

Confident, Creative and Curious: Autonomous Teachers for Autonomous Times



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agenda

- **teachers' autonomy**
- **teachers** negotiating autonomy with learners
- **teacher-trainers** and teachers' individual limitations that prevent them from promoting learner autonomy
- **managers** and factors that can enhance or restrain the autonomy teachers may enjoy



autonomy

- learner
 - ability or capability to take charge or control of one's own learning



autonomy

- teacher



autonomy

- ability,
- capacity,
- willingness,
- personal responsibility,
- self-directed professional development,
- professional action
- freedom
- ***...to take control over the teaching process.***

Little (1995), Thavenius (1999), McGrath (2000), Smith (2003), Huang and Benson (2007), Xu (2007), Vieira (2008)

autonomy

“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)

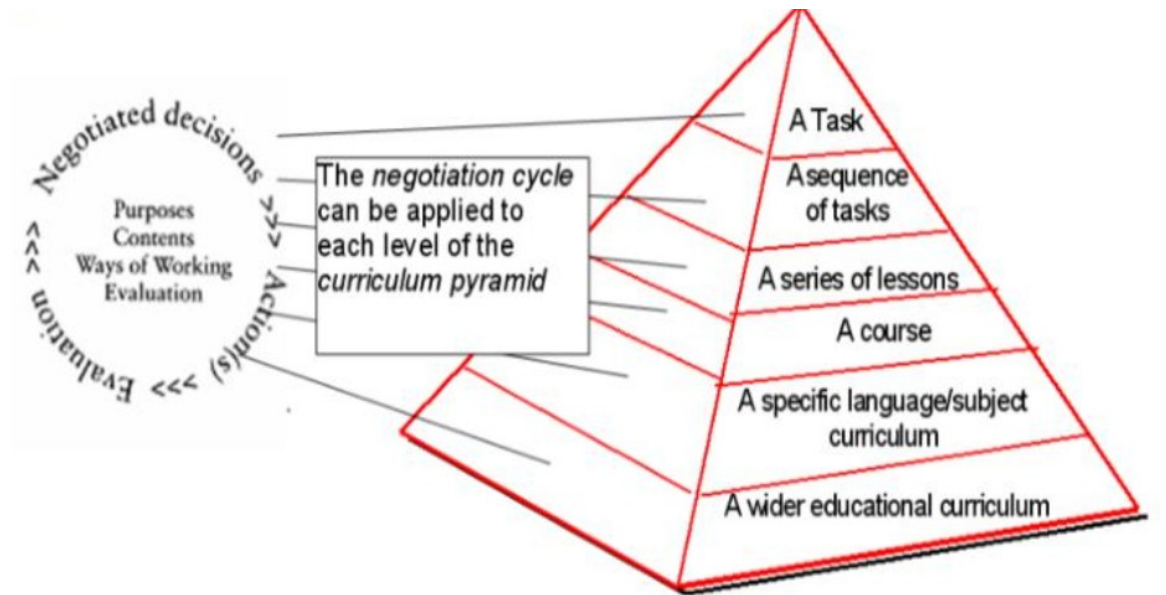
teacher – learner autonomy negotiation



- **negotiated** (proces, flexible) **syllabus** is organized around shared decisions made by teachers and learners

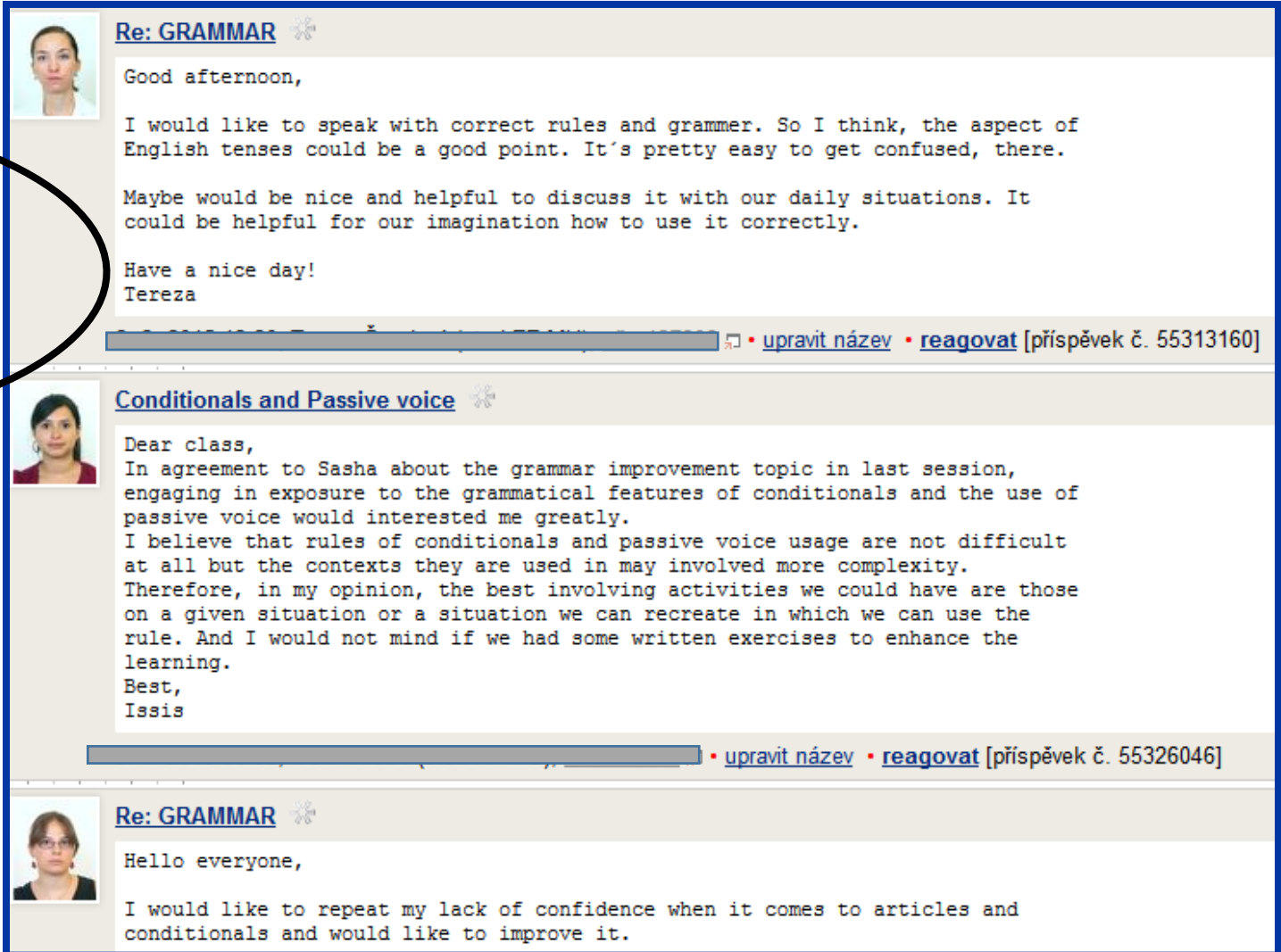
- “a shared detailed understanding between teacher and students of what is going on, what needs to be done, and how it will be done”.

(Boomer, 1992, p. 287)



A negotiated (process) syllabus (adapted from Breen & Littlejohn, 2000b, p. 38; Nation & Macalister, 2010, p. 150)

*Which grammar issues
cause major problems?*



The screenshot shows a forum thread with three posts. The first post is titled 'Re: GRAMMAR' and is by Tereza. The second post is titled 'Conditionals and Passive voice' and is by Issis. The third post is titled 'Re: GRAMMAR' and is by an unnamed user. Each post includes a profile picture, a title, and the text of the message. The forum interface includes navigation links like 'upravit název' and 'reagovat'.

Re: GRAMMAR ✨

Good afternoon,

I would like to speak with correct rules and grammar. So I think, the aspect of English tenses could be a good point. It's pretty easy to get confused, there.

Maybe would be nice and helpful to discuss it with our daily situations. It could be helpful for our imagination how to use it correctly.

Have a nice day!
Tereza

[upravit název](#) • [reagovat](#) [příspěvek č. 55313160]

Conditionals and Passive voice ✨

Dear class,

In agreement to Sasha about the grammar improvement topic in last session, engaging in exposure to the grammatical features of conditionals and the use of passive voice would interested me greatly.

I believe that rules of conditionals and passive voice usage are not difficult at all but the contexts they are used in may involved more complexity.

Therefore, in my opinion, the best involving activities we could have are those on a given situation or a situation we can recreate in which we can use the rule. And I would not mind if we had some written exercises to enhance the learning.

Best,
Issis

[upravit název](#) • [reagovat](#) [příspěvek č. 55326046]

Re: GRAMMAR ✨

Hello everyone,

I would like to repeat my lack of confidence when it comes to articles and conditionals and would like to improve it.

flexible syllabus

1. small talk – starting / finishing / turn taking
2. after-presentation discussion
3. critical listening
4. critical thinking
5. sound argumentation
6. conference presentation giving
7. panel discussion – presentations
8. panel discussion – chairing
9. panel discussion – turn taking
10. conference slot chairing
11. feedback giving /accepting
12. lecturing
13. interactive seminar giving
14. academic talk
15. peer-to-peer communication
16. authoritative communication
17. “one of the crowd” communication
18. adjusting language to your audience
19. instructions giving
20. academic writing style
21. abstract writing
22. biography writing
23. informal emails/letters
24. formal emails/letters
25. critical reading
26. other

two priorities

1' (individually)

two priorities

3' (pairs)

two priorities

5' (groups of four)

two priorities

7' (groups of eight) ...

two priorities

10' (the whole class)



ps2015 [režim kompatibility] - Microsoft Word

Soubor Domů Vložení Rozložení stránky Reference Korespondence Revize Zobrazení

Arial Narrow 12 A A[~] Aa

B I U abc x₂ x² A ab A

Schránka Písmo Odstavec

AaBbC AaBbC AaBbCcI AaBbCcE AaBbCcI

Nadpis 1 Název **¶ Normální** Podtitul Silné

Změnit styly

Najít Nahradit Vybrat

Úpravy

ACADEMIC WRITING module

This support group is designed to provide students with an opportunity to take their academic writing skills in English to a higher level, specifically in relation to their own discipline. The programme of this group is practice-oriented. Participants may get actively involved in a series of written individual, collaborative and peer-review tasks. Their texts may be analysed and discussed with a native speaker, an academic support professional. At the end of the group work, participants will be able to understand generic and specific features of academic texts; evaluate strengths and weaknesses of written work and know how to improve their individual writing style.

Stránka: 1 z 1 Slova: 457 Angličtina (Velká Británie)

140 % 23:26 16. 11. 2015

Academic Writing Group Work Plan

1) Our work will consist of six types of activities:

- 1.1. meetings with lecturers (organised by lecturers)
- 1.2. meetings of the academic writing group (organised members of the group – no limitations)
- 1.3. meetings with lecturers (organised by group members)
- 1.4. individual writing and consultations (for feedback from native lecturers)
- 1.5. peer-review
- 1.6. collaborative list of links to academic writing skills

1.1. MEETINGS WITH LECTURERS

(Participants of the activity: all members of the group)

1st group meeting: 6th October, 5pm (organisation of the term and coordination of activities, led by Libor Štěpánek, CUN MU)

2nd group meeting: 15th October, 5:20-6:00 pm (feedback to the group if wanted by the group, led by Julie Bytheway, NL; Bernadette Forward, USA)

3rd group meeting: to be organised by the group (led by Libor Štěpánek, CUN MU)

Individual meetings (Julie Bytheway, Bernadette Forward):

Wednesday, 15th Oct, 4:00 pm: Malikova, Kateřina; Štěpánek, Kateřina

Wednesday, 15th Oct, 4:20 pm: Štěpánek, Sárka; Hendrych, Michal

Wednesday, 15th Oct, 4:40 pm: Konečná, Zuzana; Klimeš, Michal

Wednesday, 15th Oct, 5:00 pm: Horáková, Jana; Krejčí, Radek

(Bernadette, Eve arranges a Skype meeting later)

Individual meetings (Tristan Lee, Oxford, UK):

To be announced (see the 3rd group meeting)

1.2. MEETINGS OF THE ACADEMIC WRITING GROUP (organised by lecturers)

(Participants of the activity: not specified)

These meetings are organised by the members of the group ad hoc, there are no limitations with regards to the number of meetings, attendance or topics and style of work.

1.3. A MEETING OF THE ACADEMIC WRITING GROUP (organised by group members)

(Participants of the activity: not specified)

This meeting is organised by the members of the group ad hoc, based on their common field of interest – the lecturer is invited to explain, discuss and clarify issues generated by the group.

1.4. INDIVIDUAL WRITING

(Participants of the activity: all members of the group)

Task 1: Write an academic text that includes a title; a structured text (introduction-main body-conclusion); and references; or any specified genre, such as CV; motivation or cover letter; or abstract. Length: 300-500 words

Type of text: selected individually by each participant

Topic (of the essay): selected individually by each participant

Deadline: 13th October 2014; 6:00pm

To be sent to: IS discussion forum thread: 'ACADEMIC WRITING GROUP: INDIVIDUAL WRITING TASK 1 (for 13th Oct)'

Task II: Discuss feedback with a lecturer (Julie Bytheway, Bernadette Forward) – see terms above (section 1.1.)

Task III: Discuss your individual plan for writing in the Autumn Term 2014 with Tristan Lee

(tristanblount@hotmail.com)

Deadline: 22nd October 2014

Your plan should include:

Number of texts in the given period of time

Type of each text you are going to write: (essay, cover letter, journal article, CV, ...)

Expected length of each text you are going to write: (number of words)

Deadline of each text you are going to write: (when you are going to send you text to Tristan Lee)

To be sent to: tristanblount@hotmail.com

1.5. PEER-REVIEW

(Participants of the activity: all group members)

Task: Write a short piece of text. (300-500 words). Include the following information:

1) Title (if applicable)

2) Type of text

Please, do NOT include any identification (your name or *úřad*), since we intend to keep the peer-review anonymous.

Then, write at least three peer-reviews to the texts of your colleagues. You can follow the structure given below but it is not compulsory.

Deadlines:

Deadline 1: (write your own text and upload it to the peer-review system): 31st October 2014

Deadline 2: upload peer-reviews to the texts of your colleagues 19th December 2014

To be sent to: peer-review system (automatic emails)

1.6. COLLABORATIVE LIST OF LINKS TO ACADEMIC WRITING SKILLS

(Participants of the activity: all group members)

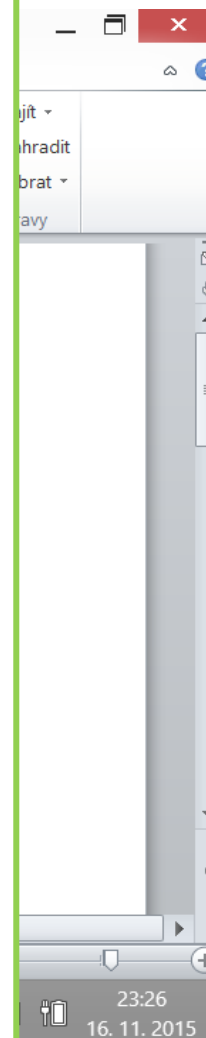
Task: Go to the Virtual Study Space, Academic Writing Section

(<https://is.muni.cz/student/english/vzitecne-odkazy/?specification=52>). Try some of the links (activities, tasks, other useful links) and comment on your experience (what you would recommend to your colleagues and what you would not recommend). Post your comments to the IS discussion forum (CJVAEA: ACADEMIC WRITING GROUP: LINKS thread)

Deadline: 13th December 2013

Task: Share any online links that you have experience with and can be useful for the others. Post your comments to the IS discussion forum (CJVAEA: ENGLISH AUTONOMOUS: ACADEMIC WRITING GROUP: LINKS thread)

Deadline: 19th December 2014



Our work will consist of six types of activities:

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5. peer-review
6. collaborative list of links to academic writing skills

conclusion), and references, of any specified genre, such as CV, motivation or cover letter, or abstract.
Length: 300-500 words
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PEER-REVIEW

(Participants of the activity: ...)

Task: Write a short piece of text (300-500 words). Include the following information:

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Please, do **NOT** include any identification, since we intend to keep the peer-review anonymous.

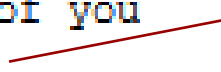
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To be sent to: peer-review system (automatic emails)

peer-review

- *„I do not want to participate as I see no point in being corrected by someone who may have lower level of English than me.“*
- *I do not know how it could help me – also, I do not feel confident enough to judge someone else’s writing.*

At the end I have to say that I do not agree with the idea that I have to be able to explain my research "simply". Lets look on the light. Some of you probably know this "joke" presented here: <http://www.plzi.wz.cz/> 

And God Said

$$\nabla \cdot \vec{D} = \rho_{\text{free}}$$

$$\nabla \cdot \vec{B} = 0$$

$$\nabla \times \vec{E} = -\frac{\partial \vec{B}}{\partial t}$$

$$\nabla \times \vec{H} = \vec{J}_{\text{free}} + \frac{\partial \vec{D}}{\partial t}$$

and *then* there was light.

Sorry I cannot write Maxwell equations here as plain text

I think that this is only correct explanation of light - not simple in your point of view. Every "simplier" explanation is not correct. I hope that you feel what I want to say.



- “ *...it is not academic* ”
- “ *....it is just a game* ”
- “ *...I was not sure about spelling of some words* ”
- “ *...it is not good to use informal words in academic English* ”
- “ *...my grammar is very bad* ”

confidence



teacher – teacher autonomy negotiation



WHY?

LEARNERS (STUDENTS, PUPILS)

- COMMUNICATION
- SPEAK
- LOOSE STRAITS
- MOTIVATION
- CREATIVITY
- EXPRESSION - tool to practice all
- HAVE FUN
- A way to talk to my friends
- We could choose our favourite clothes
- Awareness of students' feelings
- Learning by doing - TPR CT
- More realistic
- Adopting a new identity more and express
- Learner-centred
- Active learning
- Practical learning

WHY?

TEACHERS

- We get Ss to speak
- We'll introduce sth. different
- Work in a communicative way
- We get to know Ss better
- Communication improves
- Awareness of students' feelings
- Opportunity to develop Multiple Intelligences' theory.
- More fun!! motivating!
- Give the students opportunities to use language in real communication situations
- Stimulation and motivation.
- Inclusion for shy and lazy students.
- Work emotions in a performance way
- Innovative tool to teach traditional skills
-

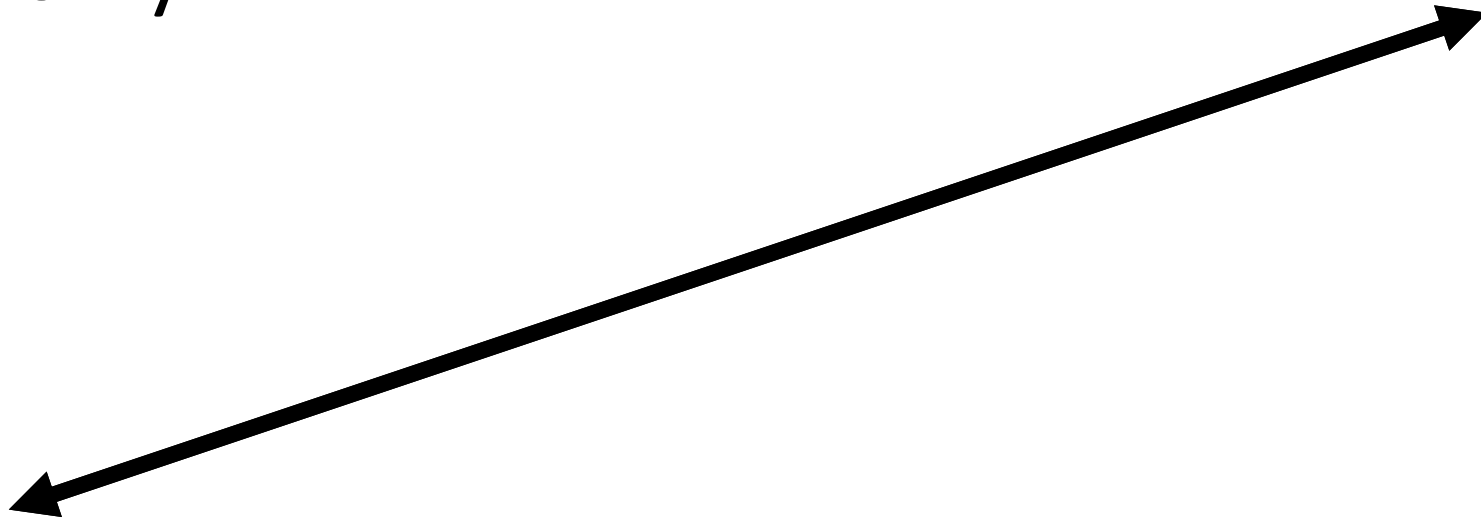
clap the rythm of this conference

make a drawing of ...

what you are looking forward to today

Line of interest ...

- autonomy



Read the statements below. Identify if they are facts, pieces of knowledge, opinions, impressions, feelings or beliefs.

- Senses are physiological capacities of organisms that provide data for perception. Humans have five senses: sight, hearing, smell, taste and touch.

- Crimea is a part of Ukraine.



Ivan



Matteuzzi

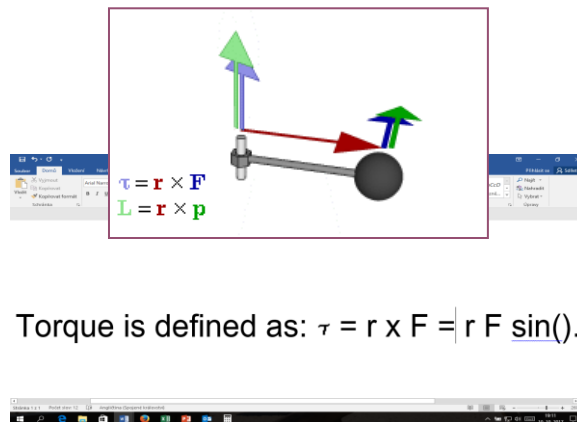


How old are you? (Korean)

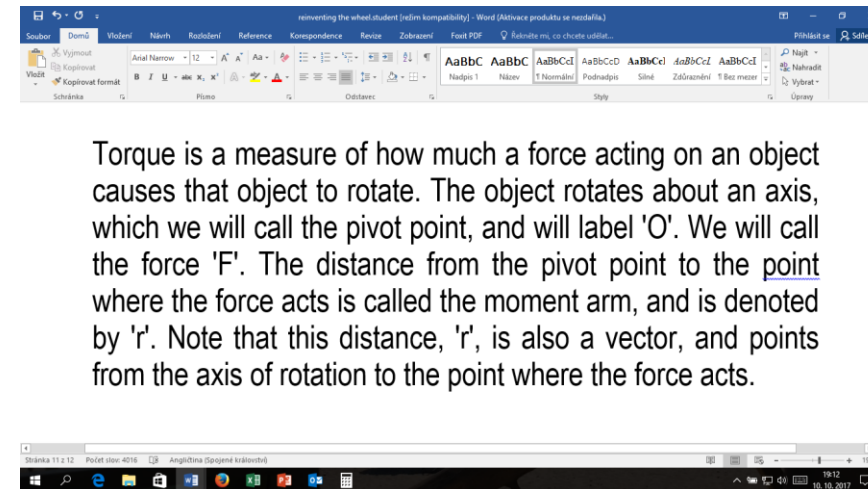
Do you mean Korean or international age?



Adapted from: <https://www.youtube.com/watch?v=NeXIV-wMVUk>



Torque is defined as: $\tau = r \times F = r F \sin(\theta)$.



Adapted from: <https://www.youtube.com/watch?v=ty9QSiVC2g0>

limitations

- *...non-linguistic skills are not necessary...*
- *...no controversial topics are allowed...*
- *...I do not have any assumptions about students before I meet them. ...*
- *....Do Koreans really ask that?*
- *...Who is going to correct the peer-review? ...*
- *...it is too much work to find and prepare diverse materials for one topic ...*
- *... if students bring their texts, how do we know they bring the right ones...*
- *...It is impossible to be authentic and give them long texts as homework ...*



creativity

manager – teacher autonomy negotiation



responsibility

- learner
- institution
- your own professional integrity



questionnaire

- **teaching and testing** at Masaryk University Language Centre
- 36 questions
- online
- anonymous
- vague questions open to interpretation of respondents
- 52 respondents (out of 78 academic staff members)

I would like my students to see me as:

- teacher – (excellent, competent, their, good ...)
- friend
- colleague
- facilitator and motivator
- mentor
- expert
- partner
- inspirational and knowledgeable person
- mediator and coordinator of group activities
- provider of the best they can learn
- help
- motivational factor and source of interest to language

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Rafael Noir (Lausanne):
sport coach



I use different teaching approaches in different courses I teach.

- 30 YES
- 18 NO
- 4 no response

- *...every course is different and target groups in each course need different approaches...*
- *There are styles or approaches I use in all of my courses and some approaches I adjust to the needs of the group.*
- *I teach only one type of a course.*
- *My approach is appropriate for all courses.*

Materials I use in my teaching are:

- *...online materials, textbooks, videos*
- *...everything suitable – textbooks, my own materials, Kahoot, grammar tasks, authentic listenings, presentations of students ...*
- *...compulsory and recommended materials for a given course*
- *...materials created by the unit, materials students bring from their branches...*
- *...ppt, podcast, news, videos, handouts, mobile phone tasks ...*
- *...diverse ...*

Can I choose which materials to use in my classes?

- 34 YES
- 14 YES and NO
- 2 NO
- 2 no response

Are there any materials I cannot use?

- NO
- authentic diagnoses
- not if I am not sure whether my materials are well-referenced materials

During the course, I give feedback to students:

- YES
- *...oral feedback every session, written twice per term...*
- *...frequency differs, mostly oral, written rarely...*
- *...if students ask for feedback....*
- *...to homework...*
- *...group feedback after tasks...*
- *...corrected tests...*

To evaluate language skills, I use the following style of testing:

- *oral and written test*
- *analysis of written and oral work*
- *test of four language skills + „gramlex“*
- *home written text + monologue on the topic of their thesis + interaction in pair*
- *standardised test*
- *pro-achievement test*
- *portfolio testing*
- *translation*
- *work in seminar*

You can choose a way of evaluation at your unit:

- 15 YES
- 23 NO
- 14 no response

- *Units usually have one.*
- *It depends on specialisations*
- *If one teacher teaches a course, it is possible, if more teachers, then it must be unified.*
- *Standardised courses are tested in a standard way, others in a different way.*
- *We may think about new forms of testing.*
- *We all have the same tests with the same points.*

In what cases do I consult my decision about a grade with colleagues:

- *If a student thinks, the grade should be different...*
- *If it is the last try of the student.*
- *When the results are poor and the student should be failed.*
- *In all cases, we test in pairs.*
- *If a student's response shows a new possibility not mentioned in the test key and I think it could be correct.*
- *There has never been any need so far.*

When I fail a student, I base it on:

- *CEFR levels*
- *The test must be well constructed. Because we are not perfect test designers, I can tolerate 1-2% of mistakes, if a student is in a difficult study situation. If the situation is not clear, it is always a problem of a test not the student.*
- *If a student is unable to express their thoughts...*
- *Points in a test ...*
- *If the student does not do tasks during the course...*
- *It is important for me to see the student is trying hard to improve their language skills, even if they do not achieve expected levels in all four skills.*
- *Work and effort during the term, achievement of the student, test results*
- *It is not so common. Portfolio enables continuous improvement checking, they get continuous feedback and know which areas to focus on and which mistakes to eliminate. If a student does not collect enough points, they usually know before the end of the term.*

As a teacher, I do not like:

- *large groups*
- *admin*
- *testing*
- *bored / passive / tired / non-motivated students*
- *grammar*
- *time stress / lack of time*
- *different levels of students in one group*
- *when I cannot manage what I have planned*
- *when I am bored*

As a teacher, I enjoy:

- *everything*
- *...developing a session and seeing that students have learnt something and feel fine about it...*
- *...interaction with students....*
- *watching students' styles of thinking, finding new ways ...*
- *variability of methods and teaching styles I can use to achieve individualised approach / tailoring sessions*
- *dynamics*
- *when students are having fun*
- *watching students „grow“*
- *intellectual excitement*
- *diversity of audiences and their reactions*



curiosity

summary

- **learners (confidence)**
 - expertise
 - experience
- **teachers (creativity)**
 - open-mindedness
 - sharing
- **managers (curiosity)**
 - balance of responsibilities
 - professional trust

conclusion

...a responsible attitude to work...



... professional trust

learners and teachers,
teachers as a community
teachers and managers/admin

SOURCES

- **Benson, & P. Voller** (Eds.), *Autonomy and independence in language learning* (pp.132-149). London: Longman.
- **Holec, H.** (1981). *Autonomy and foreign language learning*. Oxford: Pergamon Press.
- **Huang, J., & Benson, P.** (2007). Research on teacher autonomy in second language education. *Foreign Languages and Their Teaching*, (2), 33-37.
- **Little, D.** (1991). *Learner autonomy 1: Definitions, issues and problems*. Dublin: Authentik.
- **Little, D.** (1995). Learning as dialogue: The dependence of learner autonomy on teacher autonomy. *System*, 23(2), 175-181. [https://doi.org/10.1016/0346-251X\(95\)00006-6](https://doi.org/10.1016/0346-251X(95)00006-6)
- **McGrath, I.** (2000). Teacher autonomy. In B. Sinclair, I. McGrath, & T. Lamb (Eds.), *Learner autonomy, teacher autonomy: Future directions* (pp. 100-110). Harlow: Longman.
- **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.
- **Smith, R. C.** (2003). Teacher education for teacher-learner autonomy. In J. Gollin, G. Ferguson, & H. Trappes-Lomax (Eds.), *Symposium for language teacher educators: Papers from three IALS Symposia*. Edinburgh: University of Edinburgh.
- **Thavenius, C.** (1999). Teacher autonomy for learner autonomy. In S. Cotterall, & D. Crabbe (Eds.), *Learner autonomy in language learning: Defining the field and effecting change* (pp. 159-163). Frankfurt am Main: Peter Lang.
- **Vieira, F.** (2008). Introduction to section III: Teacher education for teacher and learner autonomy. In M. Jiménez Raya, & T. Lamb (Eds.), *Pedagogy for autonomy in modern languages education: Theory, practice, and teacher education* (pp. 199-201). Dublin: Authentik.
- **Xu, J. F.** (2007). *Autonomy in College foreign language learning: From theory to practice*. Beijing: China Social Sciences Press.