



Program LASiG

Saturday, 17. September 2022 Berlin

Reforming the foreign language classroom – Empowering students to take ownership III

Talks

Lienhard Legenhausen

Plenary talk:

Issues in inclusive education and some answers from autonomous language learning

One of the greatest issues in present day pedagogical discussions and educational politics is the question of *how* to implement the UN *Convention on the Rights of Persons with Disabilities*. The German Parliament ratified it in 2009. Ever since, there have been heated, even polemical debates in the educational literature, on the one hand, and disillusioned practitioners who are forced to implement the law, on the other.

I will introduce basic principles of inclusion, discuss some of the issues involved in their implementation, and then argue that the experiences and achievements of autonomous language learning, gained over several decades, will be of great help to inclusive classrooms.

Camilla Honkainen-Miller

Entrepreneurship; Lessons Learned from A Hands-on Approach to TEFL on the Autism Spectrum.

This talk explores how entrepreneurship as a pedagogical strategy can contribute to increased learner autonomy and a greater sense of self-efficacy in young people on the autism spectrum. Many adolescents on the autism spectrum face long-term unemployment or underemployment after graduation. Many of the life-skills required to live independent adult lives can be taught and rehearsed in a safe environment through implementation of entrepreneurship and differentiation as teaching methods. By combining practical business-related tasks both at school and in the field in collaboration with the local community, our adolescents are better prepared to handle the many unknowns they will face after leaving school.

This talk will cover 4 different kinds of activities that can be utilized when working cross-curricularly through a student led business enterprise. There will be a special focus on adolescent girls on the autism spectrum, as this group is underrepresented in research. We'll cover strengths and limitations of each activity and point people to tools available on the Web to help create engaging lessons.

Julia Specht - Gräff

A design based research; Which criteria is there for the inclusive foreign language classroom? How can they be implemented?

The speaker will provide the audience with findings from her design-based research on inclusive language learning. The talk points out the differences between inclusion and

integration, discusses criteria for an inclusive English as a foreign language classroom and argues how learner autonomy fulfils these criteria. Inclusive learning material, developed and tested in design-based research will be presented.

Peter Schildhauer

(Dis-)Empowering Students in Inclusive ELT: The ELT Classroom as a Multilayered Interactional Space

Essentially, teaching is interaction. In fostering language learner autonomy, particular forms of interaction, for instance “metalinguistic and metacognitive talk” (Little/Dam/Legenhausen 2017: 2), play a key role. This contribution argues that

a) In classrooms, interactional practices are negotiated on a macro- and a micro-level: On a macro-level, values and rules are established whose scope spans a lesson or the entire life span of a community of practice (for instance allocating agency and providing choices to learners, Florian & Black-Hawkins 2011; Little et al. 2017). The micro-level concerns individual interactions on a turn-by-turn basis.

b) A key responsibility for teachers is to establish and foster practices conducive to autonomy on both levels.

c) It is especially the micro-level on which teachers may draw on practices that dis-empower students such as Initiation – Response – Evaluation (e.g. Keith 2006), an asymmetrical, highly teacher-centered turn-taking pattern. This may undermine autonomy practices announced on a macro-level.

The talk develops this argument based on video-data from inclusive EFL classrooms (year 5 / 6) in which cooperative learning is practiced (Schildhauer 2019). The multimodal analysis uncovers various ways in which teachers ‘do’ autonomy on a macro- and micro-level (‘good practice’). It also sheds critical light on sequences in which the teachers ‘un-do’ autonomy. The talk suggests that teachers aiming at fostering autonomy actively (re-)shape micro-level interactions.

Florian, L. & Black-Hawkins, K. (2011). Exploring Inclusive Pedagogy. *British Educational Research Journal* 37(5), 813-828.

Keith, R. (2006). ‘Being the teacher’: Identity and Classroom Conversation. *Applied Linguistics* 27(1), 51-77.

Little, D., Dam, L., Legenhausen, L. (2017). *Language Learner Autonomy: Theory, Practice and Research*. Multilingual Matters.

Schildhauer, P. (2019). Interaction in Heterogeneous EFL Classes: The Challenges of Cooperative Learning. In C. Blume et al. (eds.), *Perspektiven inklusiven Englischunterrichts: Gemeinsam Lernen und Lehren*. <https://tinyurl.com/schildhauer19>.

Workshops

Leni Dam

Concrete ideas for inclusion in the foreign language learning environment.

The aim of this workshop is together to come up with a list of concrete ideas for inclusion and their implementation in the foreign language learning environment – some kind of toolbox for inclusion: Organization? Social learning? Useful activities? How to document learning? Etc.

After a short introduction of experienced problems in connection with inclusion and possible solutions taken from the autonomous classroom cf. the morning's inputs, the participants will individually, in pairs, in groups and in plenary be involved in making a possible toolbox for inclusion.

Ewa Gorna

Students as material creators.

The aim of this workshop is to collect and discuss ideas for student- created language learning materials in the autonomous classroom – what, how and with what result! The starting point will be the moderator's own successful experience with student-produced materials for vocabulary learning (word cards). During the workshop participants are going to develop their own material to be applied in their classrooms.

Katja Heim

How does an inclusive spirit materialize in school-based foreign language learning?

In this workshop, we will explore how an inclusive spirit (Werning & Avici-Werning, 2016) can be grasped in schools, in the classroom and in minute-by-minute interactions within inclusive school-based language learning environments. The workshop will start out with a presentation that is based on data of my research in the field. We will then move on to exploring how an inclusive spirit materializes in your own different foreign language learning settings.

Annika Albrecht & Carmen Becker

We are all different-we are all the same!

In this workshop we will demonstrate how autonomous foreign language learning can be the key towards an organic differentiation. Each individual student differs from the other in his or her competencies and interests. Human needs and human tendencies, however, unite us individuals and can serve as a ground for the development of a holistic foreign language classroom, with the student's self at its center. After a short introduction of human needs, human tendencies and ALL principles, we will move into collecting and developing ideas to be put into practice in the classroom.
