THIRD NORDIC WORKSHOP ON

DEVELOPING AUTONOMOUS LEARNING IN THE FL CLASSROOM

BERGEN, AUGUST 11-14, 1989

REPORT

Edited by Turid Trebbi

The Third Nordic Workshop on Developing Autonomous learning in the Foreign Language Classroom took place in Bergen, Norway, in August 1989. It was the follow-up of two previous workshops, the one in Helsinki, Finland, in 1987, organized by Viljo Kohonen, University of Tampere, and the one at Køge, Denmark, in 1986[1] organized by Gerd Gabrielsen, Danmarks Lærerhøjskole and Leni Dam, Karlslunde skole.

The idea of the Nordic Workshops originated in 1984 when during one in a series of international workshops on "Communicative Curricula in Modern Languages" instituted by C.N. Candlin, C. Edelhof and H.-E. Piepho, some of us realized that it might be worthwhile to organize a separate workshop focusing on the development of autonomous learning in a school context. The intention was to bring together teachers, teacher trainers and research workers to discuss, on the basis of classroom experience, the notion of learner autonomy in language learning and conditions for promoting it, to suggest kinds of research needed to elucidate and concretise the various aspects of learner autonomy, and to share experiences and concepts in order to establish a network of inter-nordic cooperation for the dissemination of ideas and research-based innovation.

The general focus of the Bergen Workshoop was the dissemination of learner autonomy in the foreign language classroom. This issue implies differing interpretations of the concept of learner autonomy and of the learner-/teacher roles, interpretations which the group wanted to debate and concretise through exchange of experience from the two-year period since we last met.

The aim of the present report is primarily to account for the current status of debate within the group, to state various and varied experience and to give tentative suggestions for further developments.

---

[1] This was the first Nordic Workshop. Report: Developing Autonomous Learning in the FL Classroom, Køge, September 18-21, 1986, edited by Gerd Gabrielsen, Danmarks Lærerhøjskole.

Developing autonomous learning in the foreign language classroom is an ongoing process. Although we have been through different stages, the Bergen Workshop underlines the importance of developing the process further. Conclusion at this point would be immature, even though today we understand better the nature of autonomous learning and are better able to operationalize it.

A fourth workshop has been agreed on to take place in Sweden in 1991.

Turid Trebbi
Institutt for praktisk pedgogikk
Universitetet i Bergen
October 1990

CONTENTS

BASIC CONCEPTS AND CURRENT ISSUES
Gerd Gabrielsen

It has fallen into my lot at the outset of this workshop to explain why we are here together, why it is that we, although clearly inspired by central trends in international thinking about language learning and teaching have based this workshop mainly on participants from Nordic countries, why we have invited participants specifically from Holland, Ireland and Spain, and what we are hoping to achieve.

The idea of starting a series of Nordic workshops on autonomous learning in the FL classroom first came to us in 1984, at one of a series of international workshops on communicative curricula held that year in Copenhagen[2], where we represented one of the first groups attempting to work systematically on autonomous learning in a general school context. The interest shown at that workshop in what we were doing and in the approach we had developed was encouraging. It was our feeling, however, that at that precise moment in history the conditions for discussing with others our experience as based on practical work in the classroom and on grassroot-level dissemination, might be most easily found in the Scandinavian countries. Thus the idea of the Nordic workshops.

What we hoped to achieve was to establish a broader common basis of experience and ideas before taking the discussion into a wider and more culturally diverse context.
We are grateful to have with us colleagues from Holland, Ireland and Spain. It shows that what we are attempting to do is not exclusively of interest to us. Our Dutch colleagues have taken part in and contributed to the workshops right from the beginning and should be considered part of the original group. They, like our colleagues from Ireland and Spain, have come, I believe, because of a common interest in the issues we

---

[2]See note 1, page 1.

are dealing with, in the strictly language teaching issues, in the general pedagogic approach, and in the issue of dissemination.

Our interest in autonomous learning builds on the realisation that for our pupils language learning is of overriding importance for their later opportunities in life, and furthermore that within the 600 to 700 hours of teaching that we have in school what we can hope to do is to get them started. As John Trim (1988) writes in a Council of Europe report on Autonomy and self-directed learning:

> "Learning is a life-long process. No school or even university can provide its pupils or students with all the knowledge and the skills they will need in their active adult lives. Adult life, in its personal as well as its vocational aspects, is far too diverse and too subject to change for any educational curriculum to attempt to provide a detailed preparation. It is more important for a young person to have an understanding of himself or herself, an awareness of the environment and its workings, and to have learned how to think and how to learn."

What we are attempting to do in the classroom may be described at the level of aims by terms almost identical to those used in Holec (1981): autonomous learning is characterized by the learner's ability and his willingness to take charge of his own learning,

-   deciding on personal aims and objectives,
-   choosing which materials and activities to use,
-   organizing and monitoring his work,
-   evaluating his personal learning outcome, relating this not only to language learning but also to general aims and requirements in schools, and to his later life.

Although the work we are engaged in is thus clearly inspired by the development we see in Europe towards mobility, geographical, vocational and personal, it is also and in an

equally important sense a continuation of earlier, related
developments within the Scandinavian context. Both aspects
are important, the national and the international, since both
have a part in shaping our ideas on what is practically
feasible and what is desirable.

The influence of local experience and local debate is felt
primarily at the level of what Nunan (1988) terms the level of
curriculum realized. At this level the experience of teachers
and learners has a decisive influence. Working within a
Scandinavian tradition has influenced and to some extent
facilitated our work on learner autonomy:

1.   As all our countries are small countries, foreign
      language learning is highly regarded. Having a working
      knowledge of one or more foreign languages is more or
      less taken for granted on a par with reading and writing.
      English, and to some extent German and French, are widely
      used in the media, and children know about and hear for-
      eign languages spoken from early childhood.

2.   In the Scandinavian countries general language teaching
      in schools was introduced in the mid-fifties at a time
      when equal opportunities in education was the overriding
      issue. This starting point has had two main effects.
      One is to do merely with time. Today we have very few
      pupils in school whose parents have no foreign language
      at all. This makes teaching easier, there is a fairly
      relaxed attitude towards the feasibility of learning, and
      a general confidence in the methods used, which makes
      experimentation easier.
      The other is that learner autonomy in the foreign
      language classroom is often seen by teachers and parents
      as a natural extension of work done during the 'seventies
      and 'eighties on differentiated learning within mixed-
      ability groups. During that period, at least in Denmark,
      learner involvement in management of classroom learning

was introduced as an official requirement in primary and
lower secondary schools, and in Norway streaming and
setting was entirely done away with. Working with
learner responsibility and awareness of learning takes
this only one step further, and to a considerable extent
builds on experience from the previous period.

3.   Finally, we have a tradition - at least in Denmark and
     Norway, for bottom-up or teacher-driven development of
     practical classroom teaching, which began with the
     development of mixed-ability teaching in the 'seventies
     and which has strongly influenced the work in study
     groups and courses.

At the level of precise theory and theoretical reference our
work differs. In legitimizing our aims or in discussing in
detail the pedagogic implications of our work, we tend to
refer to differing universes of linguistic or pedagogic
theory. As teachers of English, German, and French respec-
tively, we are trained within differing traditions, and
reference to national debate on educational issues will carry
culturally defined implications which will not be easily
accessible to colleagues not familiar with the particular
context. However, we may find a common basis in our ex-
perience at the level of practice and from there work our way
to relevant theory.
As a group we (and our learners) have experienced that it is
possible to learn a foreign language in the classroom without
the structured guidance of a foreign language textbook or a
pre-determined syllabus. We have experience supporting the
idea that it is within the potential of our learners to some
extent to structure their own learning and that it is within
the teachers' capacity to advise the learner and to accept
that his advice is not always taken, and we have all had the
experience that learning to learn is a task which will some-
times exeed what the teacher had pre-conceptualized. That, in
fact, as teachers we are constantly learning from our learners.

From what I have seen and read in various reports I believe
that we and those teachers who have stayed on in our working
groups have a possible common point of departure at the level
of curriculum realized in certain basic ideas and beliefs
which we share:

- a readiness to accept a distinction between teaching
  and learning,
- a belief that it is possible for teachers and
  learners to structure and learn from their own ex-
  perience,
- a realisation that it is not possible in practice to
  distinguish language learning from other, concurrent
  aspects of learning (cognitive, social and emo-
  tional/attitudinal),
- that working with and influencing the whole pupil or
  student, is therefore not an ideal, but a fact of
  life,
- that if we wish to know about this process, ob-
  serving the learner is not enough, we must ask him,
- that the basic task of the learner is social
  learning, coming to terms with himself and the de-
  mands of society.

Our next task in this group, I would suggest, would be to
clarify further our conception of aims, to discuss e.g. where
we stand relative to the three interpretations of autonomy
described by Chris Candlin in the Køge workshop: in-
dividualistic, instrumental, and emancipatory[3]. Further
issues worth discussing would be the content of teaching
relative to the idea of learner autonomy and to discuss in
details the precise import at classroom level of concepts
which we tend to use frequently and easily, such as responsi-
bility and awareness.

---

[3]See note 1, page 1.

References:

Holec, H, 1981: <u>Autonomy and Foreign Language Learning</u>:
    Oxford: Pergamon. First published Strasbourg:
    Council of Europe, 1979.
Holec, H. (ed.), 1988: <u>Autonomy and Self-Directed Learning:</u>
    <u>Present Fields of Application</u>. Strasbourg: Council of
    Europe.
Nunan, D., 1988: <u>The Learner-Centered Curriculum</u>. Cambridge:
    Cambridge University Press.
Trim, J., 1988 <u>in</u> Holec H. (ed.), 1988.

THE EFS-PROJECT
Turid Trebbi.

The EFS-project ' was run last school-year at the Department
of Teacher Education, University of Bergen, by 4 colleagues,
among them Per Orten and myself. We had the chance of having
Gerd Gabrielsen with us in the first part of the project; she
spent 5 months as a guest researcher at our department.
The primary intention of this short presentation is to put
forward some principles of in-service training which seem to
relate to some of the concepts that lie behind learner auto-
nomy.
Secondly, I also want to point out 3 areas in in-service
training that I would like to develop further.
But first I will describe briefly the model we tried out and
also give the main reasons for having chosen this way of
proceeding.
For a more complete presentation of the project I refer to the
final report which will be published later.

Model
The model is a combination of
*   the trainee's own planning, trying out plans in the
     classroom, evaluation and renewed planning, trying out
     plans, evaluation and so forth,
*   support, exchange and collaboration in network groups,
*   plenary discussions of trainee experience on the basis of
     trainee or group reports from the classroom,
*   course input,
*   contracts between trainee and trainer
The model was built on Danish experience as described by M.
Breen, C. Candlin, L. Dam and G. Gabrielsen.[5]

'Etterutdanningsprosjekt for FremmedSpråklærere/Project of In-
service Training for Teachers of Foreign Languages.

[5]M. Breen, C. Candlin, L. Dam, G. Gabrielsen: "The Evolution of
a Teacher Training Programme" in K. Johnson (ed): Evaluation
of Language Teaching, CUP 1987.

The paper gives an account of "a long-term evolution of an in-service training programme that transformed gradually from 1)training as transmission, to 2) training as problem-solving, to 3) training as classromm decision-making and investigation"[6]

This paper has had a substantial influence on our thinking. We found the strong interrelationship between classroom experience and training input especially interesting.

Organisation

The programme covered one school year.

The 12 trainees formed 4 subgroups or network groups, 2 of English, 1 of French and 1 of German.

Each of the 4 teacher trainers were attached to one particular group.

We divided the school year into 4 periods of 6 whole day and 2 half-day sessions for the whole group as illustrated below.

Period 1	Period 2	Period 3	Period 4
2 days	2 days	1/2 day + 1/2 day	2 days
Sept.	Nov.	Jan. Febr.	Apr.

During each period separate network group meetings were organized by each group. We had no common schedule for those meetings.

Specific training sessions on materials and methodology were offered.

---

[6]ibid.

Contract

The participants agreed to try out one new thing with their
pupils during each period, make written reports on this and
share their experience first with the members of their network
group and then with the whole group in the plenary sessions.
The participants were offered a reduction in teaching hours of
1 hour per week, which is 63 hours per year.

Background

In Norway as in all Europe we have an urgent need for in-
service training. In-service training is a joint demand from
teachers, teacher trainers and school authorities.
This demand has a double motivation: The first one is not new.
It goes back to the seventies when streaming was abolished in
primary school in Norway and the second foreign language was
made optional. Consequently access to secondary school was in
principle open to all pupils regardless of prior choice of
subjects. Obviously the teaching staff was not prepared to
handle this new situation, especially not foreign language
teachers who have a strong tradition for teaching only "the
chosen few". At the same time objectives were changed to
communicative competence and the new syllabus stated the right
of every pupil to get instruction according to personal
abilities and capacities and not according to an average
defined within a given course. It is also stated that in-
dependence and responsibility of the pupils are primary
educational aims. As a concequence the teacher was given
great liberty with regard both to content and methodology.
This means that the teachers have to develop a process-
oriented curriculum together with the pupils.
However, teachers in general find it difficult to use this
liberty in a feasible manner. The remedy in this situation
was expected to be in-service training
The second motivation is more recent and of economic order.
Increase of knowledge is the repeatedly quoted remedy for
economic problems. Foreign language education does noe re-
spond to the needs of the society either quantitatively or

qualitatively. If this is commonly agreed, the discussion of
remedies follows at least two lines, one claiming elitism:
back to basics and streaming of the pupils, and one claiming
more democracy in education: make foreign languages accessible
to all pupils. Adherents of the first suggestion accuse the
others of professing a decrease of quality, the others try to
convey the view that teaching according to individual learning
processes and social interaction is both desirable and
possible.

In this situation the responsibility of the teacher training
institutions to give in-service training has been emphasized,
and we on our side, feel urged to find new directions in this
field. We have reached the point of realizing that the well
known courses of the type "teachers-listening-to-experts" do
not work if we want in-service training to have any con-
siderable effect on practice in the foreign language class-
room. We have to focus on the problem of transfer from the
training input to the reality of the classroom. This has to
do both with content and organization of the training.

We asked the two questions:
What does the process of developing classroom practice look
like? What promotes this process?
Then the following aim of the programme was formulated:
"To raise the awareness of foreign language teachers in
developing their own teaching systematically and according to
national curriculum objectives".
We decided to start from each individual classroom and its
reality, which demanded a general framework for the programme
rather than specific objectives. Thus we hoped to create room
for all participants to make individual planning and decisions
and work with specific issues defined by themselves. This
meant that we would rather focus on the teacher and learner
roles seen in relation to national curriculum and to theories
about foreign language learning than focus on learner autonomy
as such. It should be added that there was not consensus in

our trainer group on the feasibility of learner autonomy. So this was made a specific issue only by some of the participants.

Some principles for in-service training

We are not able to draw any firm conclusion from this project, also because the evaluation has not yet been finished. We do not know at this moment if the participants have made consistent changes in their classroom practice.

Nevertheless we trace some principles for in-service training that confirm the Danish experiences of Breen, Candlin, Dam and Gabrielsen[7] In this respect, the educational context in the two countries tends to be very similar.

The principles seem to relate to some of the same concepts on which learner autonomy is based.

I am thinking of the concept of <u>learning</u> seen as a self-initiated process and a continual development of the responsible individual, I am thinking of the concept of <u>knowledge</u> seen as the outcome of an ongoing communication and of the concept of <u>communication</u> seen as a genuine social exchange and negotiation of meaning.

Principles:

1. The classroom itself is the base and the resourse of innovation, and it is the research field for changing processes.

2. The teacher him-/herself has to initiate the process of innovation, not the "expert".

3. The trainee and the pupils possess knowlegde about their own classroom that the trainer does not have and which is crucial to innovation.

---

[7] ibid.

4. The trainer participates actively in the analysis and discussion of specific classroom practices.

5. The trainer is learning as well as the trainee, this is a shared experience.

6. Development of teaching practice is based on planning, trying out, evaluation and reajustment, a process that should continue after the "course".

7. Training input has to be rooted in the classroom of each trainee.

8. In-service training has to be a long-term process if we want to learn from our mistakes. Then mistakes are not seen as failures, but part of the development.

9. Mutual sharing of experience is adequate course input.

10. Support both from colleagues and trainers is crucial because changing established practice is complicated and often threatening.

These principles are familiar to our thinking of learner autonomy. Changing classroom practice seems to involve trainee autonomy in the same way that learning a foreign language involves learner autonomy. "You can't make pupils learn a language. They have to undertake the learning themselves". "You can't change teachers. They have to undertake changes themselves".
Theoretically this seems obvious. But when it comes to operationalization to trainee autonomy, it is not that simple. Leni Dam has demonstrated how learner autonomy can be operationalized through the ways she organizes her classroom and how one can cope with interaction between learner projects and the project of the teachers which is that of promoting the learning processes of the pupils.

The teacher trainer project is to promote the development of
better teaching and learning in the classroom. The model and
organization we tried, was a door opener in the sense that new
principles for in-service training emerged. But the model is
only the first step towards operationalization.
Several problems were uncovered and demand further development
of the programme. I want particularly to consider the
following 3 areas.

The content of the programme

We did not put the trainee "on the track" by introducing new
procedures or methodology because we focused on their free
choice and self-initiative. The content was defined in a
general way - "a new teacher and learner role".
The positive about this was that the trainees could work with
the reality of their individual classroom. But this also
turned out to be frustrating in the plenary sessions where
totally different classrooms were presented, so different that
it was too difficult to engage in all of them and give proper
feedback. On one hand there were too many items to handle and
on the other hand the participants did not want to involve
themselves when the topic appeared too remote. The plenary
sessions suffered from this and did not function as mutual
exchange of information in the way we wanted, although some
new possibilities of procedures came up and were adopted.
It seems that a greater degree of agreed focus is necessary,
at least in the selection and grouping of the trainees.

The trainee and trainer roles.

As we formed 4 different subgroups with one trainer connected
to each of them, I will at this point only refer to my own
experience.
In my group we experienced three different types of inter-
action between trainees and trainer.

Type 1:   The trainer presents examples of classroom
          procedures and techniques, which the trainees imp-
          lement directly in her/his classroom.

Type 2: The trainees come up with classroom problems, and the trainer respond by asking back for more specific information, thus avoiding to generelize for fear of making the genuine case less comprehensible.

Type 3: The trainees and the trainer interpret together classroom experience using both a general theory and specific examples.

It is my experience that the success of all three types of interaction depends on mutual confidence and a certain consensus with regard to roles. If the trainer feels assigned the expert role and objects to assume that role, the problem remains the same as when he simply assigns the role of expert to the trainees. Trainees do not necessarily regard themselves as experts in their classroom. The roles are not granted. They have to be established and defined in an explicit way. In doing this, <u>metacommunication</u> and <u>negotiation</u> seem to be keys. Trainees and trainers have necessarily different approaches to the classroom reality - on the one hand we have genuine events, genuine because they are real, and on the other hand we have theoretic representations of events, representations because they are generalizations. It seems that the possibilities of rewarding co-action between trainees and trainer lies in this double and interdependant approach which should therefore be investigated and focused on in future programmes.

Change/innovation

We do not know enough about the nature of change.
One point is that change is not necessarily positive in itself. Inevitably we have to ask the question "change towards what?" This implies the paradox of setting up aims.
Planning a new practice demands a defined aim, but aims are not predictable, they are changing during the process.
Perhaps we should rather talk about <u>development</u>.
It further has to be recognized that changing is a very personal matter.
Some people have a negative starting point like "I am not good

enough - I have to change". This implies a static conception
of change which may be difficult to build on in a processual
programme.
A positive starting point like "I am doing well, I want to
develop this further" proves to be far more fruitful*. The
trainer can truly influence on the attitude of the trainees
who should of course not have the slightest feeling of guilt.
But to be more clear in this matter, I believe that we have to
leave the usual trainer discourse and really take into account
the complex nature of classroom practice.

Conclusion

We have learnt a lot about the process of developing one's own
practice, and we have experienced a model which seems to be a
useful framework for the kind of in-service training we are
searching for. But we still lack knowledge in how to promote
this process.
Developing one's practice is a personal matter and can only be
undertaken by the individual her/himself. At the same time
better language education is a common concern of society and
is as such directional for the in-service programme.
As pupils must find their own personal ways of foreign
language learning, trainees must find their personal ways of
learning how to develop their classroom practice. As a
trainer, my concern is to make such learning possible, and in
this work I realize that to a large extent I can draw upon
experience in developing learner autonomy. Pupils have to
realize that teachers can be used for their own purposes.
This is also true for trainees. In my view, we should as
teacher trainers in this phase, rather be concerned with
pedagogic approaches to trainees' classroom realities than
with the implementation of innovatory techniques, methods and
and content. This might promote the autonomy of the trainee
in the process of development, which I think is as crucial as
learner autonomy in the language learning process.

---

*This was clearly demonstrated by Gerd Gabrielsen in the EFS-
project.

DIFFERENTIATED ENGLISH TEACHING
IN-SERVICE TRAINING FOR TEACHERS OF ENGLISH
Rigmor Eriksson.

The origin of our "Karlstad" project, Differentiated English
Teaching, (Diff-Eng for short) was the *GEM* project, grouping
of pupils in English and Maths, which was carried out in the
years 1983 - 1987. The titles of the project indicate that
they both deal with the issue of how to cope with students'
very varying abilities in language learning (although the
first project also concerns Maths). To *differentiate the*
pupils in various forms of ability grouping may be one way;
another is to *differentiate the teaching* within the classroom,
or to individualize as it is frequently called.

Differentiation in the Nordic schools.
In all the Nordic countries we have had the same school
ideology and the same discussion about school differentiation,
and on the whole our school systems for students up to the age
of 16 are rather similar. We have comprehensive schools where
pupils go together in socially mixed classes and in principle
there is no permanent ability grouping. However, the develop-
ment from parallel school systems via a comprehensive school
with alternative study programmes in the upper stages has not
been identical in the different countries. In all the
countries courses on two or three levels in maths, foreign
languages and one or two other subjects have been provided,
i.e. a kind of ability grouping. For ideological reasons
Norway abolished all permanent ability grouping in 1975.
Finland followed in 1985, after years of experiments with
small mixed ability groups. Since 1975 the Danish schools can
choose mixed groups or ability grouping in English, maths and
physics/chemistry from the eighth grade. Today about 60 per
cent of them still choose to work on two ability levels,
whereas the others have gone over to mixed ability groups also
in these subjects.

In Sweden pupils from grade 7 to grade 9 (aged 13-16) choose
between an easier and a more advanced course in English and
maths. These are now the only subjects with alternative
courses. In 1978, when preparing the new curriculum, the
National Board of Education (NBE) suggested that the alter-
native courses should disappear, but because of strong
opposition e.g. from teachers' organizations the courses were
"reintroduced". In connection with this, the government
instructed the NBE to investigate what would happen in schools
if the course system was abolished: what ways of grouping
students would be used, and what would be the effects of
different groupings on student proficiency and other student
characteristics?

The GEM project.
The task of carrying out the investigation was entrusted to
the Department of Education at Gothenburg University, and
there I worked with the English part of the GEM project, as it
came to be known. Most of my time was devoted to classroom
observations, teacher and learner questionnaires and other
more informal contacts with the participating teachers. We
did give language tests, too, although we were well aware of
the problems and limitations of such studies. To cut a long
story short - what we found was that according to test results
from 3 084 pupils, classes changed their relative position
considerably between the pretest in the autumn term of grade 7
and the post-test in the spring term of grade 9. There was,
however, no connection between grouping models and proficiency
growth as measured by the results on these tests. Pupils who
had been in mixed ability groups one, two or all the three
years had developed just as well as those who had been in
various forms of ability groups all the tree years. In
Finland and Denmark comparisons have been made between test
results or grades in the final exam in ability groups and in
mixed ability groups, and the results have been similar to
ours. These results evidently do not support ability
grouping, as long as this is against the school ideology.

On the other hand it was obvious that a majority of the
teachers in the project preferred some kind of ability
grouping, which is natural as that is what they are used to,
and as language teaching in general is not very indi-
vidualized. My classroom observations confirmed the general
opinion that most English lessons in comprehensive schools are
fairly teachercentred. The communicative approach *has* had an
influence on language teaching in many classrooms and made it
more learner-centred than it used to be, but to a large extent
pupils in the same classroom follow the same course and have
in principle the same objectives.

Attempts to develop individualized methods.
For 30-40 years teachers have been told to individualize their
teaching, but how this could be accomplished in the language
classroom is still an open question. The programmed teaching
of the sixties, which was supposed to be a solution to the
problem of individualization, had no success in language
teaching. Maybe it was too atomistic and gave too little room
for oral communication and for the "human" side of language.

In the seventies the Nordic council published a manual on
individualized English teaching based on experiences from the
Nordic countries. The manual, which gave ideas e.g. for theme
work, interest groups and "the station system", was sent out
to the upper stages of the comprehensive schools. It seems,
however, that only a few were inspired to try out the ideas
themselves, and those who did it only had fairly short periods
of such work in between periods of teacher-centred lessons.
Some pupils obviously liked the periods of (comparatively)
free choice and thought they learnt more than during the
ordinary lessons. Others seemed to take these periods more as
a nice break. It was fun, but it was not real, substantial
work, not like "the course" represented by the textbook.
A questionnaire to the pupils in the GEM project who had
experience of theme work and/or of interest groups gave the
following answers:

Which lessons *do you like best,* textbook lessons or themework lessons?

     40% .... Textbook lessons
     60% .... Themework lessons   (N=750)

Which lessons *do you like best,* textbook lessons or interest group?

     30% .... Textbook lessons
     70% .... Interest groups   (N=700)

In which lessons do you think you *learn best?*

     80% .... Textbook lessons
     20% .... Themework lessons

     75% .... Textbook lessons
     25% .... Interest groups

It could be that the pupils' doubts about the learning effects of themework and interest groups were due to the fact that the working methods were new both to them and their teachers and that both sides would benefit from more experience. It could also be that the pupils were used to regarding learning and knowledge as something more connected with what the teacher taught and did not quite rely on their ability to learn on their own. In informal talks with the teachers I also had the impression that some teachers had doubts about the learning effects of this kind of work, as they could control neither the process, nor the product as closely as in ordinary teaching. Besides, this type of work often forced them to spend hours on finding and organizing material and tasks for the work.

Individualization in the seventies - as presented in the manual - focused on the contents of the language (e.g. theme-work) or gave opportunities for the pupils to choose tasks and subject matter according to their needs or interests. It did, however, not give pupils and teachers a feeling of systematic and controlled proficiency growth. Nor did it entail that pupils used the language more in face-to-face communication (except in interest groups for conversation). It was in-dividualized work, no doubt. Pupils had different tasks, read and wrote different things in English, gave their presentations in English, but usually *they did not cooperate in English.* There was quite a lot of real communication going on in the classrooms, but in most classes the "real" communication was in Swedish. There *were* classes where almost all the talking was in English, but in most cases not even the teacher seemed to think that it was possible for the pupils to use English as their working language.

These were my impressions from classroom observations during the first years in the GEM project. I had been looking for classrooms where tasks and objectives differed in relation to pupils' different abilities and needs, but where there was also a great deal of communication in the target language between pupils and between teacher and pupils in small groups. After a couple of years I had a feeling that I would never find such classes in a comprehensive school.

Autonomous language learning.
Late in 1984 I came to Leni Dam's class in Denmark. There I saw pair work and group work where pupils chose their own objectives, found suitable material and decided how to work with it. Afterwards they talked about how they had managed to reach their objectives, what had functioned well in their cooperation and what not so well etc.... you all know. And they used English nearly all the time. This was the utopian classroom I had given up hope of ever finding. It had taken me years to realize that individual development for students

cannot be administered by a teacher - it has to be based in
the students' own awareness of what they want to learn and how
they can go about it.

I thought then I had found something which might be an alter-
native to the alternative course system. What I didn't know
was whether it was possible at all to spread the ideas to
other teachers. Would it be possible to make them come to in-
service courses, make them interested and willing to practice
the ideas in their own classes? And would the teachers be
able to make pupils understand and accept and work in
accordance with an approach which would be totally new to most
of them?

The recommendations from GEM.

The final recommendations from GEM to the NBE actually aimed
at effecting changes in the language classrooms, urging on the
development which has been started by the communicative wave
but which is rather slow as pedagogic changes usually are. We
hoped that the recommendations - if followed - would create
situations where teachers *have to* cooperate and have to con-
sider other ways of teaching. A flexible grouping model
within each work unit (usually 2-3 classes with parallell
English lessons) would be a basis for cooperation. Not
flexible *ability* groups, which many experiment schools in GEM
had chosen, because that almost always leads to rather perma-
nent groups on three levels instead of two. In such groups
the frontal teaching often worked better than before, so there
was really no need for cooperation and development.

We recommended first of all that the different marking scales
for the easy and the advanced course be abolished, since this
is a prerequisite for a change of the prevailing system.
Furthermore we suggested mixed ability groups of about 20 in
the 7th form. (Swedish classes can have up to 30 pupils, so
two classes would make three groups of 20. Three teachers for
two classes with parallell lessons in English is what many

schools have now in the alternative course system.) The 20-groups would be the basic groups as long as they worked well. Periods with for example themework or so called interest groups once or twice a year, when pupils from the unit could choose group according to activity, would emphasize that groups can vary and that another type of grouping could take over if the mixed-ability groups were too difficult to handle.

It was obvious that teachers needed in-service training for working with mixed-ability groups. We suggested an affiliated project where we would not only provide in-service training but also follow the effects of it in some classrooms.

Inservice training.
Today it is almost two years since we handed over the final GEM report with our recommendations to the NBE and they gave theirs to the government, including the recommendation to abolish the different marking scales. There is still no decision in this politically controversial issue, and if I have understood things correctly it is now a matter of "give and take" between the political parties. However, the NBE supported the idea of research on effects of in-service training and funded a three-year-project, Diff-Eng, of which the first two years have now passed. We, June Miliander and I, have had two-week-courses for 82 teachers so far, and one-week courses for about half as many. We will also run courses this final project year, but the teachers that we are following more closely are the 62 that took part in courses in Gothenburg and Karlstad in 1988-89.

The following is a brief outline of the design and contents of the two-week courses:
*   The courses are split up on three occasions: one week in September, three days in October-November and two days in February-March.

25

* A theoretical basis is established through literature
  (which the participants are expected to have studied to
  some extent before the course starts) and theory
  lectures, e.g. on autonomous language learning and on
  language acquisition with special focus on weak language
  learnes.

* Questionnaires at the beginning of the course are meant
  to give the participants the opportunity to reflect on
  their teaching, to consider what they are content with
  and what they would like to change or develop.

* Various ways of working with texts and grammar from a
  learner-centred approach are demonstrated, and time is
  provided for the teachers to adapt the ideas to their own
  classrooms. Autonomous language learning is a vital
  issue in the courses, and teachers who have been working
  in that line give of their experience. (When possible we
  invite both Leni Dam and one of our earlier course par-
  ticipants as lecturers.)

* In individual contracts the participants write what they
  want to try out in their own teaching in the period be-
  fore the next meeting.

* At the second and third meetings teachers share
  experiences of how their "experiments" have turned out in
  practice, get new input and write new contracts.

We assume that teachers in general are not prepared to make
too extensive changes in their classes. Consequently we
advise them to start with reasonable ambitions. Model D in
"Four teaching models" is what we imagine that most teachers
can cope with, i.e. the same material but different ways of
using it depending on interests, objectives chosen and levels

of ambition among the students. The class can keep the common
coursebook, and the teacher will not necessarily be regarded
with suspicion by sceptical colleagues.

FOUR TEACHING MODELS

Teacher centred teaching

Pupil-planned work

A. Individual work

B. Learner autonomy

Different objectives, material
and tasks. The teacher diagnoses,
provides tasks and evaluates.
Mainly individual work.

Different objectives,
material and tasks.
Pupils plan and
evaluate together with
teacher in small
groups or indivi-
dually.

C. Frontal teaching

D. Towards learner
   autonomy

The same material, the same
tasks. In principle the same
objectives. Mainly individual
work. The teacher plans and
evaluates.

The same material,
different objectives
and tasks, or tasks
which can be solved on
various levels.
Pupils plan in groups
or individually within
common frames.
Evaluate with teacher.

What happens in the classroom?
The final project year will be devoted mainly to studies of
what effects remain of the inservice training a year after the
course. Questionnaires, classroom observations, formal inter-

views and informal contacts will provide the material for our
report, which we hope to be able to present to you at our next
workshop, in Karlstad.

Three teachers who have participated in the courses will tell
you now about how the ideas influenced their teaching. None
of them chose model D, though; they all preferred to let their
classes try learner autonomy as in model B. They will intro-
duce themselves and report about their experiences.

Birgitta Risholm teaches English, French and German. Attended
the first course, a pilot version with the whole course on one
occasion, in January 1987. Had tried differentiated teaching
before and was particularly interested in acquiring the theo-
retical basis of the development within language learning and
teaching.

Agneta Olsson teaches English and French. Attended a course
in 1988-89, where Birgitta took part and reported about how
she applied learner autonomy in her classes. Had felt a
growing desire for a more active and responsible learner role
and was prepared for an orientation towards teaching methods
focusing on the individual learner.

Jörgen Tholin attended the same course as Agneta. Teaches
Swedish, History and English. Had had individualized work in
Swedish and History but had never found a way to fit English
into the pattern.

Before meeting our classes we all felt the need to consider
and plan how to present learner autonomy (LA) to our pupils
and what material to use. We also revised the documentation
handed out to us concerning both the theoretical and practical
aspects of LA. We used about a week for the introduction in
the classroom. None of us experienced any particular reluc-
tance from the pupils. On the contrary they showed great
enthusiasm at the prospect of being free to choose themselves

what to do, and they also showed great creativity in coming up
with ideas for activites. One of the things we had been
worrying about - not having enough material - turned out to be
of minor importance since the pupils provided a great deal of
it themselves. The following shows how some aspects of LA
have turned out in our classes.

Planning their own work

Some pupils had no real interest in planning. They were too
eager to get started. They have to be taught to see the
importance of planning, and this is an ongoing process.
Others used too much time on planning. Some had difficulties
in estimating the time aspect.

Diaries

Diaries are of major importance to both learners and teachers
to keep a record of the process. They contribute to a close,
personal relationship between the teacher and the individual
pupil. They provide a good way of keeping track of each
pupil's homework. They are something to show the parents.

Presentation

The pupils' presentation of their work has gradually removed
initial shyness about acting in front of the class. They have
been very inventive in finding new ways, and the standard is
constantly improving.

Evaluation

From the beginning evaluation was pointed out as the pivot of
the process. Through evaluations we try to raise the pupils'
awareness of the learning process. The evaluation sheet
undergoes constant revision.

Some consequences of the courses

Other teachers' reactions ranged from a genuine interest to
scepticism. We have tried to inform and spread the ideas
about LA in different ways:

* by opening up our classrooms to colleagues and other
  interested people
* by having demonstration lessons at an official school
  fair
* by arranging and participating in in-service training
  days
* by organizing a study circle
* by writing an article for Lingua (forthcoming), published
  by the National association for Swedish language
  teachers.

An increased pleasure in work is visible in both ourselves and
our pupils. We see this as a great result so far. The pupils
show both responsibility for their own learning and a growing
readiness to help and support each other. We act as advisors
and resource persons, supporting our pupils in evolving aware-
ness of how best to learn English. We have developed a closer
relationship with our pupils which favours the learning
process and helps us to solve together the problems that
arise.

CURRICULUM ISSUES.
"PROPOSALS FOR NATIONAL CRITERIA MODERN LANGUAGES IN THE FIRST
PHASE OF SECONDARY EDUCATION".   INTRODUCTION.
Wim Galjee.

In February 1988 the Dutch minister of education appointed an
independent committee, chaired by the well-known Prof. Dr. J.
van Ek, to draw up proposals for National Criteria Modern
Languages for all types of secondary education in the age
range 12 to 16.   In January 1989 the first proposals were
published in a small brochure.   It contains identical general
and concrete core objectives for English, French and German,
explanations and adstructions, and a few appendixes (on
grammar and text-types).

The Netherlands has known a fierce discussion on the structure
of secondary education since the early seventies, particularly
concerning the first phase for pupils in the age range 12 to
16.   In the past 15 years three major proposals to change the
structure of this segment of education failed to get a politi-
cal majority.   The current reform bill aims at renewing the
content of the curriculum WITHOUT attempting to change the
schools structure.   The idea is that every school type for
this age group will offer a core curriculum that will mini-
mally lead to national criteria for 15 school subjects.
Around the core the schools can offer anything to retain their
specific identity (academic orientation, combination with
vocational training, religious education, pedagogical
philosophy etc.).   The name of this innovation is BASIS-
VORMING, which means somethin like "basic education".

With the introduction of these national criteria the Dutch
government hopes not only to introduce a common core program
into an extremely diverse practice, but also to raise the
general level of achievement.   There is no precedent for these
measures: the Dutch tradition is one of great freedom for
schools to shape their own curriculum.   This freedom has even

been laid down in the Constitution. It is the intention of
the government to have national tests developed on the basis
of the criteria. Whether this will happen or not, is by no
means certain. Some critics have condemned the reform bill as
basically unconstitutional.

Some more background information on the criteria themselves:
- The national criteria consist of general and concrete
  core objectives. The general objectives briefly
  characterize the entire common core; the concrete
  objectives form minimum attainment targets for all
  learners. These have been formulated on two levels: a
  general level that represents a basic communication
  level, and an extended level that represents the minimum
  necessary to continue the subject in further education.
  The objectives are identical for French, German and
  English.
- The objectives must be reached within the (new) legal
  minimum of 240 lessons for French and German, and 280 for
  English.
- The criteria may eventually be included in the Secondary
  Education Act. This made very precise and detailed des-
  criptions impossible. As it is the objectives are far
  more concrete than anything existing in the Netherlands.
- The order in which the concrete core objectives are
  mentioned represent priorities: the highest level is
  demanded in the area of reading skills, and subsequently,
  in descending order, listening skills, conversation
  skills and writing skills.
- Not included is an appendix with a list of grammatical
  structures for the extended level. There are no explicit
  grammatical objectives for the general level.
- The committee has chosen not to specify vocabulary ranges
  for the two levels. After ample discussion the decision
  was to recommend further research into vocabulary
  selection and control.

For more information you may apply to the Secretariat of the
committee at the Institute for Curriculum Development (SLO).
The adress:
Committee on National Criteria Modern Languages
c/o the secretary drs. W. Galjee
SLO Institute for Curriculum Development
P.O. Box 2041
7500 CA Enschede.

DISCUSSION
Gerd Gabrielsen.

Towards the end of his contribution Wim Galjee asked us
whether we could see the proposed specification and proposal
for national criteria as a possible prototype of a common
European FL syllabus specification.
This question was the starting point of a lively and at times
heated debate. Objections were raised to the idea of using
minimal criteria. Participants found it difficult to see the
relevant pedagogic use of these. Norwegian participants
warned against the use of too closely specified aims, which in
their experience were generally counteractive to classroom
experimentation and innovation, not least when, as was the
case here, they were specifically geared to testing. There
were also strong objections to the principle of setting im-
plicitly accepted in the proposal. Further the level of
language proficiency to be aimed at was found surprisingly
modest considering what participants felt their learners could
actually do. This also went for the weaker learners. As
regards content the plan seemed rather narrow in scope. Most
text types explicitly indicated were of a pragmatic nature,
and there was no mention of work that might be done with text
types closer to the text types used in mother tongue teaching,
and which both teachers and learners found more interesting
and rewarding than what could be done with just pragmatic
texts.

LEARNING HOW TO LEARN.

AWARENESS IN THE CLASSROOM AND IN WORKSHOPS.

Leni Dam/Hanne Thomsen

The first part of our paper will be concerned with teachers'
work with learners' awareness of learning.

We will give an account of what we have done in our classrooms
in order to focus the pupils' attention on learning, and we
will give examples of how our pupils have discussed various
elements involved when learning, e.g. materials, activities,
own role and the role of others (co-learners and teachers),
planning and evaluation.

We also raise the question to be investigated further whether
a pattern similar to that identfied by H. Holec (1) may be
discerned in the classroom development of learner autonomy.
Finally we briefly touch upon the question of teacher training
where, according to our experience, the same principles would
apply as in the foreign language classroom.

CLASSROOM WORK

Learning how to learn in a 5th and 6th form.

Hanne Thomsen.

I'm going to talk about my experience in one of my English
classes. It is a 6th form, 25 pupils. They began learning
English 2 years ago, at the age of 11.

From the very beginning these learners have written a diary in

English. Every lesson they noted down what they did, what
they wanted to remember, what to do at home, etc. In pre-
paration for this workshop I have gone through these diaries
and will now attempt to give an account of how I worked in the
classroom in order to further the learners' awareness of how
they learn from the work that they do and how to use this
experience in further learning. The question I had in my mind
when going through the diaries of my pupils is one that I have
often thought about and discussed with my colleagues:

The learning-to-learn sessions in evaluation and planning that
we - teachers and learners undertake
-    are they the best ones possible to help my pupils
     evolve real learner autonomy?
-    do they develop in the learners' awareness of the
     learning process the way we want them to do?
-    is it possible to identify a progression or prin-
     ciples in the work we undertake - induced by me as a
     teacher or by the learners' comments.

In the two years' work I have looked at, we began by focusing
on the fact that we learn from what we are doing and that is
worth talking about. From this I went on and attempted to
direct the learners' attention to work done and ideas brought
forward by other learners, to planning as a possible activity,
to the classroom as a social and working environment etc.

For this class I had chosen the coursebook "Project English"[9]
so that the pupils were introduced to learning English through
"small projects". The book offers input to motivate the
pupils to go on working with their own project.

---

[9]Tom Hutchinson, "Project English", Oxford University Press,
1986.

Our work in the 5th form consisted of 3 important elements:

projects   -   presentation   -   homework
1. term   Aug-Dec. 1987   5th form

    1.   MY OWN PROJECT
           what do you learn?

    2.   PRESENTATION
           what have you done?
           how did you work?
           what was good/bad
           what can we all learn from it?

    3.   HOMEWORK
           what did you do?
           describing materials/activities

My constant question to the pupils as they were working with a
project (a poster, a tape, a book, a play) was: "What are you
learning?" Often they answered "I don't know" or "I have
learned how to say.....". Later they seemed to be more aware
of the process and more certain when and what they learned.
The pupils and I spent a lot of time presenting the products
of their projects: the pupils and I praised the nice things to
encourage them to go on with their work, the learners des-
cribed to the whole class how they had done it, and they
pointed out what they felt had been special about it, and I
began asking them what they could all learn from it to em-
phasize the importance of spendig time presenting the dif-
ferent products.

December 1987

(Plays.)   _How is it to watch?_

- it is fun
- you learn new words
- we learn when they correct themselves -
  or when they are being corrected.
- it is good to watch one's friends.

How is it to produce

- it is important to find something of
  interest to ourselves and the others.
- it is fun
- you learn new words
- it is good to decide what to do.
- it is good to practise, but I don't like to ...

How to "use" the play:

- talk about/write down the play.
- write down words or expressions

Homework was also important for me to discuss. In the beginning I said: "We'll have to find out how you can work on your own outside the classroom. You must tell me/each other how". They tried out different things and the material/activities were described in the classroom and by Nov. 17th - after 40 lessons of English - we had a list of ideas for homework.

2. term   Jan-June 1988   5th form

<div style="text-align: right">

Ideas for homework
17 th Nov:
- make a book
- read
- practise something
- find words beginning
  with a, b.c, or d etc
- make a story-draw
- make a list of word
- make a guess-who-st

</div>

PROJECTS

List of activities to choose from

activities:

COMMENTS

what was good to-day ?
what was bad ?

what was it like to-day ?
what did you learn to-day ?

MAKING NOTES

| dress = kjole |
| skirt = nederdel |

| What | Where |
| Why | When |

Planning ahead

Plan for next lesson

AGREEMENTS about work

PRESENTATION - EVALUATION

what can be learned ?
good things ?
what could have made it even better?
what is your next project ?

HOMEWORK is presented to the class and evaluated openly

After Christmas we had worked with "the most interesting projects" (pupils' comment) in our coursebook. We had many posters with activities and the pupils were very eager to have time to work with some of the other sets of material that had been brought into the classroom, so the coursebook was put away.

The pupils now designed their own "projects/tasks". At the beginning of a new period we decided in commom which activities should be on the list now, and I saw to it that suitable sets of material were there. I still asked them "What are you learning?" - but as a new thing they were now asked to note it down in their diaries.

Comments :

11th January :

Good :

Irene's group made a funny play
Christina and Christel worked well with 'Randu'.
Birgitte and Martin had fun with their radioplay.

Bad :

The teacher was too busy
It was noisy.

Comments like: "I was lazy to-day, so I didn't learn much", "I had fun", "The group is nice", "The book is boring", were often heard/seen. My question to the negative comments was "What can you do about it?"

One of my pupils came up with an idea about how to make notes. He always framed and underlined important words/phrases/grammar etc. in his diary and it seemed to me that is was important for a period to make the other pupils used to such a technique. A nice (coloured) frame around what you want to remember! Individual notes as well as common notes from presentations.

At this stage they also began planning/deciding how to go on to the next lesson. They were used to being told from the

beginning of the lesson what to do, so often they sat there
waiting for me to tell them to go on with their project from
last time. In the end of a lesson the now wrote: "I'll go on
reading...", "I'll start writing....".
Often I had to tell them the set of rules I wanted in the
classroom - often they were not different from those of my
colleagues', but some were. Agreements or perhaps classroom
rules like "I don't want you to ....", "You must....", "The
teacher must...". So at this stage we had a poster in the
classroom saying:

> "Don't interrupt the teacher/fellow students when..."
> "Bring your own glue".
> "Decorate your diary".

They still liked presenting their work and I started calling
it evaluation and I asked them to decide on beforehand -
before they presented the product, what they would like to go
on with and to give reasons for it. When they wanted to go on
working in the same group with the same task was it then ....?
If they wanted to do something totally different was it
because...?
Once a week they had to do something in English at home and
this was presented and evaluated openly in the class. They
gave each other ideas, advice, etc.
This term before Easter I asked them "What was the best thing
about English this year?" Most of them mentioned activities
that they had preferred and quite a lot of them said: "That we
can decide ourselves about homework". I asked: "What would
you like to be changed?" Among other things some said: "We
want to do more things all together".

3. term   Aug-Dec. 1988   6th form

<u>SAME MATERIAL</u>
books, tapes, videos, etc.
<u>DIFFERENT ACTIVITIES</u>
suggested & chosen in the class
<u>COMMENTS ON TODAY'S WORK</u>
I worked well <u>because</u>
<u>PRESENTATION OF ACTIVITY</u>
<u>HOMEWORK</u>
is shown to a fellow student
<u>EVALUATION</u>
of material
 activities
 diary
 groupwork/homework
 outcome (expected an unexpected)
what can it be used for?

At the beginning of 6th form I decided to give the same
material ot all pupils. Books, tapes, letters, videos, etc.
And again we put up a list of activities.

Activities :

- write text to pictures

- retell/rewrite the story

- listen to the tape

- make a play

- wordgames

- describe maincharactors

- make quizzes

For a period they were asked every English lesson to consider
how they had worked today and to write it in their diaries and
they were then recommended to change plans according to their
comments - if necessary. "I have worked well today because.."
The "because" is still difficult for them.

I also tried to focus more on the presentation of the activity
than of the product. They still enjoyed watching each other
perform or present tapes, posters, etc., so we still kept on
taking that into our evaluations.
At the beginning of the lesson they often showed their home-
work to a partner/a group.
When we had finished working with a certain set of materials,
we evaluated in common and we ended up setting new plans for
the new set of material.
After Christmas this year things changed a bit again. For the
first time I asked them all, "What would you like to be better
at?" "How would you like to work? Suggestions, please". And
"Who would you like to work with?" I collected their plans
and suggested groups and they then planned their work in the
group/with a partner.

4. term   Jan-June 1989   6th form

PLANNING INDIVIDUALLY

I want to be better at ...
How ?
Who would you like to work with ?

PLANNING IN THE GROUP

What would you like to be better at
How are you going to work ?
What are you going to do today ?

Groupwork

keep an account of :
- what did you do ?
- comments : how did you work / what did you learn ?
- plans for next lesson
- homework

PRESENTATION

receive comments

EVALUATION

↓   lu

new planning

Some examples: 16th Jan 89

What would you like to be better at :

How ?

A : I want to be better at understanding more words.
  . I'd like to read books

B : To spell and talk
  I'll read two pages, listen to a tape, spell words.

C : Spelling, talking and understanding
  I'll listen to a story on tape

D : To write words and spell words
  I'm going to make a word-dictation, hear a story and try to write it and make a chain-story

22nd May 89

Plans for the next period:

① We want to make a radioplay. and in the end of the period I want to read a story.
Homework: read a story and maybe practise my part in the radioplay.
Louise, (Lisbeth, Mia).

③ I will read books together with Jesper. At home I will read 2 chapters every time. At class I will read 1 chapter, and tell about it in my own words.
Thomas (Jesper)

② I will translate 'The Mystery of the Loch Ness Monster' at home and up here.
Jimmy

④ A big play.
Homework: list new vocabulary. This Way 3, sto

And while they were working they had to keep an account of what they were doing. It turned out quite clear now that nearly everybody had understood the value and importance of the diaries. The diary was the backbone of the organisation of the groupwork, and it was very easy for me to follow the different steps that were taken. From now on the diary was a more personal one. You could infer a lot about the learning process of the individual by the way the diary was used. Before end of term this year they described their English lessons and some of them compared their English lessons to other subjects and the difference was clear:

- a lot of different activities
- the diary
- free choice of materials, activities, partners etc.

These are often the same reasons they give when they are asked why they like English.

LEARNING HOW TO LEARN IN THE 7TH AND 8TH FORM (3RD AND 4TH
YEAR OF ENGLISH).
Leni Dam.

A simplified model of a
teaching/learning sequence:

GATHERING OF EXPERIENCES/
EVALUATION:
- What did I/we do?
- What was good/bad? Why?
- What can it be used for?

PLANNING:
- What are we going to do? Why?
- How are we going to do it?

CARRYING OUT THE PLANS

EVALUATION:
- What was good/bad? Why?
- What next?

NEW PLANNING
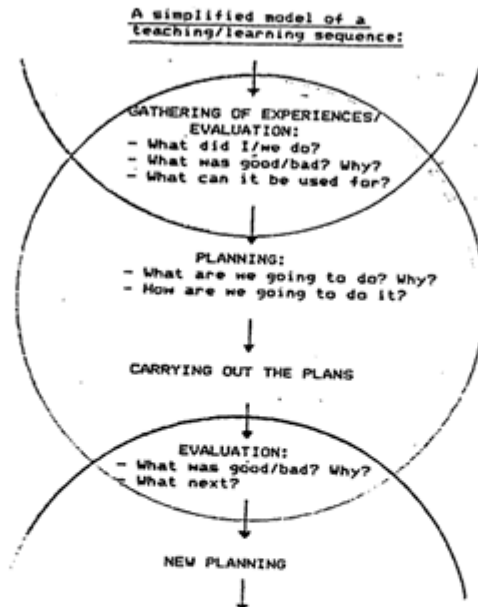
The above simplified model shows the pattern of our "classroom
work". In our work we have learned the importance of
continuously asking the learners as well as ourselves the
questions:

What are we doing?
Why are we doing it?
What have we experienced?
How can and will we make use of our experience?

Questions which the learners will then gradually start asking themselves. What seems equally important, however, in the process of learning to learn is that questions, answers, and decisions taken in the process of learning become open and shared knowledge via diaries, posters, questionaires, interviews, and discussions. It is not until the learners make explicit to themselves and others their awareness of what is going on when learning (at whatever level) that they can freely and purposefully draw upon their environment (fellow learners, teachers, and other sources of supports) for help and possible participation in this learning.

Diaries.

In my classes learners' diaries are indispensable. So far they have been the best way for me to keep track of what the individual learner and the groups are doing and how they feel about what they are doing, (I have of course told my pupils this.) Most of my learners claim that they also find the diaries useful:

> "I think the diarys has been a good help, because you can
> see what kind of homework you've got. And when you're
> writing contracts then you can look back in the diary."
> (3rd year of English)

Below I have shown 2 pages from a 7th form diary. Apart from the information given on the page, the example gives an impression of how classroom work was structured at the moment of writing (1989).

Wednesday, 9th March.

1. show my homework to Thomas.
2. 2 minutes talk about yesterday
3. make the play ... on the road with Mille, Dennis, Thomas

4. homework: find a picture and write a text...

5. comments: I think it has been good today but I haven't learned so many new words today, but we have worked well.

what I have learned today:
wonderwomen.....

It is funny to speak English all the time.

2 good things to learn!

25

Monday, 7th March

1. work till 9.15
2. show Thomas my homework
3. 2 minutes talk about gymnastic

business = competition

4. make a play with Thomas, Mille and Dennis. On the "Road"

5. comments: I think it has been funny today and we have worked with together

6. homework: find a picture and write a text

this is the same
as on page 23
now I know what it's
called it is called
gustar.
24. What a name for a cat!

The diary will be filled out as the lesson proceeds and the following items will normally be included:

1. Day and date.
2. Entries of the day's activities, including new words, dialogues, problems/successes, things to remember, etc.
3. Homework/Plan for next lesson.
4. Comments on today's work/Evaluation.

In the 3rd and 4th years of English the learners will as a rule decide for themselves what to do - in class as well as at home. "We can decide what to do ourselves as long as we learn something from it", a learner wrote in an evaluation. Their decisions will be part of and a result of our procedure for "Classroom work" (fig 1).
As seen in Hanne Thomsen's account of work in the first two years, however, the teacher's role in this process should not be underestimated.

A diary is kept by the learners not only to keep track of tasks undertaken and materials used but also for personal comments on the individual learning process. Keeping a diary is an authentic communicative activity in itself. The following extracts from "Comments on today's work" are taken from diaries from the 3rd and 4th years of English. They cover the spectrum in these classes.

- I think the newspapergroup was good because we had a good time and worked well. I liked to translate adverts and I liked to help the others with the cartoons.
- Good/why: Alice in Wonderland - not too easy and not too difficult.
  Bad/why: All the times where Leni were angry, because we should hear on that every body was "so" and "so".
- I think I have learn much and whrite much and then I have had it funny. A good day.

- It was funny to be in the computerroom but it was not so funny to read about Christmas in England.
- It has been so noisy that it was hard to work. I, myself, took probably part in it as well.
- I think we talked too much Danish in the group.
- We didn't learn much because we mostly used the words we knew beforehand, but we learned a little about how to devide the parts in a play between us in a fair way.

The diary is furthermore a good possibility for direct, authentic and personal communication between learners and teacher as well as being an important link between learner, teacher and parents:

- I don't think I have learned so much today, but a little. It has been funny to talk with Leni again.
  Teacher: I am sorry you had to wait for me that long. I liked to talk to you too!
- I think that it has been funny, because we tried something new. But I don't think you had enough time to help everybody.
  Teacher: Neither do I!
- Things I have learned today:
  A. Windscreen = Vinduesvisker
  B. It is funny to speak English all the time.
  Teacher: 2 good things to learn!

Posters.

Parallel to the diaries posters are used in the classroom to make visible:

- plans for lessons,
- ideas for activities,
- instructions,
- contracts,
- things to remember,
- grammar,
- evaluations.

The posters are one way in which the teacher's ideas for organisation of work and suggestions for alterations can be made explicit in the classroom. On the whole, though, the posters are a result of joint negotiation and evaluation in the classroom. The posters are kept on nails in the classroom, and are later reduced in size to be kept by the teacher. Examples of posters from the 8th form:

Monday, 15th August.

1) Homework for Monday, 22nd August: Poring something English to the class.

2) Planning our work for August:
o/ Ideas for "talking":
  - 10 minutes' talk
  - make a play
  - make a radio play
  - play English games
  - read aloud.

3) "Readers" were chosen.

4) Homework for Wednesday: - - - -

?s: "My Summer holidays" should be finished by Wednesday, 24th August.

Who?	What?
Rikke P / Maria / Martin	Mandela
Thomas, Rasmus. Klaus.	Quiz. !
Sandra, Camilla.	Poems.
Dennis, Anders Bo, Morten	Lithuania
Michael / Michael.	Alcohol / Dru
Malene, Anders, Jesper.	Human righk
Soren, Belina, Rikke s, Helle.	London.
	Reading / Wri
Niklas	Poems.

Evaluation

Evaluation of the year:

Positive things:

I think it has been a wonderful year! I enjoyed all the
hours I've spend in the computerroom, because I think
that I get a lot done down there.
I've also enjoyed makin "Our Songs", because we learned
spelling. I think that it is nice with "monthpages",
it's nice looking at!

Negative things:

More video!!!!!
Work sheets! I forgot to write on them, and you didn't
have any glue.
"Project English": I HATE IT!!!!!!

Another example of an "End-of-year" evaluation:

<table>
<tr><td>

1a
I wanted to be better at talking reading and spelling
1b
I think I'm better at talking and also reading because I know more words now
2a
We're deciding our own work and homework
2b
In the start of the year, I worked didn't so much! But I'm satisfied with my work the last half year
3a
It's good that every time there is a word you don't know, you can go to the teacher, and then she will tell you
3b
I don't know
4a
Sometimes we are using a computer and books
4b
When I going to read a book I am taking one which looks interesting and exiting. Our stories know well ...

</td><td>

5a
In 7th form I have made a cross word, a domino, a lot of stories. I have read books, make a newspaper, make plays
5b
I think all the things I have made have been good, and I have learned a lot
5c
I have worked in good groups the whole year
6a
I think the diary has been a good help, because you can see what kind of homework you've got. And when you're writing content: Then you can look back in the diary
6b
no
7
Next year I would like to have a topic, to be occupied with. Like some from the class worked with pollution something like.
I would also like to finish Klaus Markus Bonnis and my play

</td></tr>
</table>

When the learners are asked about the difference between
English lessons and other lessons, the most common answer from
learners at the first stage of developing autonomy is "free
choice". At a later stage they will add to that things like
"I feel responsible for what I do" and "I have learned to
think about what I want to learn". Some years ago a school
leaver wrote:

> "I have learned English, planning my own work, co-
> operation. Know more about people in other parts of the
> world. Have had and used an independent responsibility.
> Have taken part in the planning of learning (it makes one
> want to do, learn something for oneself)."

What we see mirrored in the classroom context are the three
interpretations of the concept of autonomy found by Holec (1).
Within the individual learner there seems to be a development
from a "free choice" stage to an explicit awareness of what
and how and why he or she wants to learn.
This brings to mind the question:
Is there a pattern? Or is it an outcome of the way we work in
the classroom? The questions we ask? The areas we focus on?
Would other ways of working with the learners' awareness give
different outcomes?

WORKSHOPS
Learning to learn in workshops.

If we move on to looking at our workshops with people involved
in education, especially teachers, it seems that we have found
a way of passing on our experience and our ideas which makes
the audience listen and even start experimenting for them-
selves. Why is that? A reason could be that we see a clear
parallel between our classrooms and our workshops and that our
point of departure in both cases is based on concepts similar
to those stated by D. Barnes (2):

> "'School knowledge' is the knowledge which someone else
> presents to us. We partly grasp it, enough to answer the

teacher's questions, to do exercises, or to answer examination questions, but it remains someone else's knowledge, not ours..... In so far as we use knowledge for our own purposes however we begin to incorporate it into our view of the world, and to use it to cope with the exigencies of living. Once the knowledge becomes incorporated into that view of the world on which our actions are based I would say that it has become 'action knowledge'".

"One difficulty in thinking about knowledge is that it is both 'out there' in the world and 'in here' in ourselves. The fact that it is 'out there' and known to the teacher doesn't mean that he can give it to children merely by telling them. Getting the knowledge from 'out there' to 'in here' is something for the child himself to do: the art of teaching is knowing how to help him to do it."

As with diaries, posters, and evaluations from our classroom work we have gone through our from several workshops over the years. It is our impression that the following elements included in our workshops seem to have been of importance:

- Focus on learning rather than teaching.
- Build up confidence on the part of the participants.
- Build the training on the participants' own experience and knowledge of teaching/learning and classroom precedures.
- Engage the participants in tasks - reviewing, comparing and analysing teaching/learning activities (own and/or others) leading up to the planning of new activities concerning any aspect of the teaching/learning situation ("The Flower" (3)) to be tried out in their own classrooms.
- Present relevant theory in a format which allows for use in evaluating and planning classroom practice, and if possible also in a form which is simple enough to be used in planning and evaluation with the pupils.

- The role of the trainer/organiser is equivalent to the role of the teacher in an autonomous teaching/learning environment: to be a participant in the whole process.

Following these lines we seem to have managed to get into the classroom of the teachers, to get teachers to investigate the process of their own teaching and learning, to make them experiment ie. work systematically at changing/adjusting their teaching to varying needs, to make them autonomous teachers.

Conclusion

Working with "Learning how to Learn", in classrooms as well as in workshops, implies a development of awareness going on in teachers as well as in learners. This again implies teacher training as well as learner training. When developing learner autonomy, we, as teachers, must make ourselves aware of WHAT we want our learners to learn. WHY we want them to learn it, and HOW it can best be facilitated. But at the same time we must realise that we haven't got the answer as to what, why, and how. Learning based openly on the learner's awareness of aims and means is an ongoing process in which learners and teachers are equal partners, evaluation and negotiation being the backbone of this process.

REFERENCES:

1. H. Holec (ed.): Autonomy and Self-directed Learning, Council of Europe, Strasboug, 1988.

2. D. Barnes: From Communication to Curriculum, Penguin, 1976.

3. Leni Dam/Gerd Gabrielsen: Developing Learner Autonomy in a School Context. In H. Holec (ed.): Autonomy and Self-directed Learning. Council of Europe, Strasbourg, 1988.

THE OSLO PROJECT

Rita Gjørven/Berit Jansby/Liv Hagen

The Oslo project comprises three locally organised projects,
(1) the SLS project, a study group at the University of Oslo,
(2) a project at Hovseter Skole, Oslo, and (3) a project at
Stabekk Videregående Skole, Bærum.
In the following, we would like to give a brief description of
the models for teacher-to-teacher transmission which we have
tried out.

SLS

The first project, the SLS project, began in 1987. During the
first year it was very loosely organised, consisting of only
three teachers of the SLS staff (Department of Teacher Edu-
cation and School Development at the University of Oslo).
We were all primarily interested in developing our own class-
room practice, starting from articles on learner autonomy and
communication, reports, and suggestions for evaluation.
Throughout the year we held regular meetings discussing our
classroom experience. At the end of the year we wrote a
report describing what had happened in our classrooms, which
might serve as a starting point for future work.

This year twelve foreign language teachers of English, German
and French have been involved in the project. They all come
from the larger Oslo area and teach at secondary level
('ungdomsskolen' and 'videregående skole', 13-15 and 16-19
years of age, respectively).
Some of the teachers were familiar with learner autonomy from
the beginning, having applied the principles developed in
their classroom already, while others were rather in-
experienced, but wanted to try it out.
The group has met six times this year, receiving no external
support in the form of either money or reduced teaching hours.
At the meetings, which took place over three to four hours in
the afternoon and early evening, the teachers brought class-

room documentation (worksheets, evaluations, and examples of
learners' work) to be used as reference points in discussions
of what had taken place. We then went on to set up and agree
on outline plans for the period leading up to the next
meeting, based on the experience we had now established in the
group.

The two members of the SLS staff who were in charge of the
project (Svein Johansen and Rita Gjørven) made a point of
letting participants find their own course. We saw ourselves
as advisers, but first and foremost as participants at the
same level as the others.

The group has now chosen to work along the same lines next
year, and will further attempt to focus more on theory behind
the idea of autonomous learning. Members will prepare "themes
for discussion" based on their reading, and people from out-
side the group will be invited for input and support.

Ten out of twelve teachers are staying on in the group. One
quit because she thought that working in the group on a "con-
tract", with implied obligations towards other members of the
group, represented extra work which she couldn't cope with.
Another left the group because she had found out that she
didn't agree with the principles implied in learner autonomy.
The participants are noe working on a report. Every teacher
will focus on one or more aspects of her experience which she
finds of interest. The report will thus cover a wide range of
classroom experience in the area of foreign language teaching.
Themes we have focused on in the group are learner assessment
and evaluation, partly inspired by Mats Oskarsson's
suggestions which some of the participants have found helpful
when taking over new classes and introducing them to the idea
of autonomy. Some teachers have let the learners themselves
construct tests as part of the classroom work, or have focused
on process evaluation and talking with the learners about the
division of work and responsibility in the classroom, or have
discussed intentions behind lesson plans with learners,
eventually letting them take over the planning. As a con-
sequence of learners' changing from one type of school to the

next, learning to learn has been a prevalent theme of interest
to all.

HOVSETER

Hovseter is a large comprehensive school with about 600
students and 60 teachers.
We began working systematically with autonomy two years ago,
setting out on a very small scale: three teachers of English
working together, meeting once a week to discuss our classroom
experience, exchanging ideas, reading learner evaluations and
plans, and generally supporting and cheering up each other
whenever necessary.
At the beginning of the automn term, one of the three (Rita
Gjørven) gave a brief lecture on autonomy at a staff meeting
so that the other teachers would have some idea of what we
were aiming to do in our small project.
Last year we formed a new group consisting of twelve teachers,
not all of them language teachers and not all committed to
attempting a change in their teaching, but all of them inter-
ested in learning about autonomy.
This group met once a month, and four of the teachers are now
also in the SLS-group at the University of Oslo. (The twelve
teachers at Hovseter were all paid for the time they spent in
meetings as the project received support from the Oslo school
authorities).
Early this spring we arranged an evening meeting with the
theme of autonomy when we invited colleagues who might be
interested in hearing about our experience during the year.
About half the teachers at our school turned up. To me this
indicates that we have a good climate for work with learner
autonomy at our school.

STABEKK

This year three teachers (Dag Fjeldstad, Reidun Hindrum, Liv
Hagen) began a cooperative project in social history, German,
English and Norwegian.
Our aim was to develop learner autonomy, i.e. the students'

sense of responsibility towards their own work and a basis for the individual student to see her/himself as coping well socially and in their work.

In the beginning we worked out teacher based outlines for theme teaching in our four subjects. At the students' request they later began to attend and contribute actively to our planning meetings.

Autonomous work was also developed during language lessons where the students had periods of independent work using different texts and individually chosen methods of work.

We feel that the teachers and the students are on the way towards achieving learner autonomy, and we will continue in the same direction next year.

Examples of questions/questionnaires used with learners by the SLS group:

French/German: Beginners' course

Please answer the following questions -

You have now been learning French/German for four weeks.

- What do you do in class?
- What does the teacher do?
- What have you learned?
- What could the teacher do, which would make you learn better?
- What can you do to learn more?
- Does French/German seem difficult to you?
- If not, why isn't it difficult?

French, beginning of second year

Please answer these questions:

1. Do you still want to learn French? Why? Why not?
2. How much do you think you learned last year?
   A lot   Some   A little   Very little
3. What methods would you make use of to learn French this year?
4. How much time and effort do you intend to put into your work with French this year?

<u>French, Christmas, 2nd year</u>:

1. Your experience as a learner this term. (Planning, effort, achievement).

2. Your teacher's organizing of class activities and homework (Individualisation, group and class activities, relations between learners and teacher). Suggestions for improvement/alterations?

3. Next term............. next year.
    Plans for learning French. What do you want to achieve? Do you wish to continue learning French? Where, what for, how?

<u>Learning English</u>

What are your responsibilities?

Answers given in second year (8th grade), secondary school:

Do my homework	25
Give myself homework	12
Be attentive in class	20
Choose activities in class	12
Choose a theme to work on	12
Train until I master the difficulties	8
Set up aims for a period	8
Make plans for a lesson	7
Make exercises	6
Help others	5

<u>Looking back at a period of learning</u>

Discuss in your group: What have we learned?
- Culture and civilisation
- Idioms/expressions
- Words
- Grammar
- Other things

Discuss with yourself:
- What have I learned?
- What do I need to practise more?

58

Make a plan for recycling. Do not forget to estimate the time
you need.

At the beginning of upper secondary school
Please answer the questions below. The questions concern the
methods of teaching in French, German or English at your
former school. Think of classroom activities and not of
homework.

	Activities used	I learnt
1. Reading aloud one by one	4 3 2 1	4 3 2 1
2. Reading aloud together	4 3 2 1	4 3 2 1
3. Silent reading from a textbook	4 3 2 1	4 3 2 1
4. Listen to a text on a cassette with books open	4 3 2 1	4 3 2 1
5. Listen to a cassette without a written text	4 3 2 1	4 3 2 1
6. Listen to your teacher speaking the foreign language	4 3 2 1	4 3 2 1
7. Listen to music/sing	4 3 2 1	4 3 2 1
8. Dictation	4 3 2 1	4 3 2 1
9. Wordtests	4 3 2 1	4 3 2 1
10.Do exercises in your workbook	4 3 2 1	4 3 2 1
11.Free writing activities like compositions, dialogues etc.	4 3 2 1	4 3 2 1
12.Answer questions from your teacher in the foreign language	4 3 2 1	4 3 2 1
13.Conversations or role play in pairs or in groups	4 3 2 1	4 3 2 1
14.Wordgames	4 3 2 1	4 3 2 1
15.Translation, oral	4 3 2 1	4 3 2 1
16.Translation, written	4 3 2 1	4 3 2 1
17.Use of pictures	4 3 2 1	4 3 2 1
18.Others	4 3 2 1	4 3 2 1

Activities used: 4=often, 3=occasionally, 2=rarely, 1=never
I learnt: 4=very much, 3=something, 2=a little,
                1=nothing

References:

Gabrielsen, G., (1987): Elevinitiativ, medbestemmelse og ansvarlighed, elevautonomi. Fra:Språksympositet, Gausdal 1987. Informsajonssenteret for språkundervisning, Oslo.

Pütz, H. Voss, (1987): Rapport (fra Europarådsworkshop). Språk og språkundervisning, 1/1987.

Trebbi, T. (1987): Elevtilpasset opplæring. Fra: Språksymposiet, Gausdal 1987. Informasjonssenteret for språk-undervisning, Oslo.

Yttreberg, L.H., (1986): Perioder med selvstudium i engelsk i 6. klasse. Språk og språkundervisning, 3/1986.

PLANNING AUTONOMOUS TEACHING/LEARNING
Anne Lise Christensen.

I was introduced to autonomy seven years ago when I took part in one of Leni Dam's workshops in Hundige. Gerd Gabrielsen, Michael Breen and Christopher Candlin were there as well. I wasn't really interested in going, but a colleague had persuaded me to go because she had heard it should be very good. So I went, and before it was over I had decided to change. There was a follow-up two months later, and before we left the workshop we had to tell each other what we wanted to do when we came back to our classrooms. The fact that we had promised each other to try something made us try harder when things didn't work, and they didn't always, of course.
Back in the classroom I spent the first lessons telling my pupils about the workshop. Normally at that time all my classes knew exactly what was going to happen in every lesson, but when I came back I told them to put away their books because I wanted to talk to them. That really surprised them. I then asked them a question that made them even more surprised: How many % of your English have come from school. I knew it was a hopeless question to ask, but I did. Answers varied from 20% to 80%. Interesting! The pupils that said the small figures were all very good at English, whereas the pupils that said the big figures knew very little. The next question I asked them was: "What do you do to improve your English?" The weak pupils said: "I do my homework and try to concentrate in the lessons". The ones that spoke good English came with lots of answers to what they did to improve their English. The thing that really struck me was why we had never talked about this before.
The pupils understood why I wanted them to try autonomy - I didn't tell them the word - only the idea. But I thought it was very important that they knew why I wanted to try something new.
We began the next day. We threw away all our plans, and the new plan was that they could do anything they liked as long as

they felt they learned more English by doing it. (They were
in their fourth, fifth and sixth year of learning English).
The next weeks were very hectic for me. I was everywhere and
nowhere. One evening I wrote a list with ten things I wanted
them to remember, such as "Make sure you always have an alter-
native in case things go wrong." Or: "Ask at least three
others before you ask the teacher".
That helped a little. But in one of the classes things didn't
work, so we went back to ordinary lessons. One class asked
to have one ordinary lesson pr. week. But in the third class
things really worked.

The following year I started a new class. Leni tried to
persuade me not to have a course book, but I didn't dare not
have a book. Instead I had a double lesson per week in which
they could choose what to do. And gradually it changed to
periods of two or three weeks of/with autonomy.
And I have worked like that ever since. But last year - in
their last year at school my class said they had had enough of
it, - could I please do the teaching, they said. I tried to
make the lessons so uninteresting that they would want to work
differently, so it wasn't too bad after all.

I've never been very keen on diaries, but I have decided to
give them a try this year. I'm going to teach two classes: a
fifth form (beginners) and a tenth form (sixth year of
English, and they are new to me.)
Both classes will get a book to write in, and part of it will
be the diary, part of it their own dictionary etc. Like this:

CONTENTS

My book about me	p. 2
Diary	p. 25
Dictionary	p. 45
Ideas for work	p. 58
Etc.	p. 60
365 things to do	p. 64

Most of my planning for the coming year is thinking about how to get started, how to introduce them to learning how to learn. The tenth form only has one year with me, so I have to be quick. I think I will start by asking them to characterize their learning style applying a learning style type grid.
In the fifth form I've spent some time organizing an English shelf full of material, but in the tenth form I'll let the pupils do that.
Personally I'll read a book called "How to be a peaceful teacher" by Jim Wingate. It's full of awareness exercises that can be used in any class. And I am quite sure I'll be spending a lot of time talking to the pupils about their way of learning. I think it is very important to keep doing it - again and again.

CASE STUDIES AS A MEANS OF AWARENESS RAISING
Jose Luis Vera

Introduction

Following current trends in education, teachers in the English
Language Section of the Department of Modern Philology in the
University of La Laguna (Tenerife), Canary Islands, are in-
volved in ongoing curriculum renewal. This renewal is a
feature of many other institutions and levels of education.
Our university did not want to be left aside. This process
started in 1985 and a great number of actions have taken place
since then.
The experience described in this paper is just a part of the
whole process that evolved in the academic year 88/89.
We became interested in learner development and autonomous
learning. This was partly because these issues seemed funda-
mental to the very spirit of university education, but also
because we knew that we were to be faced with an increase in
student numbers. Moving towards an even greater level of
learner autonomy was both desirable and essential.
The decisions we made involved adopting what we termed a
"modular approach". Reading (R), writing (W) and
listening/speaking (L/S) were to be taught as separate
modules. The learner training component, which we called
"Management of Learning", was to form a core course.
The modules and Management of Learning were to be taught at
three different levels and students would be able to select
what they believed to be a level appropriate to them in each
module. Thus a first year student who knew herself/himself to
be advanced or upper-intermediate in terms of spoken language
could choose to attend Listening/Speaking 3. Similarly a
third year student, recognising that she/he had difficulty
with writing, might attend Writing 1 or 2. Each teacher was
to specialise in a particular skill in accordance with his/her
interests and expertise. Syllabus content was to be organised
with task as the unit of analysis for selection and sequencing
and there were to be thematic links between each of the mo-

dules. Fortnightly tutorials were planned to inform the
Management of Learning course via discussion of materials used
in the modular courses. All evaluation was to be formative.
Each teacher was to keep a file on all his/her students,
recording as much qualitative information as possible. An
auto-evaluation component was introduced, based on learner
diaries kept in Management of Learning.

The context

Students of English Philology at the University of La Laguna
follow a five year degree course in which English Language is
a compulsory component. In the first three years of the
course (termed the "First Cycle") students take subjects in a
core curriculum common to all Philology students (Hispanics,
Classics, French, English). English Language is the only
specialization in the first two years, while in the third year
students also take Culture and Civilization of the English
Speaking World and English Literature 1.
It is possible for a student to finish his/her studies at the
end of the third year, thus obtaining a diploma. In reality
the vast majority go on to the fouth and fifth year of the
course, though 40% do not complete their degree in the minimum
time. True specialization begins in the fourth year when
students take North American Literature, History of the Eng-
lish Language, Literary Criticism and Medieval Philology. The
language component in the fourth year is a syntax and mor-
phology course. In the fifth year students may again choose
from a series of options in linguistics and literature, while
continuing with the fifth year language course - a course in
theory and practice of translation.

Management of learning Year 88/89

The module was introduced in the three years of the First
Cycle (1st, 2nd and 3rd years).
One teacher in charge of all three levels.
STAGES: 1 (Oct.- Nov.), 2 (Nov.- Jan.), and 3 (Jan.- Jun.).

The three different stages in the process are made explicit to
indicate the evolution of ideas and rationale.

Commentaries on time, frequency, working groups and attendance

1. The whole group of students in each year was divided into
   small working groups (2-5 members). Each group was ad-
   vised to share different roles. The basic roles were:
   representative/coordinator, secretary and moderator.
   They could add, distribute and alternate the roles as
   they wished.

2. We encouraged the formation of working groups because of
   the student numbers, but mostly thinking of promoting
   'the group' as a basis for their present and future work.

3. This grouping system presented a lot of problems. While
   this is a relatively common way of working in the com-
   municative classroom, it was not readily accepted by the
   students who were not accustomed to this type of work.
   Most of them felt reluctant at the beginning.
   Fortunately things changed gradually. We established a
   series of sessions in which group work was introduced.
   In these sessions we used Group Dynamics techniques in
   which some students intervened as observers.
   Many encouraging actions were taken throughout the three
   stages in order to keep the working groups going.

4. Group representatives/coordinators:
   The basis of the whole system was negotiation between
   teacher and students. Such negotiation is more readily
   achieved through consultation with a reduced number of
   people than with the whole group. From the very
   beginning we set up parallel meetings with the group
   representatives to negotiate/inform about the programme
   that was being carried out. It was the responsability of
   representatives to transfer information to the rest of
   the group. On occasions we could not decide on a
   specific point because the representatives needed to
   consult their group members.

5.   Attendance was compulsory in the first stages, largely
      because it was thought that the students would not pay
      attention to this programme if it was not compulsory.
      We changed our mind in stages 2 and 3. How can we force
      students to accept something we thought was going to be
      beneficial for their learning? It seems contradictory.
      If we want students to be responsible, we must begin by
      promoting responsability.

6.   In stage 1 we had a session of "Management of Learning"
      every fortnight plus a representatives' meeting also
      every fortnight. The time in stage 2 remained the same
      but we used it in a different way:
      a)   representatives' meeting (one at the beginning of
            the month's work)
      b)   sessions with the whole group (once a fortnight)

      The idea behind it was that we divided the whole group
      into small working groups - as previously said. The
      students had to do several tasks throughout the month's
      work.
      This seemed to work but they decided to change it again
      due to their interest in specific aspects of
      teaching/learning, so we had a representatives' meeting
      at the beginning of the month and three other sessions in
      which the topics asked by them were developed.
      We invited som other teachers from secondary school and
      the Official Language School to give talks on the topics
      the students had requested.

      In stage 3 we followed this order:
      First week: Representatives' meeting where we decided
                      how and what to do in the three following
                      weeks.
                      It was a revision and planning session
                      where we used 'Case Studies' to isolate
                      the main problem areas of the students/
                      teachers/programme.

Second, third and fouth weeks:

> Development of topics selected by them
> from the ones arising from the Case
> Studies. Attendance: Free.
> Students from each small working group
> came to these sessions (they chose who was
> coming in representation of the working
> group). In this way they could decide who
> was coming and what they needed, because
> not all groups sent representatives to
> these sessions.

Commentaries on the suggestion box

We opened a 'suggestions box' which proved to be very effi-
cient. It was a box which was taken to every session and
meeting in which they could place any request or suggestion.
Many interesting ideas came from it. We might think that if
we are entirely open in our sessions we cannot see the point
to this instrument. It is true, but we must not forget that
there are some students who prefer this other way at the
beginning. The reason for it could be that, we, the teachers
often present students new ways of teaching and somehow or
somewhere we change things completely, especially when we lose
control. As students became more confident and sure of our
willingsness to negotiate the role of the 'suggestion box' was
less and less crucial.

Commentaries on the diaries

Before setting 'Diaries' as a tool we read most of the litera-
ture in the field. On paper it seemed very interesting and
beneficial. The reality was very different. It proved to be
tiring, inoperative, tedious, especially for this type of
student. We are not saying that diaries are not a valid tool,
possibly we did not introduce and develop them properly. The
students viewed the whole exercise as "childish".
Diaries were the main reason why the first year students
decided to give up the formal way of 'Management of Learning'

as a separate time and opted for the inclusion of the pro-
gramme in their class working sessions. Every teacher in the
first year introduced the following rationale in his/her
module (see introduction):

1. Presentation of the task
2. Performance (individually or in group)
3. Checking
4. Reflection: what did we do? how did we do it?
   Positive/negtive aspects of it.
5. Further applications in their own autonomous way of
   learning.

This option seemed well accepted and proved to be positive
according to their reactions. Second and third years stopped
doing 'diaries' as such in stage 2.

Commentaries on tutorial sessions.

We had them once every fortnight. Not many students attended.
The reasons for it were:

- They had already too many hours per week.
- Although it was a reflection on what we did the
  previous weeks, there was much repetition between
  these sessions and the ones held with the re-
  presentatives and modules classes.

We abandoned the tutorial sessions in stage 3 because they did
not add anything new to the programme. We all thought that
these sessions had to be changed into something different.

Commentaries on the content

To us this was the centre of the whole programme. It does not
matter for students how well we, as teachers, can organize an
activity. A university student has to have something in
his/her hand if she/he has spent some time on it, they also
need materials to be engaged to the process when they are
alone.

Stage 1

All teachers in the programme (5 in total) tried to introduce
the module of 'Management of Learning' in a positive way.
I presented it enthusiastically. I did not think it was going
to give me such an amount of work at the very beginning.
I wanted to try it and that gave me sufficient energy to look
for solutions once I was in a position where I had to find
them. After 20 years of teaching I still look for "other
ways" of doing things.

Steps followed:

I gave the students a questionnaire about their ideas of
learning a language, ways of learning, opinions about
mistakes, setting objectives when learning, etc. They
worked with it first individually and second in small
groups. I took note of all their ideas and we reached
some conclusions, discussing after that the pros and cons
of all of them.

The sessions did not satisfy me at all. Firstly, while
they made an attempt to analyse the process, the articu-
lation of their analysis was amorphous and inconcrete.
Secondly, even when they had been asked to isolate three
main problems they had encountered while learning Eng-
lish, their answers were strikingly and disappointingly
similar. The students seemed not to see any relationship
between all the strategies in the learning process. In
fact they expected magic tricks from their teachers, not
from themselves. They were there to wait for our tea-
ching. The majority of them were not conscious of their
role in the teaching/learning process.

Taking the questionnaire as a starting point, I was able
to isolate a series of problems common to many of the
learners. We tried to solve their difficulties in small
groups. At the end of the sessions we attempted some
positive approaches together to face the obstacles they
seemed to have.

It went well at the beginning but after som sessions it
died off.

Stage 2

I was lucky to receive the Newsletter of the IATEFL Special Interest Group for Learner Independence (No. 4, Summer 88). There was an article written by Gill Sturtridge called "Using Case Studies in Learner Skills Development". The article reminded me of a Pedagogy course I had done years ago in which we used the same system to reach our conclusions about a problem-solving situation.

Once again the questionnaire survey provided a source. A later development involved reflecting on the personalities and individual differences of real people known to me. I tried to superimpose learners' problems, articulated by the students, onto each of these individuals in such a way that there was a clear connection between the personality and the problem. That was the key to remember each case and work with it much quicker (Appendix 1).

A case study. Its characteristics.

1. A Case Study (C.S.) is a problem-solving situation.

2. Advantages of a C.S.:

    (i) It stimulates creativity and active participation from students trying to give solutions to a problem.

    (ii) It reinforces the learning process because it is based on the axioms of active Pedagogy (it goes from the facts to the principles).

    (iii) It helps the comprehension of the problem by reaching realistic conclusions and applications.

    (iv) It helps to abstract and generalize the difficulties by avoiding students' identification of a particular problem as their own. As a result students are free to participate finding solutions without feeling threatened.

Objectives to reach with the use of case studies

1. To provoke awareness raising and the search for realistic and concrete solutions to a problem.

2. To educate the critical capacity of students by involving them in a situation in which they have to express their ideas and also listen to the others' reasoning.

3. To try to respect everyone's solutions by giving them the idea that a problem can have various solutions. Everyone has to adopt the solutions that suit him/her best.

4. To help the students to transfer the solutions reached with the analysis of the C.S. to their own learning situation.

Rationale I followed

(i) I asked the students for three main problems they thought they had.

(ii) I built up C.S. using this information plus those coming from my observation.
I tried to think of real people I know in order to produce a coherent version of the C.S.

(iii) I presented these cases to them (Appendix 1).

This is the way I used to work with them in the first session:

a) We divided the whole group into small working groups (not more than 5). They shared different roles within the group. Coordinator and secretary were essential.

b) We chose one C.S. to be analysed (out of the seven, Appendix 1).

c) They discussed the C.S. for about 30 minutes following this plan:
   - Positive aspects to take into account

- Negative aspects
- Solutions given to the negative aspects.

d)   After this, we exchanged resources in terms of commom conclusions. We took note of all solutions given and analysed them.
The final question was:
What can you use from these solutions in your personal case?

They all kept a note book in which they took notes of anything they considered relevant.

The <u>second and subsequent sessions</u> were like this:

a)   They formed small working groups (up to 5 members).
b)   I gave the students a C.S. out of the seven to be analysed (Appendix 1).
c)   They worked with it for two weeks and then presented a much more detailed, thorough and edited version of the analysis.

Once we established this rationale they asked for supporting material: Methodology books and specific articles. They came to see me in my office hours, showing interest and motivation towards what they were doing. It was quite rewarding, but we must not forget that a method like this takes time. We cannot shorten it by giving them the solutions we think are more appropriate. They have to find their own.
It does not matter whether we agree with them or not. I used ways of helping them to find 'more' about the analysed C.S.
Here are some of them:

- Paraphrasing what they said, emphasizing the obscure or ill-defined points.
- Asking questions for reflection, especially in the edited version of the C.S.

The teacher's role in a process like the one described is to try and clarify things when they seem obscure or answer the questions <u>when, and only when, spesifically requested to do so</u>.

Although we did not use them, the written C.S. could be replaced by a simulation, a projection of slides, a film and so on. A questionnaire or some other instrument will always be necessary in order to provide a focus for the aspects to be discussed.

Stage 3

In one of the representatives' meetings in January the students offered me the idea of using their own case studies instead of the fictitious ones.

A lot of questions came to my mind. How would they react to real case studies? Were they ready to write their own case studies without feeling threatened?

I wrote these orientations trying to avoid future problems:

Writing my own case study.

Steps:

1. I write my own C.S. under a fictitious name. (The teacher is the only one who knows my "real" name).

2. My C.S. will be delivered to the rest of the class under that fictitious name.

3. The C.S. will be analysed by small groups of students.
   The group will find solutions to my difficulties.

4. Once my C.S. has been analysed it should be delivered to the teacher.

5. The teacher will give the solutions found to me.

6. Once I receive my C.S analysed, I can take the following options:

   Option 1: I want to have a meeting with the group which analysed the CS in order to contrast both sides. A future follow-up could be arranged.

   Option 2: I want to stop the process. In this case I receive the solutions but I do not want to do anything extra with them.

IMPORTANT REMARK (TO THE TEACHERS WHO WANT TO USE THIS
STRATEGY)
THESE STEPS ARE JUST ORIENTATIVE. WHY NOT NEGOTIATE THE STEPS
WE ARE GOING TO FOLLOW WITH OUR "REAL" STUDENTS? IMPOSING
THESE STEPS WILL BE AGAINST THE WHOLE IDEA.
Many students said they did not know how to write a C.S. This
is why I wrote the following suggestions:

Factors to take into account while writing my own case study

1. Fictitious name.
    REAL NAME AT THE BACK OF THE CASE STUDY.
2. Age
3. My aims (objectives) to learn the language. My
    expectations.
4. Am I motivated?
5. What is my attitude towards the learning of the new
    language?
6. Personal willingness.
7. Time factors (quality/quantity).
8. Personal circumstances (positive/negative).
9. Physical/psychological factors (positive/negative).
10. My level of English.
11. Economic situation.
12. Do I attend extra classes?
13. Do I work in a group or individually? Why?
14. Specific mistakes I think I have.
15. Am I open to other ways of speaking, cultures, etc?
16. Grade myself according to the Self-Awareness.
    Scale (1-10)
17. Do I plan my time according to my objectives?
    (short/long term aims)
18. Have I got material facilities?
19. What are my positive sides in general?

THIS LIST IS JUST ORIENTATIVE. YOU CAN ALTER IT BY ADDING
WHAT YOU CONSIDER IMPORTANT OR TAKE OUT WHAT YOU THINK IS NOT
RELEVANT.

The Case Study I have selected (Appendix 2), while it is by no means the most complete, is representative of the 120 CSs I received.

Commentaries on the final evaluation

I am going to concentrate my attention on the final grade given to the students at the end of this module (see introduction) and on the final questionnaire.

I had to give a grade. This module was one of the four that formed the modular system. It seems incoherent to give a grade to something we considered as a help in the development of the other modules, but this is what we said to them at the beginning and the students expected "a typical grade" of me, according to the work done throughout the year.

The final grade was the result of considering the following elements:

1. Mark given to the first C.S. analysis (one out of the seven, see Appendix 1). Group work.
2. Mark given to the second C.S. analysis. One from the "real" C.S. Group work.
3. Mark given to his/her personal C.S. analysis. Individual work (I asked him/her, as final task, to analyse his/her own work throughout the year).
4. Mark given to the process (changes seen, interest shown, cooperation, group work, etc.).
5. Personal interview with negotiation (if needed)

We passed the students a final questionnaire to evaluate the experience.

1. Number of questionnaires received: 358 (73,5%)
   Number of students consulted: 487 (100%)
   1st year students were not asked to fill in this format as they left the experience (see commentaries).

2.   Types of questions and answers:
    1.2 Closed questions.   Answer were: yes, no ?
        ? = I am not sure.
         = I do not know.
    2.2 Open questions.   Open answers.

The analysis of the answers given by the students cannot be included in this paper due to lack of space. If anyone is interested in having them you can contact me in the above adress. I personally consider them relevant to this experience.

On the whole I would say that last year's experience was very positive and productive for both teachers and students. This year (89-90), taking into account the experiences from last year, we decided that the learner training component, which we called "Management of Learning", was to form a core course. I am awfully sorry not to include here this year's innovations. Again, if you are interested, contact me.

Final hint

Teachers, wherever we are, must be involved in developing skills for life not just skills for 1st, 2nd, 3rd or 4th year. If we prepare students to be self-sufficient, the content will come whenever they need it. I am not saying that the knowledge of English, in this case, they have is not important, what I am trying to clarify is that we must give them the necessary tools for them to make the content as important as they feel it should be. The students cannot be teacher dependant. They can decide for themselves when, how, how much, for how long.... THIS IS OUR REAL JOB.

Acknowledgments

Special thanks to my colleagues in the programme: Sally Burgess, Marie de la Cruz Exposito, Juana Herrera and David Roberts, and to the students who made it possible.

77

APPENDIX I CASE STUDIES LJV/'88.

1. PETER:
   He's German. He's learning Spanish. He's very good at
   Grammar, in fact he thinks that Grammar is everything.
   He hates making mistakes. He thinks and thinks before
   saying anything because he's afraid of making mistakes.
   He understands what he reads. He looks up every word in
   a German-Spanish dictionary. He thinks that writing
   is the best expression of a person's knowledge. He likes
   music in general. He's very keen on linking words.
   He's afraid of talking. He has learnt all he knows
   autonomously.

2. NELLY:
   She's Spanish. She's learning English. Shy. She doesn't
   speak much. She doesn't know how to improve her listen
   ing and speaking. She's not at all bad in Grammar and
   writing. She can understand what she reads. She
   has no special interests. She has problems understanding
   dialogues, especially informal ones. She translates when
   she speaks English.

3. MARY:
   She's Spanish. She tries to learn English. She has
   problems in listening. She has a terrible pronunciation.
   She's not bad at writing. She organizes her ideas before
   writing (but in Spanish).

4. FIONA:
   She's British, 35.
   What she wants is for everyone to correct her mistakes.
   She's confident speaking. She was in Majorca for 3
   months. She hasn't been in Spain since then. She tries
   to think in Spanish. She loves handcraft. She gets
   irritated when she's slow at speaking. She tries to
   learn idioms by heart. She loves them. She thinks that

using idioms gives her a different "touch" in front of a native speaker. She attempts to be as fluent as a native speaker, not achieving it makes her feel depressed.

5. **MICHAEL:**

    He's Spanish. He has studied English for a long time. He was in Britain for one year. He has reached a good level of English but he's not learning much nowadays. He uses and uses the same sentences, verbs, etc. all the time. He thinks that he's got a good level for his needs. Unconsciously speaking, he would like to improve it. He's afraid of saying that he doesn't know something. He often says "Why should I learn more? I think my knowledge is enough if I compare myself with the others".

6. **ADRIAN:**

    He's Spanish. He tries to learn English. He doesn't know how to organize his ideas when writing. He doesn't know how to use the dictionary properly (English-English). He thinks that phrasal verbs and prepositions are something essential when studying a language. He loves reading, but he gets angry because his reading speed is not much. He tries to understand every work he reads.

7. **JOHN:**

    He's British. He tries to learn Spanish. 50 years old. He wants to learn Spanish because he likes languages very much. He's very communicative. He lacks good strategies. He's a very good listener. He loves music and theatre. He doesn't know how to keep his vocabulary alive. He has a good pronunciation. He's terrible using verbs. He tries to speak as much as he can. He loves reading aloud but he gets irritated when he has pronunciation mistakes. He loves social activities (parties, etc.).

APPENDIX II   WRITING MY OWN CASE STUDY   JLV/'88

ANGIE

My name is Angie. I am nineteen. I like languages very much, specially English and French (languages), though I only have studied English until now.

I am studying English because I think languages (in general) are a medium to communicate with people of different culture and different life style, and it is very interesting. You are able to exchange your own ideas and experiences with people from other countries. Thus you can open to other ways of understanding life.

I would like to work as a teacher when I finish my career. This job seems attracts me.

With respect to my objectives, I would like to get a good level of speaking because it is one of the most important aspects in learning any language, but also reading. When you read you accumulate not only ideas, but certain knowledge about the foreign language you are studying. Reading makes you be used to English structures, (for example).

I am not at all bad in writing or listening, but I would like to improve these skills.

The main problem which I have to face with is the shyness. It is difficult for me to overcome my shyness, specially when I have to speak to a group of people. I am afraid of making mistakes, but I don't mind that the teacher correct them. Another problem i "time". I have no enough time because I have to study other subjects apart from English, and it makes me get angry. So it is difficult for me to plan my time.

I can't attend extra classes (I have no many economic opportunities/or facilities). I often work individually at home, but in class I usually work in group. I cam learn from the others and share my knowledge with them too. It is a useful form of working.

By the way, really I haven't got material facilities (only my text books).

My specific mistakes:

- Grammar mistakes, specially when I have to speak (in speaking).
- Vocabulary. I would like to improve/increase it.
- My positive sides - in general -: my attitude towards learning; I have a special interest in learning English. I like it, and it is as a spur that motivates me.

LEVEL OF ENGLISH.

- Writing: M./3.
- Reading: M-/4.
- Listening: M. (I can't understad every word)/2.
- Speaking: B. (I have improved it a bit/little)/1.

(Numbers indicate priority).

LEARNER AUTONOMY AND THE LEARNING OF TARGET LANGUAGE GRAMMAR
David Little.

0.   Introduction
     This paper is a product of my involvement with the
     Authentic newspaper and cassettes. Specifically, what I
     have to say has been prompted by reflection on the way in
     which learners typically perform a chain of tasks that my
     colleague Seán Devitt devised to facilitate the com-
     prehension of authentic newspaper and radio texts.
     The paper i divided into four parts. First I relate a
     principal source of autonomy theory to what I take to be
     the mainstream of autonomy practice in language learning;
     secondly I describe the chain of tasks that I have
     already referred to; thirdly I try to tease out what we
     can learn about autonomy and the learning of grammar from
     the way in which learners perform these tasks; and
     fourthly I describe briefly the practical measures that
     Authentic is taking to promote autonomy in the learning
     of language in general and grammar in particular.

1.   A principal source of autonomy theory
     In his seminal book From Communication to Curriculum
     (1976) Barnes argues that classroom learning is not just
     a matter of the teacher handing on what he or she knows;
     it also involves constant interpretation on the part of
     the learners: "Classroom learning can be best seen as an
     interaction between the teacher's meanings, and those of
     his pupils, so that what they take away is partly shared
     and partly unique to each of them" (p. 22). Barnes
     follows Britton (1972) in supporting this view by an
     appeal to the "personal construct" psychology of George
     Kelly, which emphasizes the active way in which we
     process our experience:

          Man looks at his world through transparent patterns
          or templates which he creates and then attempts to
          fit over the realities of which the world is

composed. The fit is not always very good. Yet
without such patterns the world appears to be such
an undifferentiated homogeneity that man is unable
to make any sense out of it. Even a poor fit is
more helpful to him than nothing at all. (Kelly
1963, pp. 8f; cit. Britton 1972, p. 17).

If we accept this view, learner-centredness and learner
autonomy have their source and justification in basic
facts of human psychological behaviour. Each new piece
of knowledge that we acquire is not merely added to what
we already know: we learn by using what we know to inter-
pret what is new. In classroom learning this process of
interpretation involves two kinds of interaction: the
internal psychological interaction between new and
existing knowledge; and the external social interaction
by which new knowledge is mediated and learners can
negotiate their way towards new meanings.
Discussion of autonomy in language learning has been
crucially influenced by the general tendency in
curriculum theory of which Britton 1972 and Barnes 1976
are particularly influential examples. Yet whereas in
the work of Britton and Barnes learnercentredness clearly
has its source in a particular model of human psycho-
logical behaviour, most work on autonomy in language
learning has focussed principally on the learner as a
sosial being who possesses social, cultural and political
rights. To take what is by now a classic example,
Holec (1981, p.3) defines autonomy as "the ability to
take charge of one's own learning", which in terms of
language learning means to have, and to hold, the re-
sponsibility for all the decisions concerning all aspects
of this learning, i.e.:
-    determining the objectives;
-    defining the contents and progressions;
-    selecting methods and techniques to be used;

83

- monitoring the procedure of acquisition
properly speaking (rhythm, time, place, etc.);
- evaluating what has been acquired.

The same emphasis is to be found in most contributions to
Holec 1988, a compendium of reports on experiments in
autonomous language learning in eight member states of
the Council of Europe. Inevitably, the psychological
dimension is always present by implication. After all,
emphasis on the learner's right to self-determination is
closely associated with the belief that the more the
learner controls the various aspects of the learning
process, the greater success she or he is likely to have.
But in the literature this is treated as a matter more of
affect than of mental process.

I have argued elsewhere (e.g. Little et al. 1989, pp
22f.) that communicative approaches to language teaching
are "communicative" by virtue of the fact that they teach
language *through* as well as *for* communication.
Accordingly, exponents of communicative approaches are
concerned with the learner not only as a learner but also
as a user of the target language; and the importance of
promoting learner autonomy has been explained in terms of
successful language use as well as successful language
learning. For example, Trim (1988, p.3) writes as
follows:

> It is when the language learner has to face the
> challenge of communication in the situations and
> conditions of real life that we find out whether he
> or she has the necessary independence and self-
> reliance to face the challenge, and the skills to
> bring into action what has been learned, as well as
> to find out what was not learned, but is now needed.
> It is this willingness and ability to act in-
> dependently as a socially responsible person, to
> take charge of one's own actions and one's own
> learning in the service of one's needs, that
> characterizes autonomy.

Again the psychological dimension is present by strong
implication; but again what is implied seems to have more
to do with affect than with mental process.

It is not that I disagree with Holec or Trim or any of
the contributors to Holec's Council of Europe compendium.
On the contrary, I believe that the emphasis on the
learner as a social being has been one of the most benign
ideas shaping the development of language teaching and
learning in the last decade or so. However, I also be-
lieve that it is time for those of us interested in pro-
moting learner autonomy to give rather more attention to
the language learner/user as a language processor. I
shall develop this argument in the third part of the
paper; but in order to do so I must first describe the
learner behaviour that set me thinking along these lines.

2. **Coming to grips with authentic texts:**
   A chain of learning activities
   For the benefit of readers not already familiar with
   Authentik, a brief explanation is in order. Authentik
   Language Learning Recources Ltd. is a campus company of
   Trinity College, Dublin. Five times in the course of the
   academic year it publishes newspapers and cassettes in
   four languages - French, German, Spanish and English.
   The newspapers comprise (i) 24 pages of paste-ups from
   authentic target language sources, organized according to
   broad themes like "world news", "fashion", "sport",
   "holidays and travel", and (ii) a pedagogical section of
   16 pages made up of information about the language
   learning process, exercises based on the corresponding
   cassette as well as the newspaper, a complete transcript
   of the cassette, and competitions for learners at various
   levels. The cassettes comprise recordings of radio news
   bulletins and other broadcasts, slow readings of some of
   these items, and interviews with native speakers; as far
   as possible their thematic content coincides with items
   in the corresponding newspaper.

The classic arguments in favour of using authentic texts in foreign language teaching are (i) that they are more interesting, and thus more motivating, than invented texts, and (ii) that they provide a rich source of target language input. Over the past few years we have been especially concerned with the second of these two arguments, which seems to us to imply a central role for authentic texts at all levels of language learning. It was to counteract a general assumption that authentic texts are the exclusive preserve of more advanced learners that Seán Devitt devised a chain of activities that we use, usually with pupils in the early stages of learning, at **Authentik's** in-service training days for language teachers.

The original intention was that the chain of activities would be undertaken entirely in the target language; but experience has shown that it is most productive if learners are allowed to use their mother tongue whenever they need to express thoughts or ask questions that are beyond their target language competence. The activity chain is organized as follows. Learners work in groups of three or four. Each link in the chain is explained to them as it arises. If they feel they need to do so, they can ask questions of the person in charge of the session or of the teachers who are observing them; but they are encouraged to work without assistance as far as possible. To begin with they are given a jumble of perhaps two dozen words derived from the authentic text towards which they are being led, and any words they do not know are explained to them. Their first task is to write each word on a separate Post-it and then sort the Post-its into overlapping categories of **TIME, EVENT, PEOPLE** and **PLACE** on a Venn diagram. This is intended to activate processes of reflection that will enable the learners to perform the second task, which is to construct a story outline, usually by arranging their Post-its in an appro-

priate linear order and adding whatever additional elements are needed. When they have completed their story outline, they are given a jumble of sentences derived from an abbreviated and simplified version of the authentic text: their third task is to arrange the sentences in a plausible order (there is often more than one possible solution). The learners can then use the reconstituted text as a reference source to flesh out and correct their own story. After this they are given the authentic text to read. (For a fuller account of these activities and variations on them, see Devitt 1986, Little et al. 1989).

Our activity chain was prompted partly by the theories of frames, scripts, and scenarios developed by workers in artificial intelligence (see e.g. Schank & Abelson 1977). It is directly related to Kelly's view of human psychology referred to above, for it is based on the belief that language processing and language learning always involve interaction between what we already know and what is new to us. In addition it assumes that world knowledge and discourse knowledge can compensate for deficiencies in linguistic knowledge. It has played a major role in shaping the pedagogical sections of the *Authentik* newspapers.

We have used our activity chain with language learners at numerous *Authentik* in-service days in Ireland and Britain. It has always enabled the learners to create texts of their own that are of genuine interest, and then (by their own account) to read the authentic text with much greater confidence and success than would otherwise have been the case. In addition, the activity chain has never failed to prompt learners to ask, and in many cases to answer for themselves from the evidence supplied by the autentic text, questions that go to the heart of the target language system. It is this aspect of learner

behaviour that set me thinking about learner autonomy and
the learning of target language grammar.

3. Learner autonomy and the learning of target language
   grammar

   Teachers observing groups of learners as they work
   through our activity chain are frequently impressed by
   the extent to which individual learners are able to co-
   operate as a group - "the do much better without a
   teacher" is a typical comment. But of course, effective
   group co-operation depends on effective individual con-
   tributions.

   Now the successful performance of group work that in-
   volves the largely unmediated performance of some
   communicative task - for example, a role play or a target
   language discussion - demands that individual mental
   processes are submerged in the give and take of
   collective effort; indeed, it is unlikely that partici-
   pants in such group work will be aware of their mental
   processes at all, at any rate until they run into some
   kind of difficulty. Our activity chain, however, in-
   volves a different kind of group activity. When we ask
   learners to create a story outline by first categorizing
   a couple of dozen words and then arranging them in a
   sequence, we effectively compel them to focus on the
   relations between words. This imposes a reflective dis-
   tance between the learners and the comunicative task
   towards which they are working (reading an authentic
   text). As a consequence, individual mental process tend
   to be externalized and sometimes become the explicit
   focus of group discussion. In this kind of group work
   the negotiation of meaning which characterizes all forms
   of reciprocal communication may now and then give way to
   thinking aloud; and often a crucial contribution to the
   progress of the activity comes from a learner who has

been silent and apparently not participating for a
while - because, of course, he or she has been alone with
his or her thoughts.

Language processing depends on the deployment, and
language learning thus requires the development, of more
than one kind of knowledge. Dechert (1983, p. 176) puts
the matter succinctly: "To learn a language means to
learn words and sentences, but also to learn the proce-
dures to retrieve and process them. To know a language
means to have both declarative and procedural knowledge".
When learners ask themselves questions about grammar they
are acknowledging the existence of these two kinds of
knowledge; though it should be emphasized that explicit
grammatical knowledge is only part of what Dechert means
by "procedural knowledge", which also embraces the
largely unconscious knowledge on which automatized mental
processes depend.

The reason that is usually given for teaching grammar to
language learners is that explicit knowledge about the
target language system should facilitate learning by
enabling the learners to recognize and generalize from
recurrent patterns. A further reason, which has to do
with language use rather than language learning, is that
all forms of planned discourse require conscious re-
flection on linguistic form and structure; in other
words, learners need explicit knowledge about the target
system in order to be able to plan, monitor and edit the
language they produce. The point can be made by adapting
our quotation from Kelly 1963 (see above):

> Man processes language through transparent patterns
> or templates which he creates and then attempts to
> fit over the actual units of which language is com-
> posed. The fit is not always very good. Yet with-
> out such patterns language appears to be such an
> undifferentiated homogeneity that man is unable to

make any sense out of it. Even a poor fit is more
helpful to him than nothing at all.

The important thing to emphasize here is that learners
will *always and inevitably* form and deploy "patterns and
templates". As language pedagogues our concern must be
to help learners to form patterns and templates that
provide a good fit with the target language, especially
if we want them to develop a capacity for autonomy as
language learners and language users.

These thoughts merge with the arguments of the first part
of the paper as follows. First, because we learn by
interpreting new material in terms of what we already
know, we are likely to learn most efficiently when the
structure, content and rhythms of our learning are guided
by our personal constructs. This is the single most im-
portant argument in favour of promoting learner autonomy.
Secondly, in western educational systems learning is a
psychological process that depends crucially on the
negotiation of meanings *via* social interaction. This
means that a capacity for autonomous learning includes a
capacity for social initiatives and independent social
action. But thirdly, because learning is a psychological
process there is a sense in which it is irreducibly a
matter for the individual. In the particular case of
language learning, that psychological process includes
the development of (to put it at its most general) a
sense of the target language as system without which
certain kinds of linguistic communication are scarcely
possible. Anyone who doubts the truth of this last pro-
position should try discussing with a student who has no
clear sense of language as a system the argumentative and
stylistic deficiencies of an essay he or she has written.

4. Conclusion: some practical measures

By way of conclusion I should like to say a little about the practical measures that *Authentik* has begun to take in order to promote learner autonomy in this dimension.

The first point to make is that over the past two or three years the pedagogical section of the *Authentik* newspapers has been developed along lines calculated to encourage learners to reflect on the process of learning. We have tried as far as possible to devise exercises and activities that explicitly depend on the exploitation of existing knowledge; we have provided learners with information about the processes of language learning; and we have suggested strategies for coping with different aspects of the learning task - for example, the learning of vocabulary. This autumn all subscribers to *Authentik* will receive a supplement which draws these developments together. It discusses different aspects of language learning and language processing and contains as its central component a fully worked activity chain illustrating the different kinds of knowledge we draw on when we try to understand a text in our target language. Although we attach great importance to providing learners with information of this kind, it still seems to us that there is a significant gap in what we are offering them. In order to meet the argument with which I concluded in the third part of this paper, we believe it is nescessary to provide learners with a means of coming to grips with the grammar of their target language. Such a means should, we further believe, enable them to proceed both deductively and inductively - using established rules to help them derive new rules from examples of language in use, as learners working through our activity chain tend to do. The work we have done so far in this area leads us to the view that we should devise a shell grammar which learners can elaborate for themselves in the course of learning. As far as possible their elaboration should

arise from a fully contextualized concern with the target language system such as arises from work on authentic texts - the need to solve a particular communicative problem creating the need to find a grammatical rule. In some respects no doubt our grammar will look quite old-fashioned; but in other respects we intend that it should be revolutionary, especially in the way in which it profits from the insights of current grammatical theory. To the extent that they plausibly account for the learnability of language, current theoretical models must shadow, even if they do not actually coincide with, the native speaker's largely unconscious procedural knowledge; and a pedagogical grammar of which this were true must be a significant advance on traditional approaches (for further discussion of this point, see Little & Singleton 1989 and Cook 1989).

What we want to do, in short, is to devise a means of helping language learners to create their own grammar of the target language: a grammar that will grow as their competence grows, out of the constant interaction between their existing knowledge of the target language and the new material they encounter in authentic texts. No doubt parts of our approach to grammar will benefit from group activities like the exercise chain described in the second part of this paper. But when all is said and done the psychological dimension of learning is an individual matter; and, as I hope this paper has demonstrated, it is our strong conviction that successful foreign language learning and foreign language use depend on the development of a capacity for autonomy in the psychological as much as in the social domain.

REFERENCES

Barnes, D., 1976: *From Communication to Curriculum*.
     Harmondsworth: Penguin.

Britton, J., 1972: *Language and Learning*. Harmondsworth:
     Penguin. (First published 1970 by Allen Lane The Penguin
     Press.)

Cook, V.J., 1989: "The relevance of grammar in the applied
     linguistics of language teaching", CLCS Occasional Paper
     No. 22. Dubling: Trinity College, Centre for Language
     and Communication Studies.

Dechert, Hans W., 1983: "How a story is done in a second
     language". In C. Faerch & G. Kasper, *Strategies in
     Interlanguage Communication*, pp. 175-89. London & New
     York: Longman.

Devitt, S.M., 1986: "Learning a foreign language through the
     media", CLCS Occasional Paper No. 18. Dublin: Trinity
     College, Centre for Language and Communication Studies.

Holec, H., 1981: *Autonomy and Foreign Language Learning*.
     Oxford: Pergamon. First published Strasbourg: Council of
     Europe, 1979.

Holec, H. (ed.), 1988: *Autonomy and Self-Directed Learning:
     Present Fields of Application*. Strasbourg: Council of
     Europe.

Little, D., S. Devitt & D. Singleton, 1989: *Learning Foreign
     Languages from Authentic Texts: Theory and Practice*.
     Dublin: Authentik, in association with CILT (London)

Little, D.G. & D.M. Singleton, 1989: "Language awareness,
     pedagogical grammar and foreign language learning: some
     practical proposals". Paper presented at the BAAL semi-
     nar on Language Awareness, Bangor, North Wales, 7-9
     April.

Schank, R. C. & R. P. Abelson, 1977: "Scripts, plans and
     knowledge". In P.N. Johnson-Laird & P.C. Wason (eds),
     Thinking. Readings in Cognitive Science. Cambridge Uni-
     versity Press.

Trim, J.L.M., 1988: Preface to Holec 1988.

GROUP I: TEACHER TO TEACHER TRANSMISSION
          Anne Brit Fenner, Rita Gjørven, Joe Sheils, Jørgen
          Tholin.

We approached this theme from the perspective of four models,
with some inevitable overlap:
1.   Within a school
2.   Networking
3.   Courses
4.   Media

1.   Within a school
     The following are some suggestions.
     *   Use school in-service days to inform and, hopefully,
         interest colleagues.
     *   Present autonomous language learning as a natural
         evolution, rather than revolution. Colleagues must
         see it as a challenging rather than a threatening
         concept.
     *   Try to get two or three colleagues interested as you
         will need support. It's helpful when there is
         "caring and sharing" among colleagues.
     *   Perhaps use a particular problem as a starting
         point, seeing it as a challenge rather than a
         problem. (This was not a unanimous suggestion).
     *   Discuss, explain, share ideas, materials and
         learners' production with colleagues.
     *   Invite colleagues into your classroom after the
         initial chaos has subsided somewhat.
     *   Make a contact with each other.
     *   Write down what happens in the process so that you
         can reflect on it and evaluate it.
     *   If possible, consider involving teachers of other
         subjects e.g. team-teaching on a particular theme.
     *   Keep key parties informed, especially other
         teachers, school principal and parents.

2. **Networking**

    We considered this from a horizontal perspective, i.e.
    cooperation across secondary schools, and from vertical
    perspective, i.e. aligning primary and secondary schools.
    We shared ecperiences of informal links and more formal
    ones, and these are summarised below.

    A. *Informal*

        This involves casual contact with teachers in other
        schools where there is no "contract". They are
        invited to come and look, for example at learners'
        diaries and evaluations. Colleagues may be inter-
        ested to see how learning can be organised by
        learners around a theme and how available resources
        in the school and from home can be exploited on the
        basis of suggestions elicited from learners.

    B. *More formal*

        In this approach there is more structure. There is
        usually a solid theoretical input; there is a con-
        tract between participants and they meet regularly.

        Input is related to needs arising from the classroom
        situation and contains tested principles and guide-
        lines. The contract involves a commitment to do X
        within Y time. There is a consensus, e.g. everyone
        will try out what has been agreed and evaluate this
        for the next session. Naturally, it is helpful if
        there are at least two colleagues from each school.
        These could visit other schools on inservice days.

Help!

Teachers need to know where to go to see autonomy in
action and where they can get help, materials, etc. It's
great if you can use the system e.g. if advisors get the
networks going. The composition of groups is important -
experienced old hands and new energetic teachers. Young

teachers who may move to other schools can have a useful "ripple" effect in spreading the concept and practice of autonomous language learning. It is vital to ensure that groups consist of essentially positive thinkers who are not too easily discouraged.

It may be useful to document experiences in a newsletter so as to interest others and to invite "experts" to provide guidance on follow-up and furtner development.

Networking across countries.
It was suggested that links with colleagues abroad can be mutually beneficial, providing a wider context and melting pot for ideas and experiences. Perhaps an exchange of video cassettes and electronic mailing could be considered. Can we benefit from the E.C. Lingua project for international cooperation and mobility?

3. **Courses**
In order for autonomous language learning to develop as a result of an inservice course there must be
   - a focal point for a follow-up (eg. through an institution, university, advisory service...)
   - time for concepts to gestate as changes in attitudes and learner/teacher roles are a gradual process. A school INSET day is useful to providing som precourse awareness of what is involved.
   - an ongoing process eg. inservice course (1) → class → in-service course (2) → etc.
   - expertise to provide guidance, support and help with planning where necessary so as to avoid frustration and drop-out among participating teachers.

4. **Media**

    The use of the media to spread the concept of autonomous language learning depends on the target group and local situation. The primary aim of videos is to sow the seed and to disseminate examples of practice in _specific_ contexts from which some _general_ principles may be inferred.

    The possibility of a pamphlet/newsletter was discussed but reservations were expressed about presenting autonomy in the classroom as a saleable package. Reports on workshops (such as the Köge report) are useful. Local newspapers can help to create a positive attitude among parents.

In conclusion

Whatever means are used to foster the development of autonomous language learning we must remember that we are not dealing with a "method" and certainly not promoting a panacea. We are concerned with an attitude to language learning/teaching which, slowly but surely, can bring about the desired changes in classroom processes, based on an "awareness" leading gradually from an "instrumental" to an "emancipatory" interpretation of autonomy in the foreign language classroom.

GROUP II: AUTONOMY - STEPS TOWARDS A DEFINITION
Leni Dam, Rigmor Eriksson, Gerd Gabrielsen, David Little, June Miliander, Turid Trebbi.

1. **General discussion**
    Gerd Gabrielsen

    Any kind of learning in the language classroom must be held up against learning which takes place in school generally and in society at large. It is the total sum of learning and experience which the learner brings to

the classroom each day that will shape her/his learning
in the more specific context we are concerned with here.
In the same manner the way we talk about autonomy in the
classroom, the practical aims and issues we see, will
necessarily be influenced by and have to refer to debates
on general issues within the national school systems
which we are implicitly responsible for, and which we
want to influence.

The orientations or positions outlined below are similar
to but not identical with those identified within the
context of foreign language developments in autonomous
learning by Holec (1988)[1]. They may also, and perhaps
more importantly, be identified in the current debate on
educational issues, with definite implications for demo-
cratic school development. It is in this latter context
and with awareness of the wider implications, that we
shall have to identity our own position in order to in-
fluence both the general debate in our respective school
systems and the more specific debate on the
teaching/learning of foreign languages. Developments
within the one context cannot be seen or valued in iso-
lation from developments within the other.

Autonomy as a general aim in school learning
In the debate on autonomous or independent learning in
schools it is at present possible to distinguish three
separate positions or orientations. They all refer to a
generally recognized need for individualization and for
effective learning, but differ in their interpretations
of basic concepts of learning and of responsibility, and
in the importance attached to preparation for future
independent learning.

a)   Individualistic:
      This orientation is seen in proposals that build on
      or refer to the tradition of individualized
      programmed instruction of the 1960s. Very often
      arguments given refer to the needs of specially

gifted learners or learners in need of remedial teaching. As in self-access resource centres guidance/interaction with an instructor/teacher will focus on the selection and structuring of functionally appropriate teaching-learning content. The criterion of success is the fit between the individual's specific learning needs/perceived capacity for learning and the programme set up or selected.

* The overall aims of education e.g. as described in the Council of Europe, CDCC paper on auto-nomy as a general aim in European schools (1976)[2] are not taken into consideration (developing the learner's capacity for detach-ment, critical reflection, decision-making and independent action and the capacity for exercising social responsibility).

* In language teaching too much emphasis tends to be given to normative aspects of language and too little to social and interactional aspects. Cognitive content and/or the establishment of automatized patterns tend to outweigh the deve-lopment of the learner's capacity for interpretation and expression based on personal communication and negotiation.

* A preparation for later independent learning is not included. Moreover there is no attempt to develop the learner's awareness of the possi-bility of learning outside the specified programme or to encourage the selection of (reasoned) personal aims.

b) Instrumental:
This orientation sees the learner as active, and

learner involvement, participation and responsi-
bility for attainment as basic components of the
ideal learning situation.

The teacher as a professional has the responsibility
for making general and subject-specific aims clear
to learners and for informing them about useful
subject-matters, methods and criteria for
evaluation.

The selection of materials and methods and the
organisation of (classroom) work is negotiated
between learners and teacher.

Co-operation and the development of social
responsibility is part of the aims of teaching.[3]

*   Working within this orientation the learner may
    develop skills, insights and abilities which
    may help him/her in later independent learning.

*   The learner is not explicitly encouraged to
    relate method and materials to personally
    identified purposes and needs. Reflection on
    aims and methods is often restrained to the
    universe of aims preconceived and set out
    explicitly by the teacher. Learning beyond
    this may not be identified or may be thought
    irrelevant to the common purpose of classroom
    learning.

*   Work within this orientation may, however, be
    seen as a preparation for the inclusion of more
    emancipatory aspects in classroom work. Much
    valuable experience has been gained e.g. in
    work with the Danish circle model or the German
    Baukästen materials.[4]

c)   Emancipatory:
      In this context the term emancipatory denotes a
      preparation for future learning which includes
      reflection on immediate learning as foreseen in the
      prescribed curriculum and any other aspect of
      learning which the learner finds it relevant to
      discuss in the classroom.

      Learners are seen as potentially and practically
      capable of organizing their own experience and
      learning.

      In the classroom learners are responsible for the
      negotiation of personal aims and purposes and for
      their realization in cooperation with others. They
      are encouraged to go beyond preconceived aims to
      establish and pursue aims for further personal
      learning.

      Reflection on past experience, clarification of
      personal aims and purposes and discussion of the
      conditions of learning are basic activities in the
      classroom.

      The practical responsibility for classroom learning
      is shared between teacher and learner. The teacher
      as a professional has the responsibility for
      creating conditions for reflective learning to take
      place, and for sharing his experience and knowledge
      of learning with the learner. The learner's res-
      ponsibility builds on choice and includes the res-
      ponsibility for self, the further development of
      his/her capacities, and responsibility for others,
      i.e. social responsibility.

* The criterion of success is the learners' independent and reflected learning inside and outside the classroom, and their assumption of responsibility for self and others.

* The change in teacher and learner roles implied in this orientation cannot be imposed but will have to be negotiated with the learners, continuously reflected on by the teacher him/- herself in the concrete situation of work, and openly discussed/negotiated with parents and colleagues.

* Just as the learner has a responsibility to him/herself and others, the teacher has a responsibility for what goes on in the class-room and in the wider context.

* If we base the organisation of teaching-learning on the learners' negotiated aims and purposes and make the learners' socially responsible initiative in independent learning the criterion of success, we are inevitably confronted with two difficulties. First, open negotiation of aims and purposes (which is seen as a prerequisite for linguistic as well as for social learning) implies a balance of power which may be ideal rather than actual. Secondly, independence is an inner state and thus not always open to observation. These are paradoxes that teachers working within this orientation will have to learn to cope with.

References:

1. H. Holec (ed), 1988: <u>Autonomy and Self-Directed Learning: Present Fields of Application</u>. Stasbourg, Council of Europe.

2. <u>Autonomous Work by Pupils</u>. 1976. Council of Europe.

3. See e.g. I.A.Bjørgem og E. Naper Jensen, 1988: <u>Klasseromsbedriften</u>. Trondheims Universitet.

4. For further references, see e.g. L.Dickinson, 1987: <u>Self-Instruction in Language Learning</u>. Cambridge University Press.

2. **Towards a definition of autonomy**
Leni Dam, Rigmor Eriksson, David Little, June Miliander, Turid Trebbi.

Learner autonomy is characterized by a readiness to take charge of one's own learning in the service of one's own needs and purposes.

This entails a capacity and willingness to act independently <u>and</u> in cooperation with others, as a social, responsible person.

An autonomous learner is an active participant in the social processes of classroom learning, but also an active interpreter of new information in terms of what she/he already and uniquely knows. Accordingly, it is essential that an autonomous learner evolves an awareness of the aims and processes of learning and is capable of the critical reflection which syllabuses and curricula frequently require but traditional pedagogical measures rarely achieve. An autonomous learner knows how to learn and can use this knowledge in any learning situation she/he may encounter at any stage in her/his life.

In both teacher training and classroom contexts attempts
to operationalize learner autonomy typically begin by
emphasizing the need for teachers and learners jointly to
accept the freedom to determine the content of learning.
Experience suggests that this freedom can be sustained
and validated only by developing in the learner an aware-
ness of why she/he has chosen particular learning con-
tents and aims and a capacity to evaluate what she/he has
learned, how effectively she/he has learned and how
she/he should proceed in the future.

GROUP III:

The use of diaries and case studies.
Anne Lise Christensen, Aase Lindum, Per Orten, Ulla
Rigbolt, José Luis Vera-Batista.

This group has worked with diaries for older (adult)
students who find themselves in an autonomous learning
situation after several years of traditional teaching.
Previous learning has often resulted in very definite
ideas about teacher role and learner role - the latter
being a very passive one. At the same time, this group
of learners expect to be regarded as responsible persons
who are ultimately able to take charge of their own
learning situation.

This type of learner is not likely to accept the teacher-
control aspect of the diary. On the other hand, the need
for evolving awareness of aims and processes of learning
is strong - even stronger than with younger children
since the older students have to do away with their fixed
ideas of teacher/learner role before they are prepared to
engage in an autonomous learning process.

We have found that a notebook which contains the
following information would be a more acceptable way of
recording the working/learning process:

- record of work
- things to be taken into account (new ideas, techniques learned, obstacles to learning etc.)
- notes for improvement
- personal grammar etc.

For group and project work we need notes which might contain
- working contract
- plan of the work (time, material etc.)

This group record could be put on a poster or on sheets for the file.

Case studies may be used to generate discussion of and reflection on individual learners' aims and preferred methods of work. It is a way of looking at things without being personally exposed, and therefore relieves shyness or reluctance. Students are able to pick out ideas for their own personal benefit.

We think that it is necessary to begin by discussing fictitious cases in order to create a feeling of confidence. Once this step has been achieved, it is possible to take advantage of student-based case studies which involve personal writing (reflection), on the part of the student as well as group discussion.

See figures 1, 2 and 3.

Fig. 1

INDIVIDUAL LEARNER	GROUP

NOTEBOOK
 	
Might contain:
- record of work
- things to be taken
  into account
- notes for improvement
- personal grammar
  etc.
	GROUP RECORD *
	
	Might contain
	- working contract
	- plan of the work
	  (time, materials etc.)
	
	*on poster or sheets for file

NOTEBOOK As above	

Fig. 2

NOTE BOOK

1.   RECORD OF WORK:

2.   NOTES FOR IMPROVEMENT

    X = Taken into account

    o = It needs revision

		Where - Page
1.-	X	
2.-	o	

3.- Things to take into account:

PERSONAL GRAMMAR   ETC.

Fig. 3

POINT 1:   TUTORIAL SESSION

To us this is the central part.

This system generates the whole process.

STEP 1

Meeting
(+ minute)

```
1.1.Evaluation of
    the process

NEGOTIATION

1.2.Future planning
```

STEP 2

```
WORK AS

PLANNED
```

STEP 3

```
After finishing the work planned

the students fill in:

    3.1 Note book

    3.2 Group record
```

```
        CASE STUDY

a)  Fictitious case study

b)  Real case study
                    1.- Writing the case study
        Tasks       2.- Discussing it.
```
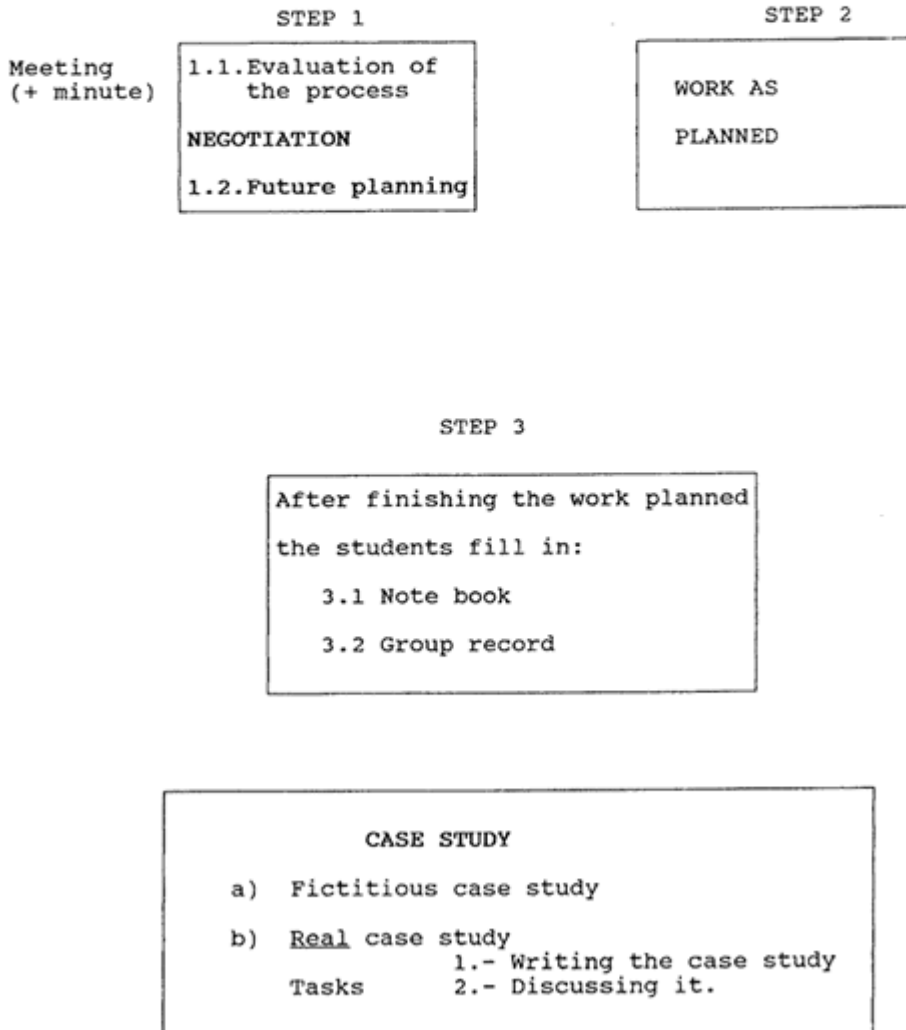
GROUP IV:

AWARENESS RAISING - THE GOOD TEACHER/LEARNER
Liv Hagen, Tonelise Hustad, Agneta Olsson,
Birgitta Risholm, Hanne Thomsen.

In our discussions, we came to focus on what constitutes
a good teacher and a good learner, partly because we
lacked time, but also because we feel that a con-
ceptualization of what is actually present in our class-
rooms is of vital importance to us as teachers.
We therefore aimed at pin-pointing the actual "state of
affairs" as related to the classroom situation and hope
that this may also serve as a starting-point for future
discussions on the subject.

THE GOOD LEARNER

- is evolving/developing awareness of the learning
  processes

- is in charge of his own learning

- sees the learning process as a joint responsibility
  of giving and taking, help and support

- contributes to a positive atmosphere by
  accepting/respecting himself and others

- uses adequate strategies/methods in the learning
  process (planning, carrying out plans, evaluation)

- is ready to take risks

- uses a variety of sources - also from outside the
  classroom

- believes in what he is doing and is proud of it.

THE GOOD TEACHER

- is aware of who, what, why and how - and is explicit about it

- cares about and has trust in his/her pupils

- has a good knowledge of and interest in his subject, continuously questions what he/she is doing and considers new ways of working

- Sees evaluation as the pivot of the teaching/learning process.

- is her/himself, as a teacher, a participant in the learning process

- guides, supports, encourages his/her pupils in order to bring out the potentials of the individual

- facilitates classroom organisation

- believes in what he/she is doing and is proud of it.

DISCUSSION

Joe Sheils.

Group I:

Transmission from teacher to teacher

The concrete suggestions presented by the group were
considered very helpful. There were, however, reser-
vations about starting autonomous learning within a
school from diagnosing and discussing a colleague's
particular classroom problem. Experience has shown that
this procedure is less productive than seeking out areas
of possible growth e.g. in learners' evaluations and
working on from there.

It was stressed, again from participants' experience,
that teacher groups undertaking projects in autonomous
learning need to include committed, positive, believing
people ("messers" not welcome) who are willing to develop
a clear picture of what can be done in a particular
context, and how to work towards this.

The importance of making available essential information
about who can help, where to go, etc. was emphasised.
The idea of newsletter, while attractive, raised the
question of the feasibility, and more importantly, the
desirability of "packaging" or "selling" the concept of
autonomous learning.

Group II:

Autonomy - steps towards a definition

It was stressed that purposes had been added to previous
definitions, as it was essential in practice to find
those purposes which generated a sense of need related to
language learning. Learners' diaries reflect the
individual moving slowly towards a recognition of such
needs, acting independently and exploiting that
independence in interaction with others. Further key
aspects of the group's definition are reflected in the
emphasis on learners' active participation in the social
processes of learning and on the importance of awareness

as a condition for autonomous learning.
The defninition given might be seen as a kind of
Teacher's Manual as it is essentially a list of key
concepts or principles (e.g. readiness, openness,
critical reflection) on which appropriate tasks will be
based, as opposed to a more traditional step-by-step set
of procedures. These ideas are set out in the classroom
level definition because, although they have been in-
cluded in national syllabi since the early 70'ies, they
are rarely given scope in the actual classroom process of
implementation.

In dessemination it is vital that these concepts have to
be considered at the level of principles rather than that
of prescriptions as autonomy is essentially an open
process which has to be worked out in the context of each
classroom an for each learner. A clear statement of
principles should be based on empirical experimentation
and could be illustrated by examples of classroom
processes but these must be seen as "examples" from which
principles are inferred.

While the definition was very positively received there
was some concern as to how well it accommodated the issue
of learning for life and providing tools for coping with
future needs. It was pointed out that the focus in the
group's report referred mainly to the immediate context -
that of the learning situation in the classroom. The
intention was primarily to comment on the present stage
of classroom experience. To combine comments on what
happens in the classroom and what might happen in later
life might weaken the effect of the definition given.

This issue was addressed in the background presentation
by Gerd Gabrielsen, where the three orientations
(individualistic, instrumental, emancipatory) were con-
trasted in the degree of emphasis placed on preparation

for future, independent learning. In the ensuing
discussion it was stressed that the two latter positions
are a choice to be negotiated rather than a hierarchy to
be followed and that teachers have to come to terms with
the apparent paradox of, for example, going back from
stage 3 (emancipatory) to stage 2 (intrumental) depending
on the needs of learners and of the teacher at any
particular time.

It was agreed that time was needed for fuller reflection
on the definitions and that they could provide a basis
for further discussion at the next workshop.

Group III:

Case Studies in Diaries

The issue of diaries and their suitability for different
age groups had been of particular concern. It was
stressed that their use, for example, with 12 year-old
and 16 year-old learners will naturally be different.
They are not static en content, lay-out or use as their
focus and form must reflect where learners are in the
learning process in that class at that point in time.

The case studies approach used fictitious characters but
real problems so that learners could participate in the
process, as the group stated, "without being personally
involved". This lack of involvement seemed paradox in
autonomous learning. However, as it was essential to
avoid possible inhibition in the part of learners, a
suitable compromise might be to consider them as not
personally "exposed".
Concerning the tutorial session which is seen as central
to the process, it was suggested that the Minutes might
be put in the notebook rather than in a Minute book where
they would be more readily available to all learners.

113

Group IV:

Awareness-raising: a good teacher/learner

How to effect awareness-raising in the classroom and in
workshops was a recurring theme in the presentations and
discussions. This question lies behind the key state-
ments concerning the concepts both of the good teacher
and the good learner. In the discussion, it was
suggested that both lists might be combined in a list
describing the good "language teacher-learner". Teachers
are learners in the classroom situation and so the two
lists might possibly be worked together.

Lists, however incomplete, are a useful externalisation
of our expectations in the classroom and a starting-point
for learners to negotiate whether and to what extent
these are acceptable.

Rubin's list (1975), although criticized, had been found
useful in workshops, possibly due to its basis in the
experience of teachers. We are however, not seeking a
template but rather are concerned with what happens in
the classroom in order to be able to discuss, from our
experience, our concept of the good language teacher-
learner.

Concern was expressed that lists should not be unfairly
exclusive, for example, by implying a too idealistic
approach. There is a danger of confusing the so-called
"ideal" learner with the "good" learner. It is also
important to distinguish specifying what is needed to
achieve something (e.g. personality, cognitive style....)
from its active realisation, i.e. describing what
learners do when they have achieved it.

The group's descriptions could be an issue to be taken up
at the next workshop and we could reflect and document
our own experience in the intervening period. One way of
organising this might be to collect and compare learner
data (diaries, videos...). While this had been the plan
at the Helsinki conference, the constraints of time had

made it impossible to carry out the kind of analysis
required. It was suggested that it might be better to
look through learners' evaluations and try to find
various stages in the development of the process of
awareness. We could then get together and, after looking
at our own data and that of colleagues, see how it
corresponds or differs in various contexts.

THE NEXT WORKSHOP

The possible format of the next workshop was discussed
with regard to the important issue of the balance between
input and group work. Input can be extremely important
where issues get raised from an unpredictable angle and
this feeds into the group work. Although the group work
had been excellent as many of us were already familiar
with at least some of the developments, it was felt by
some that there had not been enough time to reflect
adequately on the input. As it seems difficult to do
justice to both aspects, it may be necessary to decide on
more input time or alternatively to focus on the main
issues raised in this workshop. In the latter case, once
the issues were stated beforehand, we could look for this
in our classrooms and learners' productions.

Others felt that there was perhaps only a sense of not
having enough time at this workshop as there were no real
complaints about what had actually been achieved. The
important thing was not so much to focus on what was good
or bad nor to take binding decisions at this stage, but
to try to establish what was worth continuing with at the
next workshop as a guide for the organisers. There was a
need for time to "breathe", reflect and discuss
informally with colleagues.

P R O G R A M M E

Friday, August 11th.

1300	Arrival.
1400	Lunch.
1515 - 1545	Opening of workshop. Per Orten/Gerd Gabrielsen.
1545 - 1830	Input: Basic concepts and current issues. Gerd Gabrielsen. The EFS-project, Bergen. Turid Trebbi. The Karlstad project. Rigmor Eriksson, June Miliander, Agneta Olsson, Birgitta Risholm, Jørgen Tholin.
1900	Dinner.
2000 - 2100	Input: Curriculum issues. Wim Galjee.

Saturdag, August 12th.

0800	Breakfast.
900 - 1230	Input: Awareness raising (a) in the classroom (b) in the international workshops Leni Dam, Hanne Thomsen. The Oslo project. Rita Gjørven. Planning autonomous teaching/learning. Anne Lise Christensen. Working with autonomy in a university setting. Jose Luis Vera-Batista.
1300	Lunch.
1500 - 1530	Input: Autonomy and the teaching/learning of Grammar. David Little.
1600 - 1800	Organising groups and content. Groupwork begins.
1930	Dinner.

Sunday, August 13th.

0800	Breakfast
900 - 1345	Group discussions and preparation of the groups' contribution to the final workshop report.
1400	Lunch.
1500	Sightseeing in Bergen.
1900	Dinner.
2000 - 2100	Time for final touches to group reports, if necessary.

Monday, August 14th.

900 - 1100	Group reports, plenary discussion.
1115 - 1345	Identification of further issues - what next?
1345	Closing of workshop. Turid Trebbi.

P A R T I C I P A N T S

NAME	INSTITUTION	HOME ADRESS
DENMARK		
Anne Lise Christensen:		Forhåbningsholms Alle 9 A4 1904 Fredriksberg C
Leni Dam:	Karlslunde skole DK 2690 Karlslunde 02-150099	Vårgyvelvej 42 DK 2690 Karlslunde 02-150924
Gerd Gabrielsen:	Danmarks Lærerhøjsk. Emdrupborg 101 2400 København NV 01-696633	Almindingen 57 2860 Søborg 01-676257
Aase Lindum:		Kompagnistræde 19(3) DK 1208 København K.
Ulla Rigbolt:		Oluf Bagersgade 48 I 5000 Odense C.
Hanne Thomsen:	Karlslunde skole DK 2690 Karlslunde 02-150099	Holmebuen 10 DK 2690 Karlslunde 02-150942
IRELAND		
David G. Little:	Trinity College Dublin Centre for Language and Communication Studies Arts Building Trinity College, Dublin 2 772941, ext. 1505	
Joe Sheils:	The ling.inst. of Ireland 31. Fitzwilliam Place Dublin 095.353.1765489	
THE NETHERLANDS		
Wim Galjee:	SLO Belstraat 44 7511 JW Enschede Postbus 2041 7500 CA Enschede (053)840 840	Regentesselaan 5 3818 Amersfoort 033-621493

NORWAY

Anne-Brit Fenner:	Ytrebygda skole Skagev. 115 5065 Blomsterdalen 22 60 15	Klettev. 115 5065 Blomsterdalen 22 71 07
Rita Gjørven:	SLS, Universitetet i Oslo Postboks 1099, Blindern 0316 Oslo 3 02/45 50 70	Ullernkammen 17 0380 Oslo 3 02/50 02 49
Liv Hagen:	Stabekk vg. Boks 100 1321 Stabekk 02/53 36 01	Sarbuvollv. 4 Postboks 123 1322 Høvik 02/53 71 42
Tonelise Hustad:	Hovseter skole Boks 10 Hovseter 0705 Oslo 7 02/14 28 90	Vesteråsv. 4b 0382 Oslo 3 02/50 08 26
Berit Jansby:	Hovseter skole Boks 10 Hovseter 0705 Oslo 7 02/14 28 90	Guldbergsv. 9 0375 Oslo 3 02/50 90 84
Per Orten:	Inst. for praktisk pedagogikk Universitetet i Bergen Øisteinsgt. 1 5007 Bergen 05/21 25 60	Londalsflaten 76 5230 Espeland 05/24 06 46
Hannelore Stensrud:	Informasjonssenteret for språkundervisning Postboks 8178 Dep. 0034 Oslo 1 02/60 23 20	Aasheimvegen 19 2044 Frogner 06/82 09 52
Turid Trebbi:	Inst. for praktisk pedagogikk Universitetet i Bergen Øisteinsgt. 1 5007 Bergen 05/21 25 60	Myrdalskogen 477 5095 Ulset 05/18 39 05

SPAIN:

Jose Luis Vera-Batista:	University of La Laguna (Tenerife) Departemento de Filologia Moderna Facultad de Filologia 263211, ext. 297	Tras.Urb.Cardonal c/San Benito, 11 Taco (Tenerife) Islas Canarias-Spain 616188

SWEDEN

Rigmor Eriksson:	Modern Languages, University of Karlstad Box 9502 65009 Karlstad, 054-830020	Vasalunden 1 65223 Karlstad 054-189475
June Miliander:	Modern Languages, University of Karlstad Box 9501 S-65009 Karlstad 054-830020	Eriksdalsgatan 1 S-65462 Karlstad 054-101286
Agneta Olsson:	Stenbockskolan Stenbocksgatan 50 52300 Ulricehamn 0321-27000	Tullvägen 1138 43041 Kullavik 031-931334
Birgitta Risholm:	Sandaredskolan Box 19 51040 Sandared 033-168824	Kamvägen 11 51050 Sandared 033-58532
Jørgen Tholin:	Stenbocksskolan Stenbocksgatan 50 52300 Ulricehamn 0321-27000	Studentvägen 12 52300 Ulricehamn (0)321-16396