in Higher Education in the United Kingdom. The study was conducted by providing students with spaces to make choices about tasks and materials, to reflect upon their learning, and to work collaboratively. Data was collected through
varied and multimodal sources, including student-teacher communication via e-mail and mobile phone, students’ written reflection about their learning, students’ in-progress and complete written work, as well as students’ reflection on learning via painting. This last procedure, through which students illustrate their feelings, reflections and development, constitutes part of what Annick calls art-enriched methods. The use of arts, among other modes of teaching and data collection methodology, evidences a relevant, and sometimes disregarded, concern about the affective dimension of the process. In data analysis, themes related to criticality were identified and interpreted in the light of Critical Theory, Critical EAP, Critical Thinking, Critical Pedagogy, and Pedagogy for Autonomy.

Editor’s note: Apart from those in the symposium, many individual presentations reported the results of cutting-edge research in the learner autonomy field, some of which are described here by Giovanna Maria Tassinari, Freie Universität, Berlin.

In Language Learning Autonomy as an Open System Annick Rivens-Mompean (Université de Lille 3) and Timothy William Lewis (The Open University) go beyond the definition of autonomy as the learner capacity to take control over their own learning to focus on the broader context in which autonomy may be exercised, stressing its social (Murray, 2014) and its ecological dimensions (Van Lier, 2004) in increasingly diversified learning environments. Viewing autonomy as an open system means considering the interdependence between the individuals, their behavior, and affordances of the contexts in which they learn. In this perspective, learner autonomy is contextual.

Since the wide spread of online learning environments increases learners’ opportunities for choice and therefore their autonomy, in order to explore the contextual dimensions of autonomy, the authors claim that we need to take into account the complex and diverse interactions between learners and the context in which they learn, both formally and informally. In other words, we need to investigate the choices learners make and the actions they take. Starting from the assumption that open contexts may offer more opportunities for choice but also inhibit action, Rivens started to investigate how learners make their choices in the context of a self-guided learning environment at the Université de Lille 3. The English module within the Master’s in Teaching French as a Foreign Language gives learners access, beside language practice in the self-access centre, to online and open resources. In addition, their reflection is fostered by means of learning to learn sessions and individual logbooks.

The data, analyzed following Bronfenbrenner’s ecological system theory, show the role of peers and groups in the institutional context, but also strong interconnections between opportunities at home, within the family or with roommates and at the university. The learners include all types of resources in their learning environment, not just those provided by the university. Thus, the learning dynamics are complex, involving formal learning, non-formal learning with online resources selected from those suggested by the university, and incidental learning, such as learning on holiday.

Viewed in the context of open systems, autonomy is thus the learner ability to forge a learning pathway across, between and around different types of learning environments and making decisions while reflecting on the learning process. In this context, closed learning systems are made increasingly redundant and the educational challenge is rather to offer learners opportunities for choice in open learning environment and for reflection on their learning potential.

References

The presentation by Flavia Vieira (University of Minho) and Manuel Jimenez Raya (University of Granada) Language teacher education for learner autonomy: the empowering potential of case pedagogy highlights a crucial aspect of a pedagogy for autonomy, the need to foster teachers’ critical reflection on their teaching experience and practice. The study illustrates a pedagogical approach based on case analysis and
case writing with in-service language teachers in a two-year master’s programme at the University of Minho, Portugal.

Cases are narratives in which teachers report and critically reflect episodes of their teaching practice, which may be dilemmas, problems, or interests. At the convergence between theory and practice, case narratives allow the questioning of experiences in light of theoretical knowledge. Arising from real questions issued from practice, such as “How can I make homework more self-directed and creative?” or “How can I understand the difficulties my students have in reading and help them change their reading strategies?”, the teachers initiate a real inquiry, starting by collecting data, for example through learner questionnaires, about the topic; on this basis they develop innovative tasks and then monitor learner performance in the new tasks. Using self or peer-assessment, interviews or questionnaires, teachers finally collect information to evaluate their project.

In school contexts in which teachers are often overloaded with work and have little space for experimentation and inquiry, the case pedagogy offers a unique opportunity to empower teachers to interrogate possible gaps between real practice and imagined practice, to explore alternative/innovative teaching approaches and to become more autonomous and critical towards mainstream teaching cultures.

While several teachers’ cases are collected in Vieira (2014), the principles of case pedagogy are illustrated in Jiménez Raya and Vieira (2015).

References

In their presentation You’re too old to pass that exam! Age, investment, agency and autonomy in language learning Diego Mideros, and Beverly-Anne Carter (The University of the West Indies, Trinidad and Tobago) give some results from a qualitative, phenomenological study on learners’ lived experiences of agency and autonomy in higher education. They focused on how older learners construct their identity and agency in L2 learning. The researcher was puzzled to find out that the self-assessment of the 30 participants in the study, all students of Spanish as a foreign language, indicated that the three mature students (aged 28 and more) all assessed their competences positively, such as “My level is good. I can carry on a conversation.”, whereas the other students assessed them differently (“My level should be better.”; “I am not where I want to be.”). The three students, Liliana (31), Rosa (31), and Carmen (28) decided to go back to the university at different points of their personal and professional pathways and enrolled in the BA programme after years of work in different fields. Rosa had experienced rejection, since her parents used to criticize her telling her she would not be able to learn languages; but she was resilient, passionate about languages and started to learn Spanish autonomously to prepare for the admission to the BA in Spanish. In her self-directed learning she exercised planning, monitoring and self-assessment. Carmen overcame sociocultural constraints and went back to the university, which she could not afford before due to the tuition fees, after having started to teach Spanish in a school and discovered her love for this language. Liliana, with a degree in music, had her personal learning agenda, which went far beyond what was taught in class and did research on her own in order to learn as much as possible. These three students showed investment, agency in overcoming sociocultural constraints and autonomy. Their maturity and their goal-orientation supported them strongly in their learning process. In pointing out their agency, autonomy and investment, these results are in agreement with those of other researchers who state that older learners are more motivated, and capable of exercising better cognitive and metacognitive control over their learning (Snow & Hoefnagel, 1978; Griffiths, 2008; Pfenninger & Singleton, 2016).

References
AILA Symposium: “Let’s co-research! Learners as co-researchers in autonomous foreign language learning”

27th July 2017
Rio de Janeiro, Brazil

Diane Malcolm, Reflections & reviews Editor of Independence writes: In addition to the ReNLA symposium, reported on previously, there was another important learner autonomy symposium at AILA, one that involved some of our best known LASIG members as here reported by:

Kerstin Dofs
ARA Institute of Canterbury
New Zealand

Moira Hobbs
Unitec Institute of Technology
New Zealand

About 60 people were fortunate enough to attend this set of four presentations facilitated by Christian Ludwig, Karlsruhe University, and Giovanna Tassinari, the Freie Universität, Berlin.

The scene was set by Giovanna explaining the definition of learner autonomy, by quoting Little’s (2017) “learner’s willingness and proactive involvement in reflective learning” and extending Holec’s often quoted definition that autonomous learners have responsibility and control of their own learning.

Then she updated us on Pinter’s (2017, forthcoming) thinking about four different types of research that could be done by teachers as researchers, that is research “on, about, with and by” learners. This led to considering learners as co-researchers, in which their own and/or their teacher's context and circumstances are springboards to the research interest. It was suggested that the research could be based on their own topics, ideas or concerns, significant to their own learning or social context. They should approach this with the aim of understanding a problem or issue then taking necessary actions. By definition, this was described as participatory in nature and it was stated that it can serve to give rise to agency and emancipation for the researchers. It is a welcome recognition that learners do not have to be passive objects of others’ research, but can be active subjects capable, willing and interested in becoming researchers themselves. With another reference to Pinter, she also described how co-researchers suggest research questions, contribute to data gathering, analysis and final writing up of the research reports. Another beneficial by-product was that by being co-researchers students learn basic principles of social research.

Indeed, Giovanna reiterated Pinter’s claims that merely by being researchers, learners “... are per se autonomous learners, as both doing research and becoming more autonomous involve the same steps of asking questions, planning, acting, observing/documenting and reflecting.” (2017, forthcoming).
Then we heard from the very well-known and highly respected Leni Dam, formerly of University College, Copenhagen, who spoke about how she enabled students to take responsibility for and research their own language learning in an autonomous learning environment, from her paper *Learners as co-researchers of their own learning processes: an example from an autonomous learning environment*. She described how children used a pattern of self-assessment, peer assessment, then teacher assessment. The following evaluation phase was pivotal to their learner autonomy as this was where it actually happened. She also stressed the imperative for student logbooks where they document their daily work, their reflections and evaluations. These books were also vital tools to enable teachers/advisors to work best with their students, plus they served as data for teachers to co-research. The teacher is an action researcher within a learner-centred environment, and has the very important role of giving the structure for planning, organizing, managing and evaluating learning through the cyclical phases which are characteristics of action research. This encourages interdependence between teacher and learner, and leads to students’ becoming researchers themselves.

This was followed by Saskia Kersten from the University of Hertfordshire and her presentation *Students as co-researchers: Investigating form and function of formulaic language*.

Saskia described how less proficient learners of English tend to use fewer fully- or semi-preconstructed phrases than highly proficient speakers, due in part to the fact that teachers may focus on grammar rules for individual words rather than lexical chunks. She told us how, as long ago as 1991, Johns (1991) described a ‘Data-Driven Learning’ approach to language learners who are also research workers driven by their learning needs. Then she outlined a module used with some 3rd year undergraduate students, to enable them to explore and investigate formulaic language in several ways, adapted according to their own interests. As teaching chunks of language was seen as an important aspect of second language development, her students were given suggestions for practical classroom applications as well as learning about free online corpus research and tools (e.g. Sketch Engine [SKELL] and Compleat Lexical Tutor), and the types of queries they can run. Saskia outlined how as the students conduct their own research, autonomy is fostered and critical awareness of their own language use is raised. They would use formulaic phrases as well as enhancing their out-of-class study and research skills in their own areas of interest or self-access studies.

Giovanna was up again next and she talked about research and autonomy in practice by once again linking autonomy, agency and research, in her presentation *Co-research in practice in a self-access language centre*. To implement autonomy through research we must look beyond the surface to contextualise it and consider all the interacting aspects. She quoted Reason & Bradbury (2013, p. 5) “research is only possible for and by persons and communities, ideally involving all stakeholders”, and pointed out that such participatory investigations include questioning, analysing and making sense of the answers and subsequent actions. She gave examples of a range of projects within the self-access centre at her institution and her research into, and with, student assistants in the Centre for Independent Language Learning (CILL). The CILL was seen by the assistants as a training ground for learning and patience! These assistants are also involved in training and they participate in the reflection process, from which they are encouraged to suggest changes and improvements to the CILL and also to implement actions associated with research projects. This involves them keeping track of their work and providing their points of view as to CILL provision, and in so doing, the director and the student assistants learn to be reflective practitioners and participatory co-researchers-in-action. These activities contribute to the
development of the student assistants’ problem-solving skills, to their own autonomy as language learners and as future language teachers.

She commented that this can be seen as research within research, i.e. meta-research – and extra complexity comes with knowing who wants what from the research, e.g. management may want action, students may want a rest, the director on the SAC and teachers may want reflective research, and it can be difficult to balance these various requirements and motivations.

Next was Christian Ludwig’s presentation, “Space, place and learner autonomy: Learners co-researching linguistic landscapes”. He quoted Lamb and Murray’s (2014) proposition that learner autonomy research should include a space/place dimension, where space can have several meanings: physical, virtual, formal/informal, internal or a community of practice.

Christian’s presentation

He furthered this by stating that there has been an increasing interest in the potential of linguistic land- and cityscapes for second and foreign language acquisition in recent years, particularly with respect to multilingualism where co-presence of local languages shapes the experience of identity, and therefore also learner autonomy. Christian reiterated that language learning is closely associated with the space in which it occurs, where discursive modalities interact, such as the built environment, visuals, non-verbal signs and architecture. He stated that this can be the springboard for vocabulary, grammar, culture, spelling etc. and the multimodal nature of this learning can also aid memory of vocabulary and meanings, as the words are associated with their symbols and contexts and relate to the lived experience of the learner. In his example, students act as co-researchers by exploring the linguistic landscapes of their lives. He concluded that this accessible and authentic input leads to out of class autonomous learning, while the classroom ideally turns into a ‘research hub’ for the action research process and it also serves to raise learner awareness for potential learning opportunities outside the language classroom.

All of the presenters ably illustrated how students can very successfully take control of their own research projects (with some teacher guidance), making research a motivating, purposeful, relevant and authentic and very personal experience.

The many ideas for the student–teacher co-researcher approaches that this symposium brought up provided an interesting reminder that authentic participatory research is beneficial for learners in many ways: it gives rise to agency and emancipation; it enables them to be active in the assessment process; it encourages interdependence between students and teachers; it fosters autonomy; it raises awareness of own language use; it enhances reflective practitioners’ problem solving skills; and helps form students’ future identity as language teachers.

Many of us will now be looking for ways to incorporate some of these ideas into our own language learner advising, and our own practice.

References


Kerstin and Moira also reviewed an individual presentation outside the symposium by Chun-Chien Karen Chang from National Taipei University, Taiwan, Republic of China.

Chun-Chien Karen Chang

Using the background of the field of determination theory combined with the well-known autonomous learning definitions by Holec (1981), Little (1991), Benson and Voller (1997) and Esch (1996), Karen asks how we can create an environment for students to be more autonomous. In her presentation, E-portfolios: A tool for promoting learner autonomy? Karen explained that, psychologically, extrinsic motivation needs to come first, and then both this and intrinsic motivation can lead to motivation and autonomy. She indicated that portfolios can be used for this purpose as they are a record of writing and the writing process, and they let students develop a better understanding of their strengths and weaknesses. By using portfolios students also exercise ownership of their learning when they choose to focus on several dimensions of learning and assessment. She stated that portfolios can be used as both a storage facility and a tool for organising their work and can also serve to demonstrate competence in learner development. Students in her study have the freedom to choose a 2 page, 5 page or 10 page project. This gives them a certain level of control and they are not competing with others, just doing assessments by evaluating their own progress. Delightfully, this was the first time we have ever heard autonomous learning described as a Mongolian BBQ!! – where students choose their ingredients and their sauces to suit themselves! We believe we will see more interesting research in the future by this enthusiastic researcher within the autonomous learning field.

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In the first line of the Preface to Language learner autonomy: Theory, practice and research the authors tell their readers that the book grew out of a collaboration that stretches back more than 25 years. I take this as an excuse to indulge in a little history.

In 1991, as part of initiative to introduce self-access language learning into university English language teaching in Hong Kong, I attended a workshop on self-instruction in language learning led by Leslie Dickinson. In the following summer, Philip Riley spent two weeks in Hong Kong and ran a series of workshops on self-access. Through these workshops I learned that self-access language learning was something of an empty shell unless it was underpinned by the principle of learner autonomy. Two years later, colleagues at the Hong Kong University of Science and Technology held an international conference on autonomy in language learning at which two of the plenary speakers were David Little and Leni Dam. If Dickinson and Riley represented a 'first-generation' in language learner autonomy, whose interests in autonomy were very much bound up with self-access and self-directed learning, Little and Dam represented a 'second generation' (though Little had, of course, been involved from the beginning), whose interests lay more in the classroom. I was part of a 'third generation' (many of us working as university English language teachers in Hong Kong and Japan), who had feet in both camps and were, at times, somewhat confused.

Around this time, two short books in a burgeoning literature on learner autonomy stood out for both for their force and clarity. The first was David Little's (1991) Learner autonomy: Definitions, issues and problems, a theoretical tour de force, and a significant precursor of the socially-informed applied linguistics that began to emerge later in the decade, which laid out the theoretical and pedagogical principles of learner autonomy and situated them within a body of educational and psychological theory. The second was Leni Dam's Learner autonomy: From theory to classroom practice, which outlined how these principles had been put into practice in Danish secondary school classrooms in which content, processes, and evaluation were largely placed in the hands of the students. At a time when, much like the present, we were often told that autonomy was 'a great idea that would never work', Dam's account was a shining example of learner autonomy at work in its full glory.

Somewhat later, Dam and Legenhausen (1996) published the first of series of articles reporting on their collaborative Language Acquisition In An Autonomous Learning Environment (LAALE) project that evaluated language learning outcomes from her 'autonomous' classrooms and compared them with outcomes from 'non-autonomous' classrooms in Denmark and Germany. This series of articles stood out against the background of writing on learner autonomy that was, at the time, overwhelmingly descriptive and seldom supported by objective evidence of the effectiveness of experimental programs.
Much of this work is now out of print, and the authors of this book do not refer to it directly. They do, however, refer to a number of later published sources that are exploited, but not reprinted, in the book, which cover similar ground often in new contexts. And it is, indeed, a strength of the book that it brings together key ideas on learner autonomy in classroom teaching and learning that have evolved over more than a quarter of a century. It is not simply that the book obviates the need to seek out earlier work in out-of-print publications. More importantly, the three key strands of Little, Legenhausen and Dam's work – theory, pedagogical practice, and empirical evaluation – are woven together in a particularly insightful and coherent way in this new presentation.

A short introductory chapter outlines the theoretical sources for the authors’ particular take on autonomy – in early work on autonomy and language learning by Henri Holec, but also in the psychology of Vygotsky and the educational thinking of Douglas Barnes. The book is then divided into three major parts. Part 1 – The autonomy classroom in practice: An example from lower secondary education – consists of four chapters based on Dam's pedagogical work in Denmark. Interestingly, this part of the book begins with chapters on the use of the target language in the classroom (Chapter 1) and the importance of interaction, collaboration and dialogue (Chapter 2), before embarking on discussion of learner control over content, process and evaluation (Chapters 3 and 4). The argument for target language use is not so much the argument that underpins the ‘direct method’ (an argument based largely on practice and habit-formation), as it is an argument for the centrality of meaning and the engagement of learners’ identities from an early stage. This is an interesting theoretically informed approach that is effective in setting up learner control in the classroom as a purposeful step in a pedagogy for autonomy.

Part 2 – Language learner autonomy: evidence of success – consists of two chapters, the first of which (Chapter 5) summarises findings from a number of now ‘hard-to-find’ articles arising from the LAALE project. The chapter focuses separately on acquisition of vocabulary, grammar and pragmatic competence and includes a discussion of self-assessment. A second chapter (Chapter 6) presents findings from two individual case studies from the LAALE study that evaluated the effectiveness of the autonomy approach in promoting inclusion. The first focuses on a participant who exhibited behavioural problems, while the second focuses on a participant who was judged to be dyslexic. On each count, the LAALE project showed positive results for the autonomy approach, but its longer-term significance may lie in its exemplification of a collaborative approach to gathering evaluative data that has been all too rare in the literature on autonomy.

Part 3 – Language learner autonomy: meeting future challenges – shifts the scene from secondary school education to adult learning: first, in the context of intensive courses for adult refugees in Ireland (Chapter 7), and, second, in the context of teacher education (Chapter 8). These chapters are a valuable addition to a book that has, up to that point, focused on the particular context of Dam's secondary school classrooms. Returning to the Preface, the authors note that they were aware of the limitations of basing their account on the practice of a single teacher, but judged it a price worth paying for the theoretical and practical coherence it offered. On this point I would agree. They also go further to make the more debatable point that the approach they describe can be adapted to the needs of learners in any context. The work with adult refugees reported in Chapter 7 supports this claim, but it also raises the question of whether this is, in fact, a matter of adapting an approach to the needs of another context, or of distilling certain principles from one case and making sense of them in another. Chapter 7 also hints at the very wide range of contextual factors (cultures, in and out-of-class settings, social and individual learner characteristics, learners’ backgrounds and purposes for learning) that might be come into account in any attempt to transfer these principles.

The focus of Chapter 8 – teacher education – reflects another major contribution of the authors over their careers. Dam worked in Danish secondary schools both as a teacher and as a teacher educator, while Little (1995) initiated
something of a sea change in the field by proposing the notion of ‘teacher autonomy’ and arguing that teachers needed to experience autonomy in learning in order to foster it among learners. The book itself is designed as a resource for teacher education courses and in this respect it will undoubtedly work well. The book is very well supported by illustrative material, questions for discussion, further reading, and is written in a style that is easy to read but does not comprise on theoretical depth. Who else should read the book? Anyone, I would argue, who is either unfamiliar or familiar with the authors’ work: the former for an introduction to key ideas on autonomy from those who, in many cases, first came up with them, and the latter for a highly readable and thought provoking synthesis of these ideas.

References

Notes on the authors
David Little is Associate Professor Emeritus and Fellow Emeritus at Trinity College Dublin, Ireland. He has been a regular contributor to the Council of Europe’s language education projects since the 1980s. In 2010, the National University of Ireland awarded him an honorary doctorate in recognition of his contribution to language education in Ireland and further afield.

Leni Dam works as a freelance pedagogical advisor for pre- and in-service language teachers. She is a committee member of the Learner Autonomy Special Interest Group within IATEFL. In 2004, she received an honorary doctorate in pedagogy from Karlstad University, Sweden in recognition of her innovative work in language teaching.

Lienhard Legenhausen is Professor Emeritus, Westfälische Wilhelms-Universität Münster, Germany and Visiting Professor, National Bohdan Khmelnitsky University of Cherkasy, Ukraine. He is a committee member of IATEFL’s Learner Autonomy Special Interest Group.
At last, we have a book-length synthesis of a longstanding and hugely influential body of work on language learner autonomy. Firmly grounded in accounts of actual classrooms and rich in illustrative detail and empirical evidence, the book integrates theory, practice, research, and teacher education in a clear, coherent and compelling manner.
Emi Ushioda, University of Warwick, UK

A rich resource for language teachers, language teacher educators, and researchers! Detailed descriptions of successful autonomous learning techniques and materials (extremely useful for practitioners) are followed by insights into the theoretical framework and research basis of language learner autonomy. Practical examples for preparing teachers to create an autonomy classroom are especially welcome.
Anna Uhl Chamot, The George Washington University, USA

This book combines detailed accounts of classroom practice with empirical and case-study research and a wide-ranging engagement with applied linguistic and pedagogical theory. Points for discussion encourage readers to relate the argument of each chapter to their own context, and the book concludes with some reflections on teacher education.

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Those of us who attempt to foster language learner autonomy (LA) will undoubtedly have found ourselves contemplating the role of feedback in our learners’ learning at one point. There are many issues concerning feedback that deserve consideration, such as purpose (e.g. correcting errors or encouraging learners to do research and develop strategic thinking), type of feedback (e.g. evaluative or descriptive), and the timing of feedback (during and/or after learning), to name a few. *Feedback matters: Current feedback practices in the EFL classroom,* provides useful insights into exactly these issues. It comprises 11 contributions in which practitioners relate their views on feedback and discuss examples of their feedback practices in the EFL classroom. Different perspectives are explored, as contributions focus on types of feedback and which type is the most effective (chapters 2 and 3), the roles of the teacher and the learner in the feedback process (chapters 4 and 5), feedback in an online environment (chapters 6 and 7), and students’ responses to feedback practices (chapters 8 and 9). Most chapters deal with feedback on students' writing skills; chapters 10 and 11, however, introduce approaches for providing feedback on speaking and/or communication skills. The theoretical framework in which these research reports are embedded and key concepts in feedback theory are lucidly described by Guenther Sigott in *Chapter 1: A global perspective on feedback.*

The witty title *Praising to learn: Learning to praise* that Sarah Mercer and Stephen Ryan devised for *Chapter 2* summarises its content perfectly. The authors raise an important question: Should you praise person and ability or effort and process? Through the exploration of the concept ‘mindset’, they arrive at the conclusion that teachers who want to cultivate a growth mindset should praise learners’ effort and process. The authors also provide tips on how to accomplish this. In *Chapter 3, Corrective feedback in the constructivist classroom,* by Margit Reitbauer and Renate Vaupetitsch, feedback is framed in the paradigms of constructivism and cognitivism. The authors further explore different feedback strategies and explain the message implied by each strategy. They conclude that learner/teacher multilogues (‘many-to-many conversations’) help raise awareness as learners retrace and verbalise the learning process, and should thus be given due consideration as a feedback strategy. The message of these chapters is unambiguous and it is an important one to retain: Be aware that every approach to type of feedback you opt for sends a certain message to your learners. The authors thus encourage the reader to be critical and thorough in considering different approaches to feedback.

The following chapters are examples of action research (cf. Somelk, in Given (ed.) 2008) in which the authors report on their attempts to enhance student involvement in the learning process. In *Chapter 4, Learner-centred feedback on writing: Feedback as dialogue,* Nancy Campbell and Jennifer Schumm Fauster report on an action-research study in which they applied a more learner-centred approach to giving feedback on university students’ written assignments. The authors report on students’ responses to this the approach, in which they received feedback in two stages. Their
involvement in the feedback process was enhanced by allowing them to ask for specific feedback before submitting the final draft. In Chapter 5, Peer reviewing in a collaborative teaching and learning environment, Anja Burkert and Johannes Wally discuss how constraints in their learning environment prevent the pursuit of learner autonomy and learner-centredness. To overcome these constraints, both authors describe their personal experiences in introducing peer review in their teaching practice to promote interaction and negotiation. These chapters offer insights into the roles of the teacher, the learner and peers in the feedback process. Both studies provide evidence that learners appreciate and experience the benefits from being more involved in the feedback process. Additionally, it is interesting to notice that even practitioners who were initially skeptical of peer review (in the words of Johannes Wally) are persuaded of its advantages.

As education has recently seen a surge in online and blended courses this has meant not only that the role of the teacher in the learning process had to be reconsidered, but also the role and design of feedback (cf. Vasilyeva et al. 2008). Two chapters in Feedback matters: Current feedback practices in the EFL classroom contemplate feedback practices in relation to online tools. In Web-based peer feedback from the students’ perspective by Irena Meštrović Štajduhar, the use of the Internet is brought into the discussion about feedback. The author reports on a study in which aspiring teachers engaged in online peer feedback activities for the first time. Five students were subsequently interviewed and reported on their experiences with these activities. The chapter concludes with a list of recommendations for the implementation of online peer feedback activities. Ian Clark, in Online peer review in the teaching of academic business writing, against a background of social constructivism, argues in favour of scaffolding and learner training in peer feedback. The author then brings to the reader’s attention the ways in which technology can support the peer feedback process, before introducing an online peer feedback form – Online Peer Review (OLPR) – which proved to be an effective tool for improving student writing. The author concludes by observing that teacher feedback should not entirely be replaced by OLPR. Both authors note an important issue concerning (online) peer review, namely the reliability of peer feedback, and, related to this, the need for teacher training. For learners to rely less on teacher feedback, they need to gain confidence in their peers’ ability to provide feedback; this can be established only if learners are trained in giving appropriate and thorough feedback.

In Chapter 6, Feedback in student writing: A closer look at code-marking, Martina Ellicker and Ulla Fürstenberg contrast direct and indirect feedback and argue that indirect feedback is more effective in the long run. The authors also attempt to determine whether code-marking is more effective in terms of students’ ability to correct mistakes than simply underlining mistakes. In spite of students’ preference for oral and written feedback and evidence suggesting that code-marking is not more effective than other forms of error indication, the authors present a strong case in its favour. In Chapter 7, Student responses to feedback on the use of sources, Alma Jahić considers students’ responses to teacher feedback on sources used in seminar papers. After submitting multiple drafts, the students were asked whether the feedback on the use of sources had helped them in revising their papers. The researcher found that teacher feedback on sources was efficacious and valued by students. These two chapters illustrate how practitioners should consider learners’ responses to and expectations with regards to learning activities if they want to ensure their success. Ellicker and Fürstenberg found that students did not really value code-marking, even though this form of feedback is more likely to be effective in the long run. Their attitude towards code-marking could, thus, affect the effectiveness of the feedback. The implication for teaching practice therefore is to communicate well, and, if necessary, to compromise.

The final chapters of this volume shift the focus to feedback on speaking (and presenting). Michael Phillips and Nick Scott, in Chapter 8, Giving feedback on EFL learner presentations, argue that the existing research concerning feedback on presentation skills focuses only on native speakers. They propose a three-phase feedback system that caters for EFL learners in tertiary or continuing education in which teacher, peer, and self-feedback are incorporated. In the final Chapter 9, Feedback on pronunciation, Ingrid Pfandi-Buchegger, Isabel Landsiedler and Milena Insam explain how learners’ native language sound inventory influences their accent when speaking a foreign language. The authors therefore assume that training in perception skills can enhance learners’ productive skills as
well; this assumption forms the basis for the individualised approach to teaching pronunciation proposed in this chapter. This approach is explained systematically and illustrated with example activities and feedback tools. The models presented in these chapters reflect the gradual transfer of responsibility from the teacher to the learner that is also recurrent in the literature on learner autonomy (cf. Nunan 1997), and are thus interesting to be taken into consideration by teachers who strive to support their learners’ autonomy.

Feedback is an important aspect of language learning and teaching and deserves careful consideration. For instance, a teacher might like to enhance learner involvement by introducing peer review. However, if feedback is implemented in a manner not fitting the teaching/learning context at hand, the intended outcome will not be achieved. This volume reflects the diversity of aspects of the feedback process that should be considered carefully when deciding on a particular feedback practice. Moreover, the contributions demonstrate that there is no foolproof approach to giving feedback; a mismatch between the teacher’s intentions and the learners’ reception can always occur. The book is very accessible; the chapters display a well-balanced blend of theory and practice, and the reader is presented with many examples of real-life teaching practice. Especially for readers interested in learner autonomy, many of these examples will serve as a source of inspiration, as the authors express their intention of enhancing learner involvement and responsibility.

When perusing this volume, the reader should be aware that most studies have been conducted in a very specific setting, namely in tertiary education in Western Europe (mainly the University of Graz, Austria). This does not necessarily mean that the discussions and recommendations presented are only applicable to an identical or very similar research context; each reader should be able to extract points that are relevant to their teaching or research practice, as long as they keep in mind the possible differences between teaching contexts.

Notes on the editors
The editors are all affiliated to the English Department, University of Graz, Austria, where Sarah Mercer is a professor, Margit Reitbauer is assistant professor, and Nancy Campbell and Jennifer Schuum Fauster are lecturers. Renate Vaupetitsch is now retired.

**Correction:**
In the review of Enhancing Autonomy in Language Education: a Case-Based Approach to Teacher and Learner Development which appeared in Independence 71, Professor Flávia Vieira was incorrectly identified as Associate Professor. In addition, on page 43, Chapter 1 was wrongly referred to as Chapter 10.

Join our group on FACEBOOK!
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The Learner Autonomy SIG

The IATEFL Learner Autonomy SIG was for many years called the Learner Independence SIG. The Learner Independence SIG was formed in 1986 by a small group of devotees, with Vic Richardson as its coordinator. The Learner Autonomy SIG is one of 15 IATEFL Special Interest Groups. It is for teachers and teacher educators who are interested in autonomy in language learning and all that it implies. The Learner Autonomy SIG aims to:

- raise awareness among language teachers and researchers of issues related to autonomy in language learning
- explore and investigate practices and strategies for the implementation and development of autonomy
- provide a forum for discussion of these ideas through publications and events
- offer opportunities to network globally and cross-culturally
- organise study tours, courses, seminars, events and exhibitions world-wide.

Contributing to Independence

The newsletter comes out three times a year and includes practical and theoretical articles, materials reviews, technology updates, details of events and self-access advice. Its defining style is one of exploratory talk.

We are looking for contributions, in a variety of formats and genres, long and short articles, interviews, readers’ letters, learner (autonomy) stories, teacher-learner narratives, reflections, in short anything helping the readers of Independence to better understand developing autonomy in second language education.

Contributions in the form of learner/teacher (autonomy) stories, articles, interviews, reports, letters, poems, book reviews, conference reports and reflections, or short notices on forthcoming events are always welcome, as are responses to articles appearing in the newsletter. Learners’ voices and reflections are also very much welcome.

Deadlines for upcoming issues

30th April
(for the July – August issue)

15th August
(for the October – November issue)

Submitting contributions

Send all texts other than book reviews or reflections in Word by email attachment to one of the editors:

Lawrie Moore-Walter, Austria, Editor
lawrie.moore@gmail.com

Michelle Tamala, Australia, Editor
mtamala4@gmail.com

Irena Šubic Jeločnik, Slovenia, Editor
irenasj@t-2.net

Djalal Tebib, Algeria, Editor
djalal.tebib@icloud.com

Send reflections and/or article, chapter, course or book reviews in Word by email attachment to the Reflection & reviews Editor:

Diane Malcolm, Canada, Reflection & reviews Editor
dianelm@gmail.com

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<td>Amie Dussurget-Quensell</td>
<td><strong>Using Digital Technology and Classroom Modifications to Foster Learner Autonomy</strong></td>
<td>Developing learner autonomy is often very challenging; however, increasing student familiarity with digital technology as well as focusing on certain learning skills and classroom modifications can expedite the process.</td>
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<td>Ana Ines Salvi</td>
<td><strong>Exploring Criticality Development via Pedagogy for Autonomy, Exploratory, Practice and Arts-informed Research Methods</strong></td>
<td>I will present my exploration of (signs of) criticality and the role played by pedagogy for autonomy, exploratory practice and arts-informed research methods in developing criticality in my academic English teaching practice.</td>
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<tr>
<td>Anja Burkert</td>
<td><strong>Practitioner Research as a Way to Improve Classroom Practice</strong></td>
<td>I will share insights gained from asking my students to specify their needs, wishes and expectations of a grammar-based language class and their evaluation at the end of the course.</td>
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<td>Dorte Asmussen</td>
<td><strong>Logbooks as a Tool for Practitioner Research</strong></td>
<td>When researching into how I can promote learner autonomy and meet the individual needs of my students in my classes, their logbooks with evaluations is a vital tool.</td>
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<td>Gamze Sayram</td>
<td><strong>My Journey as a Researcher: The Bee in the Beehive</strong></td>
<td>Learner, teacher and researcher autonomy are interconnected in a network of dynamic and complex systems. In this presentation, I will discuss knowledge networks and my journey as an observant researcher.</td>
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<tr>
<td>Jo Mynard</td>
<td><strong>Researching Autonomy and Identity Beyond the Classroom</strong></td>
<td>This poster describes an ethnographic research project which explores the development of learner autonomy and identity in an English conversation lounge within a self-access centre at a university near Tokyo.</td>
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<td>Katja Heim, Stephan Gabel</td>
<td><strong>Action Research in Pre-service Teacher Education: A Step towards Autonomy?</strong></td>
<td>Our contribution will highlight the potential of action research in pre-service teacher education, especially its usefulness for promoting teacher autonomy by presenting samples of the research student teachers undertook.</td>
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<td>Leena Karlsson</td>
<td><strong>‘Mindful Listeners and Artful Inquirers’ – How to be both in Practising and Researching Learner Autonomy through Stories</strong></td>
<td>Describing the writing story behind three narrative pieces, I will reflect on the tensions in my inquiries: my double role as counsellor/researcher and the border country between education and therapy.</td>
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<td>Lesley Fearn</td>
<td><strong>An Enquiry into EFL and Online Community Platforms in Secondary Schools</strong></td>
<td>The purpose of this CHAT study is to understand how both teachers and learners of EFL can develop their skills using an online community platform within an educational institution.</td>
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Michelle Tamala  
**Critical Moments – a Personal Search for the Missing Links in the Development of Learner Autonomy**  
The presentation reflects on different approaches to the development of LA. It ranges through resources, teaching and curriculum and finishes at the digital frontier, still seeking that missing link that will draw everything together.

Micòl Beseghi, Greta Bertolotti  
**Using Technology to Enhance Teacher and Learner Autonomy: A Collaborative Approach**  
This presentation describes a university project aimed at enhancing autonomy in language teaching and learning by fostering collaboration between teachers and students in a multi-modal and interactive environment.

Nouf Ahmed Alhejaily  
**An Investigation of Learner Autonomy as Perceived by Female Teachers and Students of English as a Foreign Language in Saudi Secondary Schools**  
This presentation will show preliminary data of female teachers’ and students’ perceptions about learner autonomy within English as a Foreign Language Saudi secondary school context.

Pablo Fernando Marchisio, Ana Laura Barbosa  
**Enhancing Learner Autonomy through Creativity and Digital Story-telling**  
Engaging students in digital story-telling projects can be a wonderful opportunity to enhance their autonomy as effective language learners, as they design a video that involves creativity, cooperative learning, and digital media literacy skills.

Rhadhika Chebrol  
**Technology for First Generation Learners**  
The project investigates the efficacy of technology (tablets) for developing listening and speaking skills for 1st generation learners of 40 residential tribal schools (Telangana, India) with minimal teacher training and maximal leaner autonomy.

Rhian Webb  
**Classroom and Assessment Research through the Lens of Exploratory Practicee – Courage to Think outside the Box about Autonomy**  
This poster illustrates how exploring autonomy through the lens of Exploratory Practice has helped me to be more productive in collaborating on research projects with learners and colleagues.

Tanya McCarthy  
**One Year Later: Students' Visualization of 'Independent-mindedness' in the 12 University Classroom**  
This study uses a visualization tool to examine students’ reflections on their current learning situation, changes in their development, and their perception of what it means to be ‘independent minded’.
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<td>COLLECTION OF DELEGATE BADGES</td>
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<td>10:00-10:15</td>
<td>Welcome &amp; opening of day</td>
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<td>10:15-10:45</td>
<td>Plenary by Phil Benson&lt;br&gt;Spaces for Autonomy</td>
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<td>What does pedagogy for autonomy mean beyond the classroom? Using the idea of language learning environments, I will suggest approaches to exploratory collaborative search that might help answer this question and help students develop autonomy inside and outside the classroom.</td>
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<td>10:45-13:00</td>
<td>16 poster presentations including coffee</td>
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<td><strong>POSTER PRESENTERS</strong></td>
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<td>14:00-14:30</td>
<td>Plenary Judith Hanks&lt;br&gt;<em>The Nimbus of Research: Learners and Teachers as Autonomous Explorers of Practice</em></td>
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<td>The notion of research has long dominated the fields of applied linguistics and language education. In this talk I consider Exploratory Practice, a form of ‘fully inclusive practitioner research’, in which learners as well as teachers are invited to research their own learning and teaching practices. I argue that both parts can be researchers with robust questions, creative practices, and profound insights into their praxis.</td>
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<td>Coffee break (Participants and poster presenters put up ideas for future action plans on posters)</td>
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<tr>
<td>16:00-16:45</td>
<td>Future action plans</td>
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<td>Groups are formed around topics for future action plans to be discussed, including possibilities for setting up networks.</td>
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