THE LAB SESSIONS
AUTONOMY IN RESEARCH AND PRACTICE

Research Institute for Learner Autonomy Education (RILAE)

Kanda University of International Studies, Chiba, Japan.

12th LAb session
Friday 5th July, 2024

A Curriculum for Learner Autonomy

https://kuis.kandagaigo.ac.jp/rilae/lab-sessions/lab12/

Link to schedule

Link to theme

Link to abstracts

Details

To register for the live session: Meeting Registration - Zoom

Pre-recorded sessions: Available from 9am, July 5th, 2024

Session 1: 9:30 - 11 am JST

Session 2: 3:00 - 4:00 pm JST

Featured speakers:

- **Leni Dam (Denmark):** An Interview with Leni Dam by Jo Mynard and Scott Shelton-Strong
- **Phoebe Lyon (Japan):** Fostering Reflection in a Language Learning Curricula
- **Joy Ramos-Gonzalez (Germany):** The Open Classroom Concept

Moderators:

The LAb sessions are moderated by Amelia Yarwood

Event support:

The LAb sessions are organised by Amelia Yarwood and Jo Mynard.

Contacting the presenters:

- Email rilae@kuis.ac.jp and we will forward the message

Schedule

Pre-recorded sessions

Presenter		Title	Presentation type
1. Becky Sanchez, Gakushuin University, Japan		Empowering Autonomy for English Conversation Practice through AI Chatbots (Abstract)	[Workshop-type activity] (7 minutes) Link to recording
2. Hatice Karaaslan & Ahmet Çolak, *Ankara Yildirim Beyazit University, Türkiye*		Tech-Enhanced L2 Learning: Autonomy and Interdependence (Abstract)	[Description of practice] (8 minutes) Link to recording
3. Dominique Vola Ambinintsoa, *Kanda University of International Studies, Japan*		Raising students' awareness of their existing learner autonomy (Abstract)	[Description of practice] (6 minutes) Link to recording
4. Larissa Dantas Rodrigues Borges*, Federal University of Pará, Brazil*		The Impact of the Course "Learning to Learn Foreign Languages" on the Autonomy of Pre-Service EFL Teachers (Abstract)	[Description of practice] (7 minutes) Link to recording
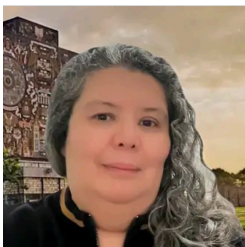
5. Deisa Enid Gómez Vargas & Juan David Castaño Roldán, *Universidad Nacional de Colombia, Colombia*		The Integration of Autonomy in the Foreign Language Teaching and Learning Program at Universidad Nacional de Colombia, Medellín Campus (Abstract)	[Description of practice] (7 minutes) Link to recording
6. Lali Barrera & Sandra Milena Echeverri Delgado, *Universidad de Antioquia* & *Universidad Nacional de Colombia, Colombia*		Curriculum in the Foreign Language Teaching and Learning Program at UNAL, Medellín Campus for the Promotion of Autonomy Based on Scientific Research (Abstract)	[Research summary] (7 minutes) Link to recording
7. Juan David Castaño Roldán & Alejandra Jiménez Quintero, *Universidad Nacional de Colombia, Colombia*		The Personal Plan of Work: A strategy to promote learner autonomy in The Foreign Language Teaching and Learning Program at the National University of Colombia, Medellín Campus (Abstract)	[Description of practice] (12 minutes) Link to recording
8. Phillip A. Bennett & Dominique Vola Ambinintsoa, *Kanda University of International Studies, Japan*		Effective Learning Module - a self-directed learning course (Abstract)	[Description of practice] (8 minutes) Link to recording
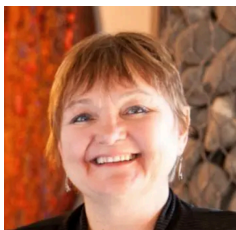
9. Leni Dam, *former coordinator of the IATEFL Learner Autonomy SIG and pioneering advocate for language learner autonomy*		An Interview with Leni Dam by Jo Mynard and Scott Shelton-Strong ([Abstract](#))	[Featured speaker] (20 minutes) [Link to recording](#)

- To contact the presenters, please email rilae@kuis.ac.jp and we will forward the message.

Live sessions (recordings will be added later) (Japan Standard Time)

9:30am		Welcome to the **Live Session** by Jo Mynard ([Link to recording](#))	
9:35am	Daniel Hooper, *Tokyo Kasei University, Japan*		Combining the Scientific and Everyday to Develop Student Leadership ([Abstract](#))	[Research summary] (7 minutes) [Link to recording](#)
9:45am	Elizabeth Lavolette, *Kyoto Sangyo University, Japan*		Introducing Learner Autonomy in a Lecture Course ([Abstract](#))	[Description of practice] (13 minutes) [Link to recording](#)
10:00am	Phoebe Lyon, *Kanda University of International Studies, Japan*		Fostering Reflection in a Language Learning Curricula ([Abstract](#))	[Featured presentation] (24 mininutes) [Link to recording](#)

10:30am	Kevin Watson, *The University of Virginia, USA*		Continual Self-Directed Learning Development Program for Japanese Educators (Abstract)	[Description of practice] (7 minutes) Link to recording
10:40am	Maria de la Paz Adelia Peña Clacel, *Mediateca ENALLT-UNAM-Mexico*		Introducing Learner Autonomy in a BA in Applied Linguistics Program (Abstract)	[Description of practice] (7 minutes) Link to recording
10:50am		Final announcements and wrap up by Jo Mynard		

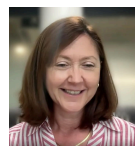|				
3:00pm		Welcome back to the **Live Session** by Jo Mynard (Link to recording)		
3:05pm	Kerstin Dofs, *Ara Institute of Canterbury, New Zealand*		Teachers plant seeds that grow forever (Abstract)	[Description of practice] (9 minutes) Link to recording
3:15pm	Joy Ramos-Gonzalez, *Leibniz Universität Hannover、 Germany*		The Open Classroom Concept (Abstract)	[Featured speaker] (19 minutes) Link to recording
3.40pm	Leni Dam, *former coordinator of the IATEFL Learner Autonomy SIG and pioneering advocate for language learner autonomy*		An Interview with Leni Dam by Jo Mynard and Scott Shelton-Strong (Abstract)	[Featured speaker] (20 minutes) Link to recording

4.00 pm		Final announcements and wrap up by Jo Mynard

To contact the presenters, please email rilae@kuis.ac.jp and we will forward the message.

Theme

A curriculum for learner autonomy is one that has the goal of helping learners understand themselves and their needs and equips them with the tools, strategies, and knowledge they need to take charge of their learning. It also provides the time, opportunities, and support necessary, especially when making shifts from more traditional learning contexts. In some cases, a curriculum might be relatively free from constraints, allowing the learner complete control over their learning. In other cases, for example, where there are assessments or fixed learning outcomes, educators can make room for the promotion of autonomy through reflection activities, self-assessment, self-directed work, and classroom activities that help learners become more aware of themselves and how they learn.

In our 12th LAb session on Friday, 5th July, we will share insights from colleagues in contexts around the world who can help us add to our understanding of what a language curriculum for autonomy looks like, and explore questions such as:

- How can we effectively promote an autonomy-supportive curriculum within diverse educational settings?
- What materials and/or resources have been effective in presenting self-directed learning skills across diverse cohorts?
- How can we embed self-directed learning skills in our courses, classrooms, and self-access materials?
- What cultural and contextual factors influence the implementation and/or uptake of learner autonomy in language education?
- Should learner autonomy remain part of the hidden curriculum? What are the benefits of making learners aware of this hidden curriculum element?
- What professional development can practitioners engage in to increase their understanding of an autonomy-supportive curriculum?

Abstracts

Pre-Recorded Sessions

Available from 5th July, 9:00 am (JST)

Presentation P-R01

Title: Empowering Autonomy for English Conversation Practice through AI Chatbots

Speaker: **Becky Sanchez** is a lecturer in the Faculty of International Social Sciences at Gakushuin University in Tokyo and a doctoral candidate in the Educational Practice and

Innovation: Learning Design and Technologies program at the University of South Carolina. Her interests include leveraging technology for language teaching, promoting learner autonomy, and integrating 21st century skills development in language education.

Abstract: Using AI for conversation practice has been lauded as a dynamic solution to enhance students' English skills. However, a new prompt must be generated each time the student wants to practice conversation, inhibiting students from being able to take advantage of the benefits of AI for conversation practice. This workshop will explore how teachers can help students create their own AI chatbots that provide consistent access to English conversation practice anytime, anywhere, without the need to constantly create new prompts. This approach not only saves time but also promotes regular practice, crucial for language acquisition. The chatbot can simulate real-life conversation, providing an interactive and engaging way for students to improve their fluency, vocabulary, and confidence in producing English. By integrating this technology into their learning routine, students can enjoy a more personalized and effective language learning experience. Viewers of this workshop will be equipped with the tools and knowledge to implement this innovative practice in their own teaching contexts.

Session type: Workshop-type practice

Pre-recorded session: Link to recording

Presentation P-R02

Title: Tech-Enhanced L2 Learning: Autonomy and Interdependence

Speakers: **Hatice Karaaslan**, PhD in Cognitive Science, Middle East Technical University, is an EFL Instructor, a learning advisor, an advisor educator, and a student mentorship program coordinator in Ankara Yıldırım Beyazıt University, Türkiye and a guest instructor in RILAE, KUIS, Japan.

Ahmet Çolak, PhD in Instructional Technology, University of South Florida, is an EFL Instructor and instructional technology program coordinator in Ankara Yıldırım Beyazıt University and an adjunct instructor at MEF University, Türkiye.

Abstract: Traditional L2 learning struggles to balance autonomy with collaboration. This practice aims to bridge the gap with a tech-driven and theme-based approach. Chickering's theory (1993) emphasizes "moving through autonomy toward interdependence" (p. 3), a crucial aspect of student development that extends beyond language acquisition and impacts a learner's sense of self. To this end, this project utilizes digital tools (eg. e-portfolios or forums) for self-directed learning, knowledge co-creation and vibrant online communities. Project management software fosters teamwork, while interaction with fluent speakers from around the globe and creative tools enhance cultural exchange and self-reflection. Large language models provide personalized support. On the whole, this learner-centered approach cultivates not only language proficiency but also personal responsibility, cultural awareness and a global identity, redefining L2 learning.

Session type: Description of practice

Pre-recorded session: Link to recording

Presentation P-R03

Title: Raising students' awareness of their existing learner autonomy

Speaker: **Dominique Vola Ambinintsoa** is a senior learning advisor, lecturer, graduate school instructor and advisor educator. Her research interests include learner autonomy, self-regulated learning, advising in language learning, and positive psychology.

Abstract: In my short experience in training in-service teachers, I have realized that most teachers' concern at the beginning of the training is that they do not have power over the curriculum, and they do not have time to "teach" learner autonomy to their students. Yet, every learner is autonomous to some extent; that is why terms such as "foster", "promote", and "support" are used instead of "teach" when it comes to learner autonomy (e.g. Benson, 2011; Benson & Mynard, forthcoming; Reeve, 2022). Teachers do not have to change the curriculum to promote learner autonomy. What they can do is to "build upon the autonomy that learners already possess" (Benson & Mynard, forthcoming) and "exploit the knowledge, interests and skills that [learners] bring to the classroom" (Little et al., 2017, p. 1).That is, they need to look for the existing affordances for learner autonomy in their students. It will be necessary to raise students' awareness of those affordances. Then, teachers and students together can work out what can be done to amplify those affordances and to integrate them in and beyond the classroom. In this presentation, I will give examples of activities that enable teachers to raise students' awareness of their own learner autonomy, which can be the starting point of incorporating learner autonomy into the curriculum.

Session type: Description of practice

Pre-recorded session: [Link to recording](#)

Presentation P-R04

Title: The Impact of the Course "Learning to Learn Foreign Languages" on the Autonomy of Pre-Service EFL Teachers

Speakers: Larissa Dantas Rodrigues Borges

Abstract: In a Northern Brazilian public university, a course named "Learning to Learn Foreign Languages" has been included in the curriculum of the TEFL program since 2010, aimed at enhancing the autonomy development of future EFL teachers. Taught to first-year English majoring students, the course covers a wide range of topics from language skills to theory and practice in autonomy, motivation, affect, character strengths, learning styles and strategies, and career planning. In this course, learners are introduced to the Complex Dynamic Model of Autonomy Development (Borges 2019; 2022) as a tool for reflection, self-awareness, and self-regulation, enabling a comprehensive view of several factors involved in the autonomization process. By using an approach based on negotiation and collaboration, the course instructors act as role models of the autonomous behaviors they aim to inspire in future language EFL teachers. In this presentation, evidence of autonomy development will illustrate the outcomes of this course for EFL pre-service teachers in their academic trajectory and beyond.

Session type: Description of practice

Pre-recorded session: [Link to recording](#)

Presentation P-R05

Title: The Integration of Autonomy in the Foreign Language Teaching and Learning Program at Universidad Nacional de Colombia, Medellín Campus

Speakers: **Deisa Enid Gómez Vargas** holds a master's degree in Spanish and Latin American Studies from the University of Bergen, Norway. She works as an English instructor at Universidad Nacional de Colombia, Medellín.

Juan David Castaño Roldán holds a Master's degree in Foreign Language Teaching from Universidad de Antioquia and works for Universidad Nacional de Colombia Sede Medellín and Universidad de Antioquia.

Abstract: The Foreign Language Teaching and Learning Program at the Medellín Campus of the National University of Colombia has adopted an approach focused on promoting learner autonomy through various strategies such as project work, genre-based pedagogy, and the personal plan of work. In this context, autonomy is defined as the "ability to take charge of one's own learning" (Holec 1981, p.3), encompassing activities such as setting learning goals, selecting methods and techniques, and evaluating progress, among other aspects. This emphasis on autonomy aligns with the Decree 0808 of April 25, 2002, which establishes autonomy as a foundational principle in educational legislation in Colombia. This presentation will explain how learner autonomy is integrated into the curriculum, for example, by showing how Project Work gives students responsibility for selecting, planning, and executing their project during the course and how Genre-based Pedagogy teaches students how to structure their writing effectively and adapt their language to suit different audiences and purposes to make informed choices about style, tone, and structure and finally how the Personal Plan of Work allows students to make decisions about what they want to learn and how they want to learn it.

Session type: Description of practice

Pre-recorded session: [Link to recording](#)

Presentation P-R06

Title: Curriculum in the Foreign Language Teaching and Learning Program at UNAL, Medellín Campus for the Promotion of Autonomy Based on Scientific Research

Speakers: **Lali Barrera** holds a Doctor Philosophiae degree from the University of Leipzig, Germany. She works as a professor of the master's degree in linguistics at the University of Antioquia.

Sandra Echeverri holds a master's degree in Foreign Language Teaching from the University of Antioquia and works for the National University of Colombia Campus Medellín and the University of Antioquia in the Foreign Languages Licensure Program

Abstract: The National University of Colombia, Medellín Campus, has been promoting learner autonomy in its language programs in both in-person and virtual modalities since the beginning of 2001. This program has been continuously developed based on the results of evaluations and studies of the program itself and the perspectives of the involved actors: teachers, tutors, and students. The intentional and conscious use of data gathered from the program evaluations and educational center has allowed the promotion and practice of autonomy to be integrated not only into curriculum documents but also into the reality of both in-person and virtual courses. The program has been developed not only based on expert opinions and theory but also with the support of scientific evidence and the study of the contextual conditions of the educational center. The purpose of this presentation is to show how scientific research allows the construction of curricular proposals for the promotion of autonomy in a concrete, coherent, and contextually appropriate manner, in line with the educational context and program changes.

Session type: Description of practice

Pre-recorded session: [Link to recording](#)

Presentation P-R07

Title: The Personal Plan of Work: A strategy to promote learner autonomy in The Foreign Language Teaching and Learning Program at the National University of Colombia, Medellín Campus

Speakers: **Juan David Castaño Roldán** holds a Master's degree in Foreign Language Teaching from Universidad de Antioquia and works for Universidad Nacional de Colombia, Medellín Campus and Universidad de Antioquia.

Alejandra Jiménez Quintero holds a Master's degree in Educational Technology from Instituto Tecnológico de Estudios Superiores de Monterrey, México. She works as an English instructor at Universidad Nacional de Colombia, Medellín Campus.

Abstract: The National University of Colombia, Medellín Campus, has been promoting learner autonomy in its language program in its two modalities, in-person and virtual, with the combination of different teaching strategies. One of them is the Personal Plan of Work component. In this component, students make an individual plan to achieve a personal learning objective during the course. In this way, the exercise of autonomy is encouraged among students, but also the ability to set objectives, select methods and techniques, and monitor their own progress. The component has three follow-up moments. These three follow-up moments in the Personal Plan of Work component have some differences depending on the modality of the course. In this interview, the program coordinator interviews one of the teachers of the program, who will describe the similarities and differences of the Personal Plan of Work in both modalities and how it is integrated in the curriculum and in the reality of language learning opportunities for the promotion of autonomy according to the modality.

Session type: Interview

Pre-recorded session: Link to recording

Presentation P-R08

Title: Effective Learning Module - a self-directed learning course

Speakers: **Phillip A. Bennett** is a university learning advisor and English lecturer with nearly 20 years of experience in a wide array of educational contexts in Japan.

Dominique Vola Ambinintsoa is a senior learning advisor, lecturer, and advisor educator at Kanda University of International Studies.

Abstract: In this presentation, we will talk about a one credit elective course that we offer at our university's Self-Access Learning Center (SALC). The course is called Effective Learning Module (ELM). Its aim is to help individual learners set goals, select resources and strategies according to their goals, make a learning plan, and implement it over one semester (Curry, 2019). The course is divided into parts, "units" and a "learning journal" incorporating activities and reflection that students submit every week. Throughout the course, students work one-to-one with a learning advisor on building on their self-directed learning skills. In this presentation, we will detail the units and the learning journals and how students are supported. The ELM is a good example of a curriculum-based approach for autonomy support and development.

Session type: Description of practice

Pre-recorded session: Link to recording

Featured Presentation P-R09

Title: An Interview with Leni Dam by Jo Mynard and Scott Shelton-Strong

Speakers: **Leni Dam**, a pioneering advocate for language learner autonomy, practiced and promoted innovative language teaching methods throughout her distinguished career. From 1973 to 2007, she taught English at a Danish comprehensive school and simultaneously contributed to teacher training and pedagogic projects at University College, Copenhagen. Her extensive work includes the influential LAALE research project and leadership roles in international organizations such as AILA and IATEFL. Renowned for her publications, notably "Learner Autonomy: From Theory to Practice" and "Language Learner Autonomy: Theory, Practice, and Research," Leni continues to share her expertise globally through workshops and talks, advancing the field of autonomous language learning.

Abstract: In this interview, Jo Mynard and Scott Shelton-Strong engage with Leni Dam, a pioneer in language learner autonomy, exploring her journey and extensive experience in this field. Leni shares how she first became interested in fostering learner autonomy, recounting successes in promoting this approach in language classrooms. She offers practical advice for teachers working within rigid curricula and prescribed materials, emphasizing flexibility and creativity. Reflecting on her career, Leni highlights the profound positive outcomes for students who embraced autonomous learning, noting the holistic benefits and personal growth they experienced. Additionally, she discusses the essential elements needed to transform traditional teacher-led classrooms into collaborative environments that prioritize learner autonomy.

Session type: Featured Interview

Pre-recorded session: Link to recording

Live session
9:30 am to 11:00 am (JST) | 3:00 to 4:00pm (JST)

Presentation L10

Title: Combining the Scientific and Everyday to Develop Student Leadership

Speakers: **Daniel Hooper** is an associate professor in the Department of English Communication at Tokyo Kasei University. He has taught in Japan for 17 years and researches learner autonomy and communities of practice.

Abstract: In this short presentation, I will discuss the interplay between everyday and scientific concepts (Vygotsky, 1986) in fostering student leadership within a self-access learning center (SALC) in Japan. Based on a 18-month ethnographic case study conducted on the LC, a SAC-based student-led learning community, data were analyzed to discern the influence of scientific and everyday knowledge on leadership practices. It was found that LC leaders internalized academic concepts (scientific knowledge) introduced in a SALC-based leadership course by integrating them with guided collaborative reflection and dialogue about their day-to-day experiences (everyday knowledge) of community leadership. The scientific concepts discussed in the leadership course were then found to act as new theoretical lenses that mediated the LC leaders' ability to understand and meet members' needs going forward. This presentation will conclude with a discussion on the value of concept-based instructional approaches in SALCs, where explicit instruction can be internalized through dialogic verbalization and practical application, enhancing the leadership capabilities of students.

Session type: Research Summary

Presentation L11

Title: Introducing Learner Autonomy in a Lecture Course

Speakers: **Betsy Lavolette** (PhD, Michigan State University) is Professor of English at Kyoto Sangyo University. Her research focuses on language learning and teaching with technology, professional development, and language learning spaces.

Abstract: In this presentation, I will share examples of how I introduce first-year English majors to the concept of learner autonomy as part of a "relay course" at Kyoto Sangyo University. The goal of this course is to showcase the topic of each professor's seminar in three-week sessions. To encourage students to think about learner autonomy, I use various activities, including some adapted from Morrison and Navarro (2014). About 70 students are enrolled in each section, so to keep them engaged, I use Pear Deck to frequently elicit anonymous responses from all students. In the first week, I introduce myself, and students have an opportunity to draw or write something to represent themselves, which is then shared with the class. We also explore language learning beliefs and basic learning strategies. In the second week, we focus on language learning resources, and students share their advice about language learning. In the third week, we discuss confidence and motivation, and students share advice for staying motivated. Throughout the course, students have opportunities to recall and reflect on what they learned.

Session type: Description of practice

Live session: [Link to recording](#)

Featured Presentation L12

Title: Fostering Reflection in a Language Learning Curricula

Speakers: **Phoebe Lyon** is a Senior Coordinator of Curriculum and Assessment in the English Language Institute at Kanda University of International Studies in Japan. She has worked in English language education for 25 years teaching in Japan, the USA, Hong Kong and Turkey. She is passionate about empowering educators and her research interests include curriculum design, assessment, multiliteracies and learner autonomy.

Abstract: Reflecting on their language learning helps students to gain a deeper understanding of their abilities, strategy utilization, and task performance by analyzing their linguistic knowledge and self-regulatory skills (Huang, 2021), and serves as a crucial step in cultivating metacognitive awareness, which according to Fleming (2014) is "the foundation for learning and success". This presentation will provide a brief rationale for integrating reflection activities into a language curriculum before giving an overview of a project designed to investigate how this could be done successfully. This project is a collaboration between two departments at a university in Japan, the English Language Institute (ELI) and the Self-Access Learning Center (SALC), and aims to address two primary challenges. Firstly, it seeks to assist students in achieving one of the ELI's core outcomes, "Reflection of Self", which has proven challenging for both instructors and learners in terms of teaching and learning, respectively. Secondly, it endeavors to expand the reach of reflective practices beyond the optional self-directed learning courses offered by the SALC, whose aim is to develop students' abilities to reflect meaningfully on their learning processes. This presentation will describe some of the activities and present learners', instructors' and learning advisors' feedback.

Session type: Featured presentation

Live session: [Link to recording](#)

Presentation L13

Title: Continual Self-Directed Learning Development Program for Japanese Educators

Speakers: **Kevin Watson** holds an MSc. in Adult Learning and is Teacher Regulation Board (TRB) certified in Canada with a TESOL accreditation. For the past ten years, Kevin has been working as a learning specialist and in several fields of education. He is currently the learning specialist at the University of Virginia School of Medicine. Previously Kevin has taught several post-secondary courses around the globe in Abu Dhabi, Japan, Thailand, and Barbados as well as home in Canada.

Abstract: This discussion shows the synergy between (a) L2 Teacher Identity Development, (b) Reflective Experiential Learning, (c) Social Emotional Learning, and (d) multi-modal autonomy supporting curriculum construction towards the development of self-directed educators through a coordinated set of mentored learning cycles. I show the structure of this teacher development program, how it is structured to liberate and support educators throughout the Integration, Continuity and Engagement (ICE) (Watson, 2019) process of their professional development. I highlight the theory and practice of English communication workshops within the development process of breaching Normative Learning Culture (NLC), and Japanese Set-social Mechanisms. I also provide mentored frameworks of scaffolding in order to develop learner/participant control over their L2 identity from a personal, relational, social and material perspective. The educator's identity development reinforces the importance of lifelong learning through experiential self-directed learning. In the context of the classroom, each educator must show their professional knowledge, skills, and attitudes towards their own growth as educators in addition to development within the context of communication skills.

Session type: Description of practice

Live session: Link to recording

Presentation L14

Title: Introducing Learner Autonomy in a BA in Applied Linguistics Program

Speakers: **Adelia Peña** is the director at the Self-access learning center at UNAM. She is also a professor in the BA of Applied Linguistics at the School of Languages, Linguistics and Translation- UNAM.

Abstract: In this presentation, I will discuss various activities implemented in a first-semester course for undergraduate students of applied linguistics at the School of Languages, Linguistics, and Translation (ENALLT) at the National Autonomous University of Mexico (UNAM). The subeject, titled "Methodology and Ethics for University Students," is part of the major's curriculum and has been taught in collaboration with a professor for five generations. This collaboration has allowed us to adapt and refine the content and activities for both online and classroom environments. The primary aim is to foster autonomy in learning by identifying students' learning profiles, analyzing their reading competencies, and enhancing their emotional self-management. Additionally, collaborative activities are designed to promote peer and self-evaluation. The design of these activities is guided by Rebecca Oxford's Strategic and Self-Regulation Model (2011) and the concept that autonomy is the capacity to take responsibility for one's own learning. This involves developing self-knowledge, self-regulation, self-management, self-assessment, and self-reflection.

Session type: Description of practice

Live session: Link to recording

Presentation L15

Title: Teachers plant seeds that grow forever

Speakers: **Kerstin Dofs** is currently working at Ara Institute of Canterbury, Christchurch New Zealand. She has a PhD through Macquarie University in Sydney. Her research interests are around adjustment and autonomy, and how these presently are dealt with, by English as an Additional Language (EAL) students and teachers, in programmes at higher educational institutions.

Abstract: The discrepancy between the actual level of English and the level needed to achieve in EAL learners' regular programmes at higher educational institutions (HEI) was addressed in a course, the Ara Personalised Language Upskilling and Self-development (Ara PLUS) course, designed and trialled at a HEI in NZ. The Ara PLUS course was created as part of an ethnographic research project, which included observation of Kim's (2022) Personalised English Language Enhancement (PELE) course. With the guidance of the course co-ordinator, students on the course design their own English enhancement project, after identifying their language shortcomings and choosing the area of English they most need to improve. The course supports students in setting measurable goals, identifying strategies, deciding on resources, and allocating time for their study. It enhances students' English while providing a platform for them to develop their self-confidence, efficacy, and communication skills. This presentation will describe this course and touch on the challenges, achievements, and outcomes of the course. Reflections and advice shared in the presentation will be valuable to others interested in offering similar courses at their institutions.

Dofs, K. I. (2021). Internationalisation and EAL Student Adjustment at a Higher Educational Institution: A Leap Through the Dragon's Gate (PhD, Macquarie University). Sydney, Australia.

Kim, M. (2022). A personalised autonomous model to resolve a prolonged dilemma in international students' English language needs in higher education. Higher Education Research & Development, 42(3), 603–618. https://doi.org/10.1080/07294360.2022.2105823

Session type: Research based autonomous learning practice

Live session: Link to recording

Presentation L16

Title: The Open Classroom Concept

Speakers: **Joy Ramos-Gonzalez** has been teaching English as a foreign language at the Leibniz Language Centre at the Leibniz University of Hannover, Germany, since 2008. She took the role of Assistant Director of the centre in 2014. She has degrees in both natural science and applied linguistics and is particularly interested in the promotion of learner autonomy in language teaching.

Abstract: The Open Classroom is a 3 hour weekly English language course offered by the Leibniz Language Centre of the Leibniz University Hannover. It presents a "prepared environment", much like that proposed by Maria Montessori, which invites the class participants to use and improve their English language skills in an open, relaxed way. The interaction is guided by tasks that, in different phases, involve group work and/or individual work. An essential aspect of the course is the promotion of learner autonomy through freedom of choice and self-reflection. The assessment is carried out on the basis of individual learning consultations, a language diary and a written portfolio. In this talk, I would like to

describe the evolution of the Open Classroom over the last 13 years and what has changed with respect to the pedagogy and the physical learning space.

Session type: Featured presentation

Live session: Link to recording