

JERN-HENRIK / Dennis the Menace



Det bedste du kan gøre er at blive smaddergo' til at
være DIG.

**The best thing you can do is to become extremely good
at being yourself!**

Developing learner autonomy:

***Getting ALL learners involved in their
own language learning***

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Outline of presentation

- The Salamanca statement /
Key-features in inclusive pedagogy
- Developing learner autonomy – video extract /
Key-features in autonomous learning
- Developing learner autonomy :
Examples from an autonomous classroom
- Concluding remarks

The Salamanca statement (1994)

We believe and proclaim that (extract):

- every child has a fundamental right to education, and must be given the opportunity to achieve and maintain an acceptable level of learning,
- every child has unique characteristics, interests, abilities and learning needs,
- education systems should be designed and educational programmes implemented to take into account the wide diversity of these characteristics and needs.

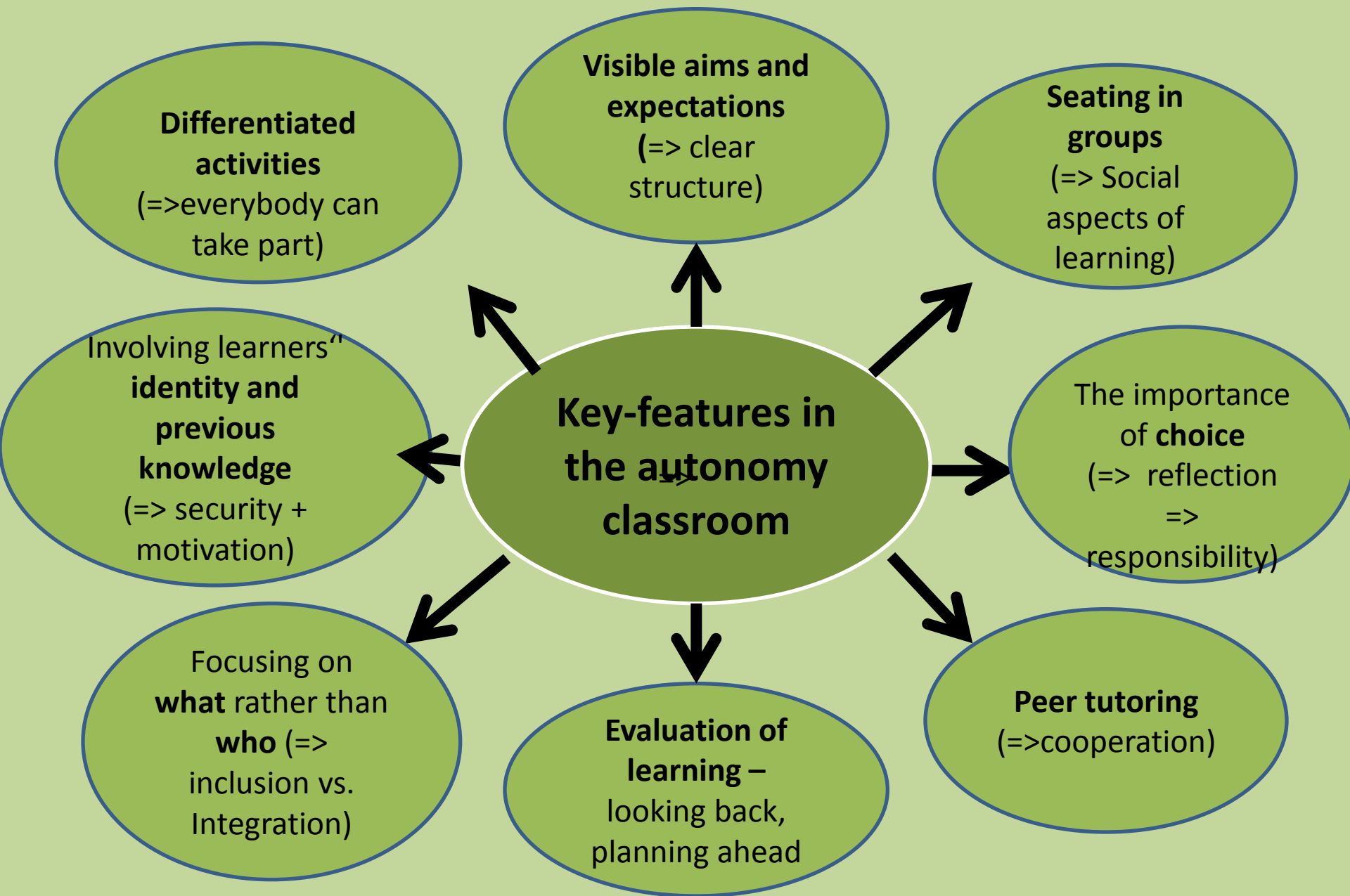
Inclusive pedagogy recommends:

- The establishment of a secure and socially well-functioning environment: Appreciation and acknowledgement
- Structure
- Focus on *what* to do rather than *whom* to support (inclusion as opposed to integration or even worse - exclusion)
- Activities where everybody can contribute something and where everybody will gain something (differentiation)
- Peer-tutoring
- Participation in decision making as regards own learning
- Possibilities for *choice* – partner, content, way of working, etc. – within certain constraints.

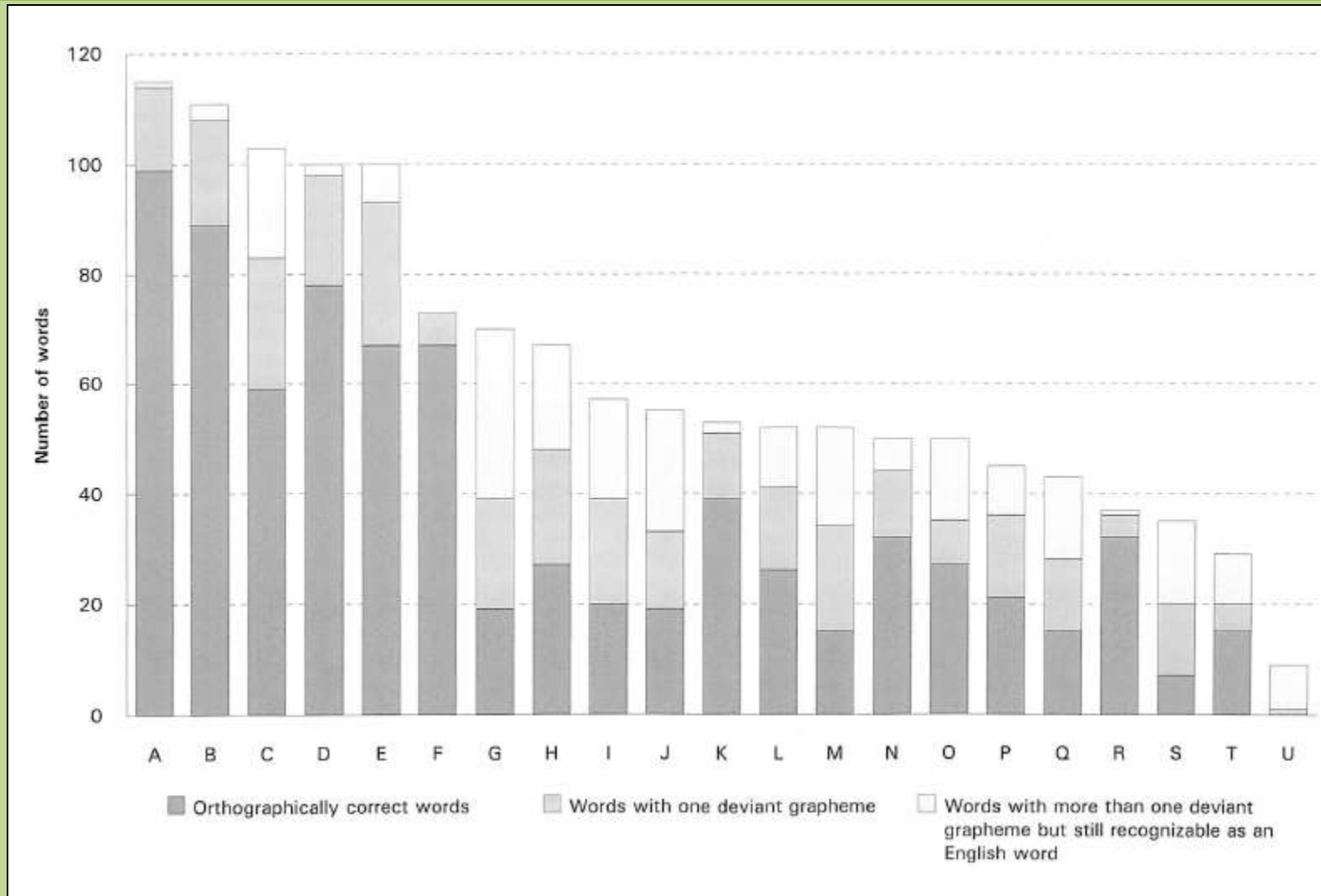
(Recent experiences gained by Danish pedagogues and teachers)

Developing learner autonomy

- Extract from the video:
It's up to yourself if you want to learn!



The class - Vocabulary “test” after 6 weeks of English



Seating in groups

Peer tutoring

Group
work



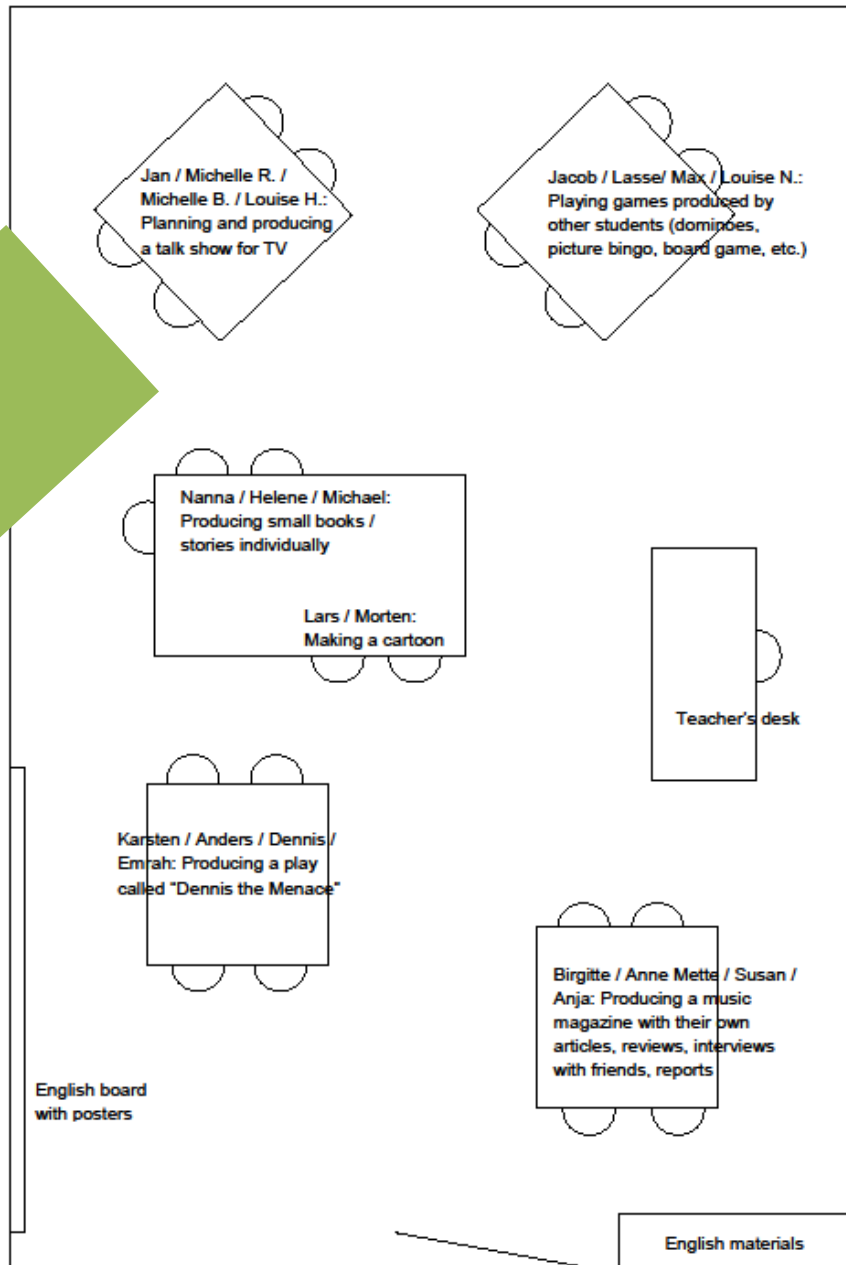
Social
learning

Independence of teacher

Who does what?

Who?	What?
Emrah / Lars	Make an essay
Susan / Anne Mette	Read books
Anders / Karsten / Dennis	Make a radio programme
Nanna / Birgitte	Make a TV programme
Jan	Translate English songs into Danish
Helene	Work with poems
Jacob / Louise	Make a game
Lasse/ Louise N. / Michael / Max / Michelle R. / Michelle B.	Make a play
2nd year of English, 12-year-olds	

The classroom setting



A learner-produced play as group work

OH NO !!!!!!!!!!!

- Narrator : Jerry and his friend Steve are going home from school, the two big boys Dick and Jack wait for them.
- Jerry : Oh no, not again.
- Dick : What've got here, mann
- Jack : It is the little Jerry, and his friend Steve, shall we have some fun.
- Dick : Yes, we will have some fun, with the two small boys.
- Jack : Oh Steve are you going home to your mother and give her a big kiss.
- Dick : Oh yes, and you Jerry, you are on your way home because you will have your dummy.
- Jerry : Run Steve, run-a-way.
- Steve : I'm running, Jerry.
- Narrator : Steve and Jerry run home to Jerry's place. Later Jerry and Steve go for a little walk.
- Jerry : Why should we always be teased?.
- Steve : I dont know.
- Narrator : Now they are meeting the biggest girl in the town, Djeni.
- Djeni : Hello micro boys, why should you always be stupid?.
- Steve : I dont know.
- Djeni : You dont know.

(Play, group work, 1st year of English, 11-year olds – Karsten, Dennis, Helene, Lars, Lasse)

Susan's logbook entry

Monday, 30th November 1992

- ① share home work with Louise H
- ② see a play called "Oh no"
det var da meget godt, men jeg synes
de talte alt for hurtigt og man kunne
ikke rigtig høre hvad de sagde.
- ③ read a book called A Hilda Boswell
Little Treasury.

Woe

The more the students becomes the teacher and the more the teacher becomes the learner, then the more successful are the outcomes (Hattie 2009 p. 25)




A possible plan for group work

- Share homework with your partner(s)
- Two minutes' talk
- Work with the tasks you have chosen / been given
- Evaluate your work
- Plan homework and perhaps the next lesson

(Poster)

Logbook page - 3rd year of English / girl

Monday 27th November 

*
① 20 minutes' talk with my group.*
we talked about the weekend.

② share home work with Michelle.
Michelle has found 5 new words.

③ free activities with my group:
we will work on our play.

④ home work: Read, continue my story.

⑤ evaluation:



because kni has helped us to correct our mistakes.

⑥ make small storys in groups

Rules for homework

- Homework is a must.
- You can choose from the list of ideas.
- You must be able to do your homework without the help of your parents.
- Whatever you choose should be so interesting that you can't help doing it.
- You must always read in your extra reader until you have come across at least 5 new words.
- Whatever you do, you should learn something from it.

Peer-tutoring



Good group work – individual statements

- *A good group work is work **everybody take part in**, and discuss everything, and **they like each other**. Everybody has to talk English all the time. **Everybody has to do something** for the group. When you learn something from the group.(Emrah)*
- *Good group work is: That we talk English all the time, and we can work without getting mad at each other. **Everybody has to work with something**. You have to learn something about it. We have to discuss everything what we are doing.(Max)*

Involvement of parents

Detailed information about the set-up of teaching and learning:

- What we do (a plan for a period).
- Why we do it (e.g. the curricular guidelines).
- How we do it (e.g. the use of logbooks and portfolios, homework to be done).
- Expectations of parents (taking part in their children's learning / showing interest in their homework).

Conclusion

- It **is** possible to get ***all*** learners involved in their own learning if the key-features of learner autonomy are catered for.
- It **is** possible to create a learning environment where the individual learner feel accepted and respected – an environment which supports self-esteem and self- respect and thus respect for others.
- It **is** possible to make ***all*** learners good language learners.

Peer-to-peer talks / 2 minutes' talk – Dennis and Lasse

D: What did / what should you do today?

L: Today I ehm I shall have my birthday.

D: Have you birthday today?

L: Yes.

D: Happy birthday.

L: Thank you. So I should home and, and and make made a cake to my-

D: Birthday cake?

L: Cake, yes, so I should have this cake and, so to, afternoon my eh my friend is coming and

(cf. Legenhausen 2001:65)

Peer - to – peer talk, German group

J: I'm going to have a family with two ehm chil childrens, and I'm going to live in a big house.

I: When is your birthday?

J: My birthday is now.

I: Ah, my birthday is on the sixteen *ah ja* of ehm of May. When is your sister's birthday?

J: My sister's birthday is in is on the twenty-seventh of February.

I: What films do you like?

...

With what result? - a learner's voice

Most important is probably the way we have worked. That we were expected to and given the chance to decide ourselves what to do. That we worked independently. And we have learned much more because we have worked with different things. In this way we could help each other because some of us had learned something and others had learned something else. It doesn't mean that we haven't had a teacher to help us. Because we have, and she has helped us. But the day she didn't have the time, we could manage on our own. (Max)

(Dam 2006)

Remember

“The schools that kids love have the quality of active learning environments, allowing students to become shareholders of their own learning.” (Rogers 1969:9)