



Language**Futures**

LINGUISTIC AUTONOMY, IN THE END , IS THE ONLY GOAL THAT MATTERS

Ann Swarbrick

What's the purpose of being in a languages classroom?

- to learn the confidence to use a language, at will, as a means of communication with a speaker of that language no matter how short the utterance;
- to be exposed to the language and be guided to use it in secure circumstances;
- to learn why the endeavour is useful and exciting.



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Good reads on autonomy



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- Dam (Leni)
- Little (David)
- Holec (Henri)

Autonomy is not...



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- a synonym for self instruction - not just learning without a teacher;
- does not entail an abdication of responsibility on the part of the teacher;
- it's not letting pupils get on on their own as best they can;
- it's not something teachers do to learners;
- its not another teaching method;
- it's not a steady state achieved by learners.
(Little, 1990)

AUTONOMY IS WHEN THE LEARNER IS WILLING TO, AND CAPABLE OF, TAKING CHARGE OF HIS OWN LEARNING, I.E. INDEPENDENTLY:



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- choosing aims and purposes;
- choosing materials, methods and tasks;
- exercising choice and purpose in organising and carrying out the chosen tasks;
- choosing criteria for evaluation and using them in evaluation.

(Holec, 1983)



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VICTORIA MITCHELL, PRIMARY CLASS TEACHER

“We do a lot of work on independence not just at year 6 but throughout primary, but definitely year 6 is when they need to show the most responsibility. They are really good at it after training! Responsibility, independence, resourcefulness and resilience are key words that we teach them and refer to.”

More from Victoria:

A list of things my pupils routinely do:



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- organising own equipment - making sure they have a pencil, white board pen ready and pencil is sharp;
- working independently - when they have finished a task, knowing what they should do next;
- ask 3 before me - knowing where to seek help = book, board, buddy;
- roles around school - leading assemblies, school council, library monitors, putting out chairs in assembly, serving at lunchtime, leading games on the playground;
- Giving books out in class ready for the next lesson as soon as they come in in the morning knowing what they should do – get equipment, give homework in, start task on board.

Victoria continues:



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- Year 6 just generally knowing what is expected of them and doing things without asking in the classroom - e.g. getting a drink without asking (deciding for themselves when an appropriate time to do this would be - not in the middle of the input!), helping themselves to a dictionary. They would still need to ask to leave the classroom to go to the toilet.
- We also use an 'enable table' which has resources on it to help during a lesson so that when they are working independently, and need help they can go over to the 'enable table' for a particular resource or to check some answers to questions, that kind of thing.

BROADENING LANGUAGE PROVISION TO CREATE INDEPENDENT AND ENGAGED LANGUAGE LEARNERS

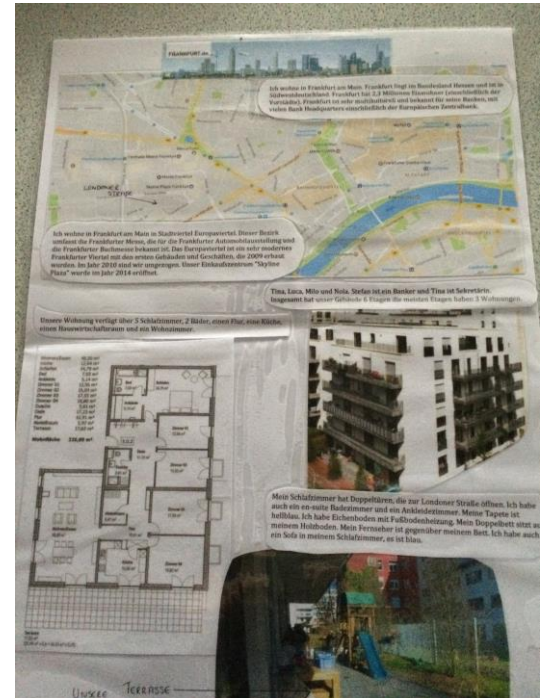


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[Language Futures](#) is funded by the Paul Hamlyn Foundation and has been managed by the Association for Language Learning since summer 2015. Originally a KS3 model, it is now also being developed across other key stages at secondary as well as primary.

Core features:

- Student choice and motivation
- Teacher as facilitator
- School as base camp
- Project-based learning
- Building a learning community





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JOHNSTONE - LANGUAGES GURU

“If learners are to cope with unpredictable obstacles that are somewhat beyond their competence at the time, inevitably an element of risk taking is involved. This may imply quick thinking, imagination, initiative.”

Further information on Language Futures:



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Visit the Language Futures Stand (A) in the Exhibition for further advice

Sign up to receive further information (details on tables)

View the Language Futures poster over Friday/Saturday

Visit the Language Futures website:

<http://www.all-languages.org.uk/teaching/language-futures/>

Contact the LF Project Manager, Clodagh Cooney by emailing cc448@le.ac.uk



Attend our Teacher Information Session on 24th May
(see flyer on tables)