M U N I Language Centre

IATEFL LASIG
BRNO 2018

IATEFL LASIG

Local Conference 2018

The teacher's role
in development of learner
autonomy

21-22 SEPTEMBER 2018

MASARYK UNIVERSITY
LANGUAGE CENTRE
BRNO, CZECH REPUBLIC

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Dear Guests, Colleagues and Friends,

It is a great pleasure to welcome you all to Masaryk University and to Brno. Hosting such gatherings of teachers and academics interested in sharing their experience, enthusiasm and expertise has become a role that Masaryk University Language Centre enjoys playing on a regular basis. Now we are very proud to open the local IATEFL LASIG conference *The Teacher's Role in Development of Learner Autonomy*.

The conference is a result of our long-term professional involvement and international cooperation in the area of autonomous learning. The aim of this event is to provide opportunities to reflect on the specific and ever-changing position of the teacher and to explore its potential for developing of learner autonomy. We believe that the conference theme is relevant and stimulating for many educators, not only in the field of academic language teaching.

The two-day programme offers three thought-provoking keynote speeches by Leni Dam, David Little and Libor Štěpánek, and a great number of workshops, sharing sessions and presentations. This conference aims to celebrate the diversity of teaching and learning styles as well as to introduce a variety of perspectives represented with sessions ranging from "Unorthodox classroom" and "Implementing autonomy into mainstream teaching" to "Teachers as guides" and "Teacher development".

We hope that the event will be a productive forum for sharing ideas and a special opportunity to promote learner autonomy in language education.

I wish you an enjoyable and inspiring conference.

Martina Šindelářová Skupeňová
Masaryk University Language Centre

FRIDAY 21 September 2018

8:00–9:30	**Autonomous start of the day: Let's have breakfast together!**
8:00–9:30	**Registration**
9:45–9:55	**Opening**
10:00–11:00	**Plenary session: Leni Dam**
11:00–11:30	**Coffee break**
11:30–13:10	**Parallel sessions**

	Student logs and portfolios	Unorthodox classroom	Teacher development

13:10–14:30	**Lunch break**
14:30–15:30	**Plenary session: Libor Štěpánek**
15:40–16:40	**Parallel workshops**
16:40–17:10	**Coffee break**
17:10–18:15	**Parallel sessions**

	Developing learner autonomy	Syllabus design	Implementing autonomy into mainstream teaching

19:30	**Social event: reception and Pecha Kucha session** Danka Sekerková (Pearson ELT ČR): Formative assessment – make your students more autonomous Jarmila Tomanová (Pearson ELT ČR): A (moving) picture is worth a thousand word Martina Holková (Na Zemi): Are your students global citizens? Roman Švaříček (Masaryk University): Mission impossible Martin Ukrop (Masaryk University): Guiding the reflection of novice university teachers

SATURDAY 22 September 2018

9:00–10:00	Plenary session: David Little		
10:00–10:30	Coffee break		
10:30–13:00	Autonomy sharing session with Giovanna Maria Tassinari		
13:00–14:30	Lunch break		
14:30–16:10	Parallel sessions		
	Teachers as guides	Teacher development	
16:15	Closing		

Venue

Masaryk University Language Centre, Komenského náměstí 2, 602 00 Brno

Leni Dam

Leni Dam began developing language learner autonomy in her own English classes at secondary level in a Danish comprehensive school as far back as in 1973. The experiences gained from her own teaching as well as from her work as an in-service teacher trainer and advisory consultant have resulted in numerous articles and books. *Language Learner Autonomy: Theory, Practice and Research* (David Little, Leni Dam and Lienhard Legenhausen) was published in 2017. Linked to the development of language learner autonomy, her interests include differentiation, inclusion, and teachers and learners as researchers. Although she retired officially in 2007, she is still active running courses, giving talks and publishing.

Developing language learner autonomy in an institutional context: the role of the teacher

As far back as 1973, I conducted *An experiment in teaching and learning* in a class of 14-year-old students learning English in a Danish comprehensive school south of Copenhagen (Dam 1976). The reason for the experiment was that for the first time in Danish educational history, a new school law made it possible NOT to divide a class of 7-graders into two levels as was normally the case – an extended level aiming at A-level college at the end of the ninth year at school and a basic level aiming at a technical education in a tertiary college. Dividing the 7-graders into two levels often meant that social relations were split up. I had had the class in question since they started learning English in their fifth grade and could see that many good friends and partners would be placed in two different classes according to the 'old' rules. I therefore applied for permission to keep the students together in a so-called mixed ability group. The challenge was to consider the needs of each individual learner in order for everybody to pass their final exams with the best possible result. Differentiation was necessary.

So far I had been what I would call a 'traditional' teacher, telling my learners what to do and how to do it. However, it soon became obvious to me that something had to be changed – I had to get my learners actively engaged in their own learning in order best to exploit their individual abilities. The first steps towards what was later to be labelled *learner autonomy* were taken (cf. Holec 1978). Ever since, my professional life has been concerned with the question: How can teachers support their learners in being willing to and capable of taking over responsibility for their own learning? In other words, how can teachers help learners to develop the ability to direct their own learning in and through their target language (cf. David Little)?

My talk will provide the audience with some of the answers and insights gathered over the years, partly from my own experience as a teacher of English, partly from my practice as an adviser and course tutor for in-service teachers aiming at developing language learner autonomy. Students' views on the role of the teacher will also be included in my talk.

Libor Štěpánek

Libor Štěpánek is Assistant Professor in English and Director of the Masaryk University Language Centre, Brno, Czech Republic. His broad international teaching experience and teacher training activities include EAP soft skills such as intercultural communication, critical thinking and videoconferencing. However, his main academic interest lies in creativity, an area that goes hand in hand with the basic principles of autonomy. Libor's creative approach to teaching, teacher training and even management encourages autonomy at all levels and in all areas of work, teaching and learning.

He is also an editor, author and co-author of a number of materials, online courses and publications, such as British Council's *A creative approach to language teaching: A way to recognise, encourage and appreciate students' contributions to language classes,* IGI Global's *Video Summaries of Academic Texts* and Grada's bilingual *Academic English – Akademická angličtina: Průvodce anglickým jazykem pro studenty, akademiky a vědce*.

Curious, Confident and Creative: Autonomous Teachers for Autonomous Times

Autonomy has been central to foreign language education for many years. Research on autonomy has typically been concerned with language learners; however, literature has also discussed learning situations and language pedagogy. While learner-centred research results have brought significant changes to theories of learning and pedagogical practice, teacher autonomy still remains a relatively unexplored area. This lack of sound research results may be caused by the lack of agreement on the definition of "teacher autonomy", among other factors. Holec's widely accepted interpretation of learner autonomy (ability or capability to take charge or control of one's own learning) has no equivalent in the area of teacher autonomy. Teachers simply play too many different roles, appear in too many different situations and have too many different responsibilities. Depending on a researcher's perspective, teacher autonomy may be viewed as the ability, capacity, willingness, personal responsibility, self-directed professional development, professional action or mere freedom to take control over the teaching process. This talk understands autonomy as "a state of mind, an attitude to life… It has to do with the belief in one's potential, self-esteem, open-mindedness, self-respect and respect for others… At the same time it has to do with the development of the ability to act autonomously and the ability to learn…" (Sampedro, 2008, p. 129). It addresses the question of the extent to which teachers need to be autonomous in order to provide conditions for the development of the autonomy of learners.

Having the experience of a teacher, teacher trainer and language centre director, I will discuss teacher autonomy from three different perspectives. The teacher's view will explore teacher-learner negotiations on learning itself. The teacher-trainer's view will discuss teachers' individual limitations that prevent them from promoting learner autonomy. And finally, the director's view will add institutional perspective and analysis of the complexity of factors that can enhance or indeed restrain the autonomy teachers already enjoy.

Sampedro, S. (2008). Fostering learner autonomy in a secondary school context. In M. Jiménez Raya, & T. Lamb (Eds.) *Pedagogy for autonomy in modern languages education: Theory, practice, and teacher education* (pp. 126–142). Dublin: Authentik.

David Little

David Little retired in 2008 as Associate Professor of Applied Linguistics at Trinity College Dublin. His principal research interests are the theory and practice of learner autonomy in language education, the exploitation of linguistic diversity in schools and classrooms, and the application of the *Common European Framework of Reference for Languages* to the design of L2 curricula, teaching and assessment. *Language Learner Autonomy: Theory, Practice and Research* (David Little, Leni Dam and Lienhard Legenhausen) was published in 2017. David Little is currently collaborating with Déirdre Kirwan to document the way in which Scoil Bhríde (Cailíní), a girls' primary school in Blanchardstown, Dublin, has successfully responded to the challenge posed by extreme linguistic diversity among its pupils.

The future of language learner autonomy: classroom practice and research

In 1979, Henri Holec defined learner autonomy as the ability to determine language learning objectives, specify the content of learning and its progression, select learning materials and techniques, monitor the learning process, and evaluate learning outcomes. This capacity for self-direction is clearly not unique to language learning; in principle, it can be applied to the learning of any subject matter or skill set. Its development and operation can be investigated in various ways, but research findings are unlikely to be of interest to applied linguistics because they can say little if anything that is specific to the processes and outcomes of second language learning.

My own understanding of learner autonomy differs from Holec's in one essential respect. For me, *language* learner autonomy entails that learners develop the ability to direct their own learning, but that they do so from the beginning and as far as possible *in and through their target language*. Since the early 1990s I have argued that the practice of language learner autonomy is governed by three interdependent principles: target language use; learner engagement and control; and learner reflection. These principles help us as teachers to plan our courses in ways that are explicitly designed to foster the development of learner autonomy; and they help us as researchers to formulate hypotheses that can be empirically investigated. In other words, my understanding of *language* learner autonomy is centrally relevant to key issues in language teaching and language learning research.

In my talk I shall revisit the three principles as a way of looking to the future of language learner autonomy. I shall summarize their theoretical underpinning, consider how best to operationalize them in various contexts of formal language learning, and explain how they can be used to shape empirical research.

Asztalos, Réka
Szénich, Alexandra

Students' disposition towards autonomous language learning at Budapest Business School – the results of a questionnaire study

The aim of our research project was to map students' language learning habits and their disposition towards autonomous language learning at a university of applied sciences in Budapest. The questionnaire included questions about students' plans on scheduling language exams obligatory for their degree, as well as about their independent language learning beyond university classes. Their language learning motivations and autonomous learning habits were also surveyed. The data was collected in December 2017 at the four faculties of Budapest Business School involving a sample of 1,479 students. The findings suggest that the majority of students do little to improve their language knowledge and are not prepared to learn autonomously. Therefore students need support to be able to learn independently in an efficient manner. As a next step, ways of supporting autonomous learning will be considered and methodological tools and methods will be developed.

Réka Asztalos teaches English for Tourism and Hospitality, and English for Business Purposes at Budapest Business School, University of Applied Sciences. She holds a PhD in English language pedagogy focusing on the pedagogical purposes of using ICT tools in higher education. Her research interests include autonomous learning and how to enhance students' ability and willingness to study independently, including informal learning. She has presented on these topics regularly at conferences and also published in academic journals.

Alexandra Szénich teaches German for Tourism and Hospitality, and German for Business Purposes at Budapest Business School, University of Applied Sciences. She holds a PhD in language testing specialized in secondary school final exams. She has been coordinating a research project on autonomous learning including the four faculties of the university starting in September 2017. She is a regular conference presenter, and an author of academic publications on these topics.

Burkert, Anja

A teacher's journey

It has been stated repeatedly that there is a close connection between developing learner autonomy in one's classroom and taking control of one's development as a teacher (see, for example, Smith 2011). In my talk, I will illustrate this claim by telling my own personal story in which I myself, after discovering the concept of learner autonomy, moved from a more or less traditional teacher to a researcher of my own classroom. While in an autonomous learning environment, learners are increasingly taking charge of their own learning, in action research teachers are taking charge of their own professional development (Burns, 1999, 2010). I will report on how engaging with a pedagogy for autonomy has brought home to me the importance of regularly evaluating my own teaching practice and becoming involved in practitioner research. I will also briefly present the studies I have carried out over the last ten years.

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*Editor's note: the abstracts were not proofread or edited by conference organizers. Presenters are solely responsible for all submitted texts.

Burns, Anne (1999): Collaborative Action Research for English Language Teachers. Cambridge: CUP. Burns, Anne (2010): Doing Action Research in English Language Teaching. A Guide for Practitioners. New York: Routledge. Smith, Richard (2011): Talk during the Pre-Conference Event of the Learner Autonomy Special Interest Group of IATEFL, Brighton, UK. April 15th.

Anja Burkert is a teacher of English (and French) at the University of Graz, Austria. She holds a Ph.D. in language teaching methodology and is especially interested in the promotion of learner autonomy among her students and the use of English for academic purposes. She obtained a teaching award from her university in 2010. In 2008, she joined the committee of the LASIG of IATEFL and is currently serving as LASIG day organiser and local events organiser.

Buschmann-Göbels, Astrid
Brandt, Anikó

Aligning self-access centre's services to learners' and teachers' needs

The talk illustrates how the self-access centres (SAC) at the Bremen universities have undergone a conceptual reorientation over the last two years. The aim has been to align the different services with the learners' and teachers' needs and the course requirements, subsequently implementing them as a meaningful and reasonable component in language learning, regardless of whether students attend a language course or learn a langue on their own. In order to achieve this goal, we regularly involve our teachers in choosing workshop topics, language learning materials or in introducing other services. The underlying concept behind this alignment is learner autonomy as the ability to take charge of one's learning. In this sense, teachers are seen as enablers and facilitators of autonomy within and outside the classroom, and it becomes necessary to raise awareness among teaching staff regarding their own role in this process. On the other hand, learners need support from SAC services so that they can discover different paths to their own learner autonomy.

Astrid Buschmann-Göbels Deputy (Head of language Centre), coordinator tutoring program and language program (apart from English), special interests in language learning, fostering learner autonomy, developing tools for autonomous learning and e-learning, assessment of autonomous learning, individual language teaching and coaching, intercultural communication, teacher training, professional development.

Anikó Brandt Since 2009 researcher and since 2016 coordinator of the Independent Learning Centres at the Foreign Language Centre of Bremen Universities, Germany. Her research interests include learner autonomy, academic writing and plurilingualism and well as teaching methods and e-learning. She teaches German as Foreign language and Swedish.

Chovancová, Barbora
Hradilová, Alena

Taking to the road to autonomy

This presentation argues that though autonomous learning is not subject specific, it can be successfully used in English for Specific Purposes classes as a means to motivate students and teach them soft and life skills relevant for their future professional careers. The road to autonomy may not be as straightforward as one would like, but it is definitely worth taking, even in such specific

fields as Legal English. This presentation discusses how a special tailormade teaching module of a "Virtual Erasmus" can be used to achieve this goal.

Many teachers of legal ESP have discovered that law students tend not to be natural team players. However, while students shy away from autonomous activities, they can, given the right circumstances, become very autonomous language learners, as attested by our experience when teaching the "Virtual Erasmus" course.

The course, which is designed to foster creativity, independence and professional skills, has an attractive international appeal: its participants come from law schools in three different EU countries). It strives to show the benefits of getting involved in a law-specific project across borders, which bears direct relevance to the students' future professional careers.

The presentation not only outlines the structure, components and aims of the course, but it also offers the students' perspective by showing their feedback on the experience and their newly discovered commitment to autonomy.

Barbora Chovancová teaches English for Legal Purposes at Masaryk University Language Centre. She holds a PhD in English linguistics, having specialized in pragmatic aspects of courtroom interrogation. Apart from her extensive experience in ESP teacher training, she has also been active in the area of designing and developing ELT materials. Her professional interests include mediation as a language skill, counselling, and promoting autonomous learning in and outside the classroom.

Alena Hradilová is responsible for studies and the quality of education at Masaryk University Language Centre. She is also in charge of internal teacher training (CPD). As an ESP teacher, she is based at the Language Centre's Department at the Faculty of Law where she specializes in teaching English for law. Her academic experience covers mainly the use of videoconferencing technology in teaching ESP, ESP methodology and teaching soft skills.

Klírová, Michaela

Using learning journals to develop learner autonomy

Language log, diary, journal or portfolio – all of these terms have been used to refer to a document that allows and encourages language learners to plan how to go about developing their language skills, to keep track of the work they undertake and to reflect on it. In this presentation, I will talk about my experience with a portfolio approach to teaching ESP/ESAP courses – an approach grounded on the three interdependent principles formulated by and elaborated on by Little (1999) some 20 years ago, namely, the principles of learner involvement, reflection, and target language use. The first part of my talk will give a brief overview of the context within which I teach; present reasons I had for introducing a learning journal as a compulsory component in the classroom, touching upon the theoretical background; and reflect on the role it plays in development of learner autonomy. The second part of my talk will describe the format of the journal I have been using and take a look at sample students' work. The conclusion will consider both benefits and challenges of keeping a language journal for the students and the teacher and offer the overall evaluation of the undertaking thus far

Michaela Klírová is a lecturer at the Language Centre of the Faculty of Social Sciences, Charles University, Prague. Her professional interests are practice of learner autonomy; the use of authentic materials in the ESP/ESAP courses; and the implementation of personalized, learner-active, and life-long learning habits promoting pedagogical process in compulsory university classes.

Kubrická, Jana

Teaching Dogme: Materials-light, Autonomy-rich?

Dogme approach in English Language Teaching is a material-minimalist strategy that puts the learners back at the centre of the learning process and gives them unprecedented amount of control over the content of the lessons. Dogme has thus famously challenged the way we as teachers use textbooks and technology in our lessons. Drawing on the principles of critical pedagogy and humanistic education, proponents of Dogme call for a classroom in which dialogue plays a central role and genuine, authentic topics are sought to engage the learners. Although teaching textbook-free may require little more than a marker and a board as far as props are concerned, Dogme teaching is only seemingly effortless – it puts more strain on the teacher in terms of data search, on-the-spot decision making and responding to the needs of learners on demand. The question that this presentation addresses is whether this materials-light and conversation-driven approach inevitably leads to more autonomy on the part of both students and teachers. The author also deals with the constraints she identified while implementing elements of the Dogme paradigm. Finally, examples of Dogme-inspired tasks in the context of tertiary education are provided and the shift in the position of a Dogmeenthusiastic teacher is discussed.

Jana Kubrická is a teacher of English for Specific and Academic Purposes at Masaryk University Language Centre in Brno, Czech Republic. She teaches a wide range of courses at the Faculty of Sports Studies and the Faculty of Medicine aimed at graduate and postgraduate students as well as academics. She is currently involved in the design of a CLIL methodology course for students of teaching at the Faculty of Science. CLIL, course design, language identity and hidden curriculum in teaching and teaching materials are also her main research interests.

Lennon, Joe

What Should We Call Ourselves

In courses and activities which foster autonomy, the role of the teacher is often dramatically different than in a traditional classroom. It's obvious that we teachers may want to call ourselves something different to reflect our different relationship with students. What's much less obvious is what exactly to call ourselves. Are we counselors, coaches, mentors, facilitators, tutors, advisors, or all of those, or something else entirely? And how should a team of teachers decide on the best word(s) to fit our roles, considering the many complicated influences (such as culture, language, and personal connotations) on how we and our students perceive these titles? In this presentation I will share some possible alternatives to the title "teacher" which my colleagues and I have considered as we've searched for the best titles for our various roles in the Masaryk University Language Centre's "English Autonomously" course. I will offer a few different perspectives on the shades of meaning in these words, drawing from etymology and actual contemporary use of these titles in a few different English-language contexts. I'll ask you to reflect on your our own ideas and feelings about what these words might mean to us and to students, and on your own difficulties and successes with choosing titles for ourselves. Together we'll come to a deeper appreciation of what's in an (autonomous) name.

Joe Lennon is an Assistant Professor at Masaryk University Language Centre. He holds a PhD in Creative Writing from the University of Denver and a Master of Fine Arts in Writing from Washington University in St. Louis. For the last two years he has been an active part of the MU Language Centre's English Autonomously course, counseling students and teaching modules on academic writing.

Mackenzie, Alan

Developing Teacher Learning About Autonomy

This presentation discusses the philosophy of a course for teachers in Developing Learner Autonomy, explores its structure, the feedback received to date, issues encountered and how they have been overcome. Taking as a starting point the idea that for teachers to be able to facilitate autonomy in learners, they first have to be autonomous themselves, the course first asks participants to reflect on their own learning experience and investigate their existing perceptions of the topic. Encouraged to choose their own interest areas, teacher-learners explore their own contexts through the lens of developing learner autonomy, and construct their own specific pathways through the field. The assessment scheme also contains choices for classroom teachers, teacher educators or managers. By providing a range of resources in an accessible framework, constructing routes that are easy to follow, but flexible, and embedding assessment tasks within the course structure, learners develop a broad overview of the landscape of autonomy, while simultaneously researching areas of personal and professional relevance. Examples will be shared from the NILE Masters in Professional Development for Language Education module – a 30-week, guided self-paced course, that leads participants through the nebulous landscape of the topic.

Alan S. Mackenzie spent 25 years in Asia in teaching, training and project management. For Transform ELT he has worked in Bangladesh, Kazakhstan, Greece and Kuwait. He is a project designer, manager, and monitoring and evaluation specialist. He has trained teachers across Europe, trainers from Uzbekistan and China, and has managed large-scale projects in India, Pakistan and Thailand. He previously taught on the Teachers College Columbia University MA and is currently module leader for the NILE MA module in Developing Autonomy.

Mičínová, Ivana

Supporting Development of Academic and Professional Identity in Students of Bachelor Study Programmes

Supporting the development of academic and professional identity is believed to contribute to better integration of first year students of Bachelor study programmes into the academic community. This integration helps them acquire academic skills and understand principles in which their particular disciplines are embedded. It also enables them to appreciate fully the core values that govern science and research and to identify themselves with their professions as future specialists. This integration process contributes to better study results and, in addition, can be seen as a prevention of dropout. Responsibility for success is typically placed on students, yet this could be misunderstood by them due to certain assumptions adopted throughout their previous studies. Thus it is vital that academics, tutors and teachers facilitate student academic and professional growth. This presentation seeks to illustrate the role of language learning provided by university language

centres as one of various triggers helping students to build their academic and professional identity through a series of tasks that arise from individual student's interests and aims. Their progress will be documented by a scale of student powerpoint presentations marking a gradual rise in student confidence and autonomy. The author argues the improvements have been achieved due to a mix of collaborative classroom practices including peer review.

Ivana Mičínová is based at the Language centre of Faculty of Arts of Charles University. She has been teaching ESP and EAP for 15 years and is particularly interested in developing academic skills and critical thinking through reading and writing. She also teaches courses in English for Science and Research and English for Positive Psychology.

Moore-Walter, Lawrie

Autonomy for absolute beginners: raising awareness of learner autonomy on pre-service teacher training courses

Many experienced teachers are aware that successful language classes necessitate fostering elements of learner autonomy. But what about trainee teachers? When placed in the stressful environment of observed and assessed teaching, trainees at times revert to the frontal, teacher-led style of instruction they experienced in their schooling. Pre-service teacher training courses often don't explicitly discuss learner autonomy and how it supports learner engagement. From data collected on teacher training courses in Vienna, we have established not only that volunteer learners are more motivated when they are fully involved in the learning process, but also that trainees themselves feel more rewarded and fulfilled when they discover how to hand responsibility over to their learners.

This session will identify ways of raising awareness of learner autonomy among novice teachers with little or no teaching experience and who might never have heard the term learner autonomy. We will discuss how input sessions can highlight the theory of learner autonomy in a way that is accessible for trainees with limited academic backgrounds; we'll give practical approaches teacher trainers can use to scaffold the implementation of learner autonomy approaches during assessed teaching practice; and we'll consider how to provide opportunities for continual trainee reflection that is targeted towards focusing on the learner.

Lawrie Moore-Walter is an American lecturer and teacher trainer who has been living in Austria since 1997. She teaches mainly ESP in both traditional classroom settings as well as on blended learning degree programmes. She is especially interested in encouraging students to collaborate and take responsibility for their learning. Lawrie holds a Cambridge CELTA and DELTA and is CELTA Main Course Tutor at BFI Vienna, where she enjoys supporting new EFL teachers on their path towards becoming engaged and reflective educators.

Patenge, Tia
Niedling, Christian

How to Encourage Students towards Autonomy in Language Learning? – Experiences of Facilitating Students in a B1 German Course at the Helsinki University Language Centre

In 2016 we implemented the ALMS based IDEAL (Individuelles Deutsch – Autonomes Lernen) course for German language learners (B1) at the Language Centre of the University of Helsinki. Our concern was to meet the individual needs of students of various faculties, as there are no faculty-based German courses offered at our university. We also wanted to provide more flexibility regarding schedules for students of different campuses.

In this contribution we would like to discuss our experiences regarding facilitating students to learn German in a self-directed and autonomous way.

We would first like to present our specific course structure and then the current position of German language in the Finnish Education System. The main focus of the presentation includes the individual counselling sessions as an essential support to empower students' development towards autonomy. As facilitators we face certain challenges to strengthen the inner motivation of students with an intensive schedule to learn a non-mandatory language autonomously. For this, we would like to share our experiences we have gained so far. In addition, we would like to emphasize the role of course assistants in accompanying the learner's way to reach their individual goals.

Tia Patenge Lecturer for German as a Foreign Language at the Language Centre of the University of Helsinki since 2010 and Supervisor of the German unit since 2012. She studied German Philology at the University of Kiel (Germany) and Foreign Language Didactics at the University of Helsinki. Her special interests include e.g. independent learning skills, tasked-based language teaching, and creativity in language learning.

Christian Niedling University Lecturer for German as a Foreign Language at the Language Centre of the University of Helsinki since 2009. He studied at the University of Marburg (Germany) and worked as DAAD and local lecturer at bo Akademi and University of Turku. His special interests comprise e.g. learner autonomy, cultural contacts between Finland and Germany, and digital learning environments.

Pospíšilová, Linda

Enhancing Language Learner Autonomy by ePortfolio Implementation

Nowadays, ePortfolios are becoming an integral part of the university study contributing to knowledge and skill consolidation. At the same time portfolios can function as a tool for the 21st century skill development. Strategic objective of the educational institutions implementing digital portfolios is to help to increase employability in their graduates where ePortfolio serves as a coherent and personalized professional profile of a future graduate. In case of the digital language portfolio, predominantly language competencies and technology literacy can be developed in students. Moreover, learning skills, such as critical thinking, self-reflection, creativity, communication, and collaboration are fostered and character qualities, specifically curiosity, engagement and endurance are also cultivated. Digital portfolio implementation allows for development of autonomous learning in students. A pilot study focused on teaching and learning model suggested

for English courses taught at all levels of tertiary education, with emphasis on self-assessment, goal-setting, self-reflection, and guided autonomy development in students will be presented together with partial results of selfdirected learning research including examples of student evidence based language portfolios.

Linda Pospíšilová is a university teacher of Specific and Academic English in all levels of tertiary education with years of experience in eLearning (LMS Moodle) and ePortfolio (Mahara) areas. She teaches English to Bachelor, Master, and Doctoral students, and also academics at the Faculty of Chemical Technology, University of Pardubice. She researches ePortfolio, student autonomy, and goal setting in language learning. She is an author of several online courses awarded EUNIS prizes and a Mahara system trainer and administrator.

Rodewald, Christine
Buschmann-Göbels, Astrid

Autonomy support for teachers

The presentation will provide a short overview about the project "German for teachers from all over the world". In 2016, the Foreign Languages Centre at the University of Bremen and the IQ-Netzwerk launched this project. It was planned in close cooperation with partners from Bremen University, the Bremen Senate for School and Education and the Center for teacher training (LIS). The potential target group is both teachers who came to Germany as refugees as well as those who have been living in Bremen for a while. The overall aim of the project is to facilitate the process of going into teaching at a German school. The program consists of two modules. In module 1 (starting from B1–C1), the participants attend a German class and get individual tutorial advisory service (learning strategies, material advice, counseling) once a week. Module 2 follows as a language program, based on the scenario approach. In this presentation module 1 will be discussed concerning the autonomy support which presents an important factor of this program. Having learned in this way, teachers might also impart this knowledge to their future pupils.

Christine Rodewald Coordinator for Special Programs for German as a Foreign Language at the Foreign Language Centre of Bremen Universities (FZHB), Germany. She has been working as a teacher and teacher trainer in Finland, the Baltic States, Poland and Japan. Autonomous learning is one of her research interests.

Astrid Buschmann-Göbels Coordinator of the tutoring program and of all language classes (apart from English) ah the Foreign Language Centre of Bremen Universities (FZHB), Germany. Deputy Director of the FZHB. She has special interests in language learning, fostering learner autonomomy, developing tools for autonomous learning and e-learning, assessment of autonomous learning, individual language teaching and coaching.

Seeliger-Mächler, Bianca

Autonomous learning at their fingertips: How do language teachers perceive autonomous learning in a higher education setting that offers multiple services that promote this way of learning and teaching?

Teachers' perceptions of both their professional role and the methods they apply exerts a high influence on the nature and outcome of their teaching (e.g. Klehm 2013, Ahmad et al. 2013). Autonomous learning is no exception; if a teacher's attitude towards the effectiveness of this approach is negative, i.e. dominated by skepticism, prejudice or opposition, these teachers are not very likely to develop and integrate autonomous learning in their respective institutions (e.g. Grünewald, A. (2008), Little, D. (2008)). Learners, however, seem to benefit from autonomous learning settings (e.g. Wolff, 2008), which creates a conflict. So far, very little research has been conducted that approaches the investigation of perceptions across different courses and departments within an institution, which offers numerous services that support the autonomous learning process of language learners. This study aims to fill this gap in research by conducting interviews with teaching staff from different departments of a small-sized University in Northern Germany. By contextualizing the data collection in such a way, the results will not only shed light on the perception of the teachers, but they will also have implications for the development, modification and promotion of these programs within an institution. Conversation Analysis will be used to analyze the data; results are still pending.

Grünewald, A.(2008): "Blended Learning Seminar in der Lehrerbildung" Little, D. (2008): "Learner autonomy in a practice: a challenge for university teaching" Wolff, D. (2008): "Selbstbestimmtes Lernen und Lernerautonomie – Einige Überlegungen zum lernpsychologischen Hintergrund"; in: Arntz, R./ Kühn, B. (Eds.)

Klehm, M. (2013): "Teacher Attitudes: The Effects of Teacher Beliefs on Teaching Practices and Achievement of Students with Disabilities"; http://digitalcommons.uri.edu/cgi/viewcontent.cgi? article=1004&context=oa_diss (09.06.2018)

Ahmad, I. et al. (2013): "Effects of Professional Attitude of Teachers on their Teaching Performance: Case of Government Secondary School Teachers in Malakand Region, Khyber Pakhtunkhwa, Pakistan"; http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.660.9783&rep=rep1&type=pdf (09.06.2018)

Bianca Seeliger-Mächler has been teaching Italian at the Language Center at Greifswald University since 2008. She holds an MBA from Universität Hamburg, Germany, and has contributed to various national and EU-projects promoting tandem learning, autonomous learning and e-learning. She was the manager of the SEAGULL tandem project from 2014 to 2015 and is currently in charge of coordinating research projects at the Language Centre within and outside of Greifswald University, including research and teaching grants.

Szuba-Zieńko, Angelika

Is your peer any good? Collaborative learning and peer assessment in an ESP writing class with the use of moodle platform

The presentation outlines a project conducted with B2 English students in a blended learning, learner-centred environment. The project aimed at creating a more authentic context for writing tasks and hence facilitating learner autonomy. Using collaborative learning greatly contributes to

moving away from teacher-centred classes and towards empowering the students. By encouraging students to give a valuable, thoughtful feedback and providing them with tools for doing that, one can help the learners to achieve more autonomy.

The presentation discusses the benefits of using peer feedback in the classroom from the point of view of the teacher and the students and provides a closer look at a shifting role of a teacher in a modern classroom. Among other features, the challenges faced by both teacher and students during the project will be presented and the ways in which the participants dealt with major setbacks investigated. The presentation will also describe the project as seen by the students and present the feedback received at the end of the course. Finally, online tools used will be shown and the project will be discussed in practical terms.

Angelika Szuba-Zieńko has graduated in English Philology from the Jagiellonian University and in written translation from The UNESCO Chair for Translation Studies and Intercultural Communication. At JU, she teaches Academic English, Business English and English for Specific Purposes. Her main area of interest is project-based learning, student-centred learning environment, peer assessment, and distant learning tools. She uses Moodle platform in her courses and runs peer-to-peer workshops on using the tool.

Šindelářová Skupeňová, Martina

Can everybody be a material designer?

Can Joseph Beuys' belief that everybody is able to see, feel, suffer and, therefore, to create be used in the area of language teaching and learning? The main aim of this presentation is to share experience with fostering students' autonomy by letting them to overtake one of the roles traditionally associated with teachers – material design. The various types of possible sources and study materials will be discussed with regard to their authenticity, personal relevance, aesthetic value and creative or communicative potential. Furthermore, it will be explained that even if there are many benefits to including students in choosing, adapting or creating their study materials, the teacher's role in the process remains significant. To be able to make decisions about their learning, students need to be introduced to self-reflection and their metacognitive skills may need to be developed. The presentation will suggest that when teachers include reflective activities and skills development into language classes, everybody (both students and teachers) is able to create study materials in an individualized and autonomous way.

Martina Šindelářová Skupeňová is an English language lecturer at the Masaryk University Language Centre, Brno, Czech Republic. She has been a member of the English Autonomously team for 6 years, leading various modules and providing individual counselling sessions for students. Since she is interested in intercultural communication and arts, she has been trying to incorporate those areas into her activities at Faculty of Arts as much as possible.

Trávníková, Petra

Enhancing learner autonomy and responsibility in an EAP class

The concept of learner autonomy goes hand in hand with responsibility; as is aptly expressed by Çakıcı (2015), "learner autonomy grows out of the individual learner's acceptance of responsibility for his/her own learning". Students are no longer just obedient creatures who blindly follow every single instruction their teacher utters without even thinking about it. It must be added that in order to be able to accept responsibility for own's own learning, students must be well aware of the goals of the course and understand not only what, but also how and, above all, why. In the present paper, the author will show how she tries to raise students' responsibility for their own learning process by applying certain elements from a purely autonomous English class in her "standard" courses of EAP focused on presentation skills. She tries to draw on her experience with individual counselling in English autonomously to individualise students' personal learning plan, so that it is tailored to their personal needs. Via several one-to-one meetings with the teacher, students set their personal goals and try to achieve them throughout the term. As the author's classes are focused on skills and pragmatic competences, the importance of claiming responsibility for improving them becomes even more essential.

Çakıcı, Dilek (2015). Autonomy in language teaching and learning process. Journal of the Faculty of Education, İnönü University, 16(1), pp. 31–42.

Petra Trávníková is an assistant professor in the Masaryk University Language Centre, currently teaching in its division at the Faculty of Social Studies. She obtained her PhD from the Faculty of Arts, MU, defending a dissertation thesis on positive politeness strategies of claiming common ground in asynchronous computer-mediated communication. Her fields of interest are pragmatics, sociolinguistics, the language of the Internet and pragmatic competences in ELT. In her Academic English classes, she concentrates mainly on presentation skills and English for psychology and political science.

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Trumpešová-Rudolfová, Eva

Counsellors' nightmares, students' success stories

Detailed and thorough preparation is often considered key to good teaching practice. As much as this might be true, in counselling practice, frequently this approach cannot be applied, and might even be found counterproductive. This presentation is going to look at the less comfortable aspects of counselling students, and its ambition is to help counsellors feel more comfortable around helping students with any issues they might have.

The challenges counsellors are facing are numerous – limited time, limited frequency, building trust within that limited time, spotting the issue, knowing what might help and many more. The talk will draw upon personal counselling experience and will mostly deal with topics related to progress, motivation, success (recognising students' success, acknowledging it and building upon it), as students of languages, from their perspective, often fail to realise the progress they are making. It might then be the role of the counsellor to help them see that, as he or she can look at their three month-long learning period from a different perspective and, making good use of his or her notes and of course her expertise, can pinpoint the critical steps on the learning journey to the student by asking the right questions or just listening carefully. The talk, though not interactive will

provide examples, as well as students' success stories and offer some tips to think about before the next counselee enters your office.

Eva Trumpešová-Rudolfová I lead the Masaryk University Language Centre Unit at the Faculty of Informatics. I was first interested in Soft Skills and how these can be used in and for language learning. Later, my focus moved more to Emotional Intelligence and also Learner Autonomy, as the Language Centre opened an English Autonomously Course for its students. I have been on the team from the beginning, both as a teacher and a counsellor. My latest challenge is bringing Soft Skills and Emotional Intelligence to computer science students as part of their language classes.

Václavík, Ladislav

One step for the teacher, a huge leap for the learners: taking off planet Textbook in classes of business English

Guidance-providers and routine-enhancers, textbooks might be both beneficial and pernicious. Learners, but teachers equally, could rely too much on the reassuring gravitation pull of the books regarding defined objectives and expected outcomes of the course, especially as far as the topics and vocabulary are concerned. Understandably, the result is that both students and the teacher know what subjects and language areas will be covered during the term, the educational orbit being precisely delineated with the test docks clearly in view. The course objectives, however, might be fulfilled by other means complementary to those offered by the textbook, which brings both the element of surprise and added value for the learners' appreciation of the learning process. This contribution concerns implementation of various tools and strategies to which a teacher might resort in an effort to take some distance from the coursebook and raise awareness of learners' autonomy in the fields of vocabulary learning, learning attitude and learning strategies. The concept of business news activities, as well as the use of ICT tools such as Quizlet and Edmodo, will be introduced and described. Finally, a brief evaluation of the procedures – both from the teacher's and learners' points of view – will be offered in view of outlining their possible future modifications.

Ladislav Václavík I am a teacher-researcher at Masaryk University Language Centre, Brno, Czech Republic. Specialising in both business English and French for specific purposes (academic, medical), I am mainly interested in creativity, motivation, course-building, ICT and blended-learning areas.

Zouhar Ludvíková, Lenka

Determined to Reflect Not Only on Motivation

Determined to reflect not only on motivation Autonomy, competence and relatedness are three human needs that self-determination theory (SDT) is based on. When they intersect, we speak about a self-determination motive. We support our students' self-reflection in the hope that they will not only be more conscious about their learning, but also about their motivation. As we know, an autonomous learner is by definition a motivated learner. The presentation will align the stages of self-determination continuum with respective samples of our students' logs. They reflect on their progress in several areas, including motivation. The bridges and connections between the continuum and the reflections will enable me to frame the progress the students make. However, as they write about changes in other areas of learning too and we often speak about autonomy, I

would like to introduce a similar spectrum for autonomy and look for the signs and comments our students make to reflect on the stages of fostering autonomy. Just like in motivation, I would like to identify the reflections on external, introjected, identified, integrated and intrinsic regulation.

Lenka Zouhar Ludvíková After studying Pedagogy in combination with English and American Studies at the Faculty of Arts, she worked for a global publishing house where she realized how much she missed teaching. She joined the Language Centre at Masaryk University in 2006 and has taught EAP and ESP at several faculties. Her focus is on learner autonomy, which is also the topic of her dissertation thesis.

Žváčková, Jitka

Language course assistants' issues

Autonomous learners are pro-active agents of their own learning, be it learning of a language, knowledge content or social and communication skills. The Masaryk University Language Centre invites international students interested in teaching support to participate in language courses as course assistants and encourages them to bring their own cultural and social experience to language classroom. This presentation offers a practice-focused insight into the organisation of the language course assistant activities. It presents ways course assistants become an integral part of not only the language learning courses but also the Masaryk University community. It addresses ways that may help teachers negotiate their responsibilities with the rest of the class, establish an autonomy-driven community-of-practice, and change their role into facilitators, guides and language advisors. It also identifies some approaches to combining formal patterns of communication with informal exchanges of information within the learning community in the real time. The main purpose of this presentation is to discuss ways teachers may equip their learners, both language students and language course assistants, with strategies that foster their autonomy, helping them, thus, solve a wider variety of communication and language issues they may face in the future.

Jitka Žváčková holds an MA in Spanish and Latin American Studies. She works for the Masaryk University Language Centre, Brno, Czech Republic, as a teacher of Spanish for academic and specific purposes. She is interested in designing didactic materials and flexible syllabus, creative learning, portfolio assessment and further professional development for language teachers.

Hřebačková, Monika
Zvěřinová, Jana

Autonomous learning through telecollaboration? – Intercultural Communicative Competence project work for Students of Business and Management

HE students of Business and Management should be equipped with many employability skills and competencies for their future careers if they want to successfully join the international labour market. Indisputably, intercultural communicative competence, digital competence (the ability to communicate and collaborate on-line) and language competence belong to the most crucial competences of the current world.

The workshop will brief the participants on the background and main objectives of the telecollaborative ICC project implemented at several European universities as well as it will provide the audience with deeper insight into the telecollaborative project work including both synchronous and asynchronous components, interpersonal factors and in-depth discussions which go beyond the visible. It will also bring hands-on practice of selected tasks in the project.

At the same time, it will aim at opening up the discussion to what extent telecollaboration redefines status of learning, how much transdisciplinary, critical and reflective learning is involved, if telecollaboration leads towards autonomous learning, what role a teacher has in such virtual exchanges, how much structure and support of a trained educator is required, and to what extent telecollaboration is recognized as a learning-effective practice to be integrated in the educational system.

Monika Hřebačková has been managing the Language Studies at MIAS School of Business at the Czech Technical University in Prague. As an academic lecturer she is responsible for courses of English for Intercultural Communication and Social Competencies; Presentation Skills and Business English. Her research interests include intercultural competence and virtual exchange projects. She publishes on the topics in academic journals (Journal of Anglophone Studies) and presents at international conferences (Czech Republic, Hungary, Italy, Spain, Portugal, Great Britain). She also coordinates national and international projects (Intercultural Communicative Competence – A Competitive Advantage for Global Employability).

Jana Zvěřinová is an academic lecturer at the Language Studies of MIAS School of Business at the Czech Technical University in Prague who teaches courses in English and Spanish with a focus on communication and competence development. Thanks to the participation in the Erasmus+ project (Intercultural Communicative Competence – A Competitive Advantage for Global Employability), she has incorporated telecollaboration in some of her courses. She has also introduced an international telecollaborative course for Master's students on working in global virtual teams. She publishes on the topics in academic journals and presents at international conferences and workshops (e.g. UNICollaboration, International Association for Languages and Intercultural Studies, International Week of Business at Tampere University).

Ludwig, Christian

Students need more than four walls and a ceiling – Developing learner autonomy IN- and OUTside the classroom

The aim of this workshop is to explore different ways of raising students' awareness of different out-of-class learning opportunities. The workshop will commence by briefly introducing participants to the idea of out-of-class learning and how it relates to the main ideas of foreign language learner autonomy. The major part of the workshop will then explore different ways of using 'the outside world' as a learning opportunity. For example, we will look at language outside the classroom, often referred to as linguistic landscapes, and how it can inspire students to engage with real, authentic language. Furthermore, we will discuss the role of easy-to-use digital media tools, which allow students to work outside the institutional learning environment. Last but not least, the workshop will invite participants to present their own ideas and activities, which encourage students to learn outside the classroom and finally promote their foreign language learner autonomy.

All participants are asked to bring a smartphone, tablet, or other portable device as well as a 'piece of foreign language' from their own environment.

Christian Ludwig is currently substitute professor for American Cultural and Literary Studies at the University of Education, Karlsruhe, where he is also the Head of the English Department and Director of the Language and Self-Access Centre. His teaching and research interests include enhancing learner autonomy in the EFL classroom as well as computer-assisted language learning. His main focus of research lies in the reconstruction of gender and other identities in contemporary young adult dystopias and South African literature. Since 2015 he has been the coordinator of the IATEFL Learner Autonomy Special Interest Group and external consultant for Cornelsen Publishing. He has been visiting scholar at, among others, universities in South Africa, Japan, and Belgium.

Unlu, Varinder

Self-Organised Learning Environments – do they work?

Self-Organised Learning Environments (SOLEs) are created when educators encourage students to work as a community to answer big questions using the Internet. Students are free to organise their own groups and are then asked to present their findings to the rest of the class towards the end of the lesson. he teacher facilitates the presentation, review and feedback session providing encouragement and posing further questions. In this session I will be presenting research findings on the impact of SOLEs and how they can help create a more autonomous and collaborative classroom.

Varinder Unlu has worked in ELT for 26 years in all contexts from private language schools to FE and HE, teaching students of all ages. She has been a DOS/Academic Manager since 2002. She is currently Academic Manager at Glion Institute of Higher Education. She is also a teacher trainer for both Cambridge CELTA and Trinity TESOL, a materials writer and a conference speaker. She is the coordinator of the Inclusive Practices and SENs IATEFL SIG.

Sharing session

Tassinari, Maria Giovanna

Teacher and learner needs for autonomy

The first step in order to develop autonomy in the language classroom and beyond is to become aware or our needs as teachers and or our learners' needs. In this sharing session we will reflect on our motivation and beliefs about autonomy, we will share our experiences, success stories and challenges focusing on which factors are conducive to fostering autonomy in language learning. In addition, we will identify our needs in order to enhance the shift towards more autonomy: competences we would like to further develop, support from the management and the institution, training, networks…Then, looking at the contexts / the settings we are working in, we will identify resources and opportunities to support our personal and professional development.

The session will be structured in two parts: in the first part, participants will briefly report on their experiences, either telling a story, a particular episode related to their teaching or reflecting on their which factors are conducive to autonomy or hindering it: personal factors (attitudes, beliefs, emotions and feelings), competences, contextual factors (institutional constraints, training opportunities, learning community, community of practice), or others. In the second part, groups will discuss on how to tackle some of the relevant issues addressed, such as training, institutional support, learner support, motivation, affective aspects, learning community.

The following questions may help the reflection:

- Which factors are conducive to autonomy in my language classroom? Which factors rather hinder autonomy?
- What motivates me to develop my and my learners' autonomy?
- What are my emotions and feelings as a teacher while fostering autonomy? Which situations make me feel how?
- What were turning points in my personal and professional development towards autonomy?
- What resources did / do help me in my journey towards autonomy?
- What do I need to continue my journey?

In order to facilitate the discussion, participants are invited to write a brief text (one-two pages) or a handout and to send it to Giovanna Tassinari by September 15th.

Maria Giovanna Tassinari is Director of the Centre for Independent Language Learning at the Language Centre of the Freie Universität Berlin, Germany. In this function, she gives seminars and workshops for learners and teachers on learner and teacher autonomy, language learning strategies and language advising. Her PhD Autonomous language learning: Components, competences, and strategies was awarded with the Bremer Forschungspreis of AKS (the Association of Language Centres in Germany and German speaking countries). She is committee member of LASIG (Learner Autonomy Special Interest Group of IATEFL) and editorial consultants of several academic reviews. Her research interests are learner autonomy, language advising, and affect in language learning. She is co-editor of several books and author of articles and chapters in German, English and French.

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