

Language Learning with Adults 2022/2023

Please register with: bettina.leitner@uni-graz.at

Module	Title	Lecturer	Dates
Language Learning with Adults 1	<i>Academic, Methodological and Didactic Fundamentals of Adult Education</i>	Hofer Christian	07 October 2022 14 October 2022
Language Learning with Adults 2	<i>Competence-oriented Language Learning: Speaking – Writing – Grammar – Vocabulary</i>	Hofer Christian	28 October 2022 04 November 2022
Language Learning with Adults 3	<i>Learning-centered Language Learning: Listening – Reading – Learning to Learn</i>	Seidl Eva	25 November 2022 09 December 2022
Language Learning with Adults 4	<i>Evaluation and Assessment</i>	Seidl Eva	13 January 2023 20 January 2023
Language Learning with Adults 5	<i>Dealing with Heterogeneous Learning Groups: Challenges and Chances</i>	Hofer Christian	10 March 2023 17 March 2023
Language Learning with Adults 6	<i>Autonomous Language Learning and Academic Writing</i>	Pany-Habsa Doris, Görsdorf- Léchevin Elisabeth	21 April 2023 28 April 2023
Language Learning with Adults 7	<i>Intercultural Learning in Language Teaching</i>	Weiler Ruth	05 May 2023 12 May 2023
Language Learning with Adults 8	<i>Teaching Attitudes and Roles of Teachers: Self and Teaching</i>	Hofer Christian	16 June 2023 23 June 2023

FRIDAYS: 1:00–8:00 pm

Language Learning with Adults 1: Academic, Methodological and Didactic Fundamentals of Adult Education

In this seminar, participants will deal with the principles, fundamentals and special features of adult education in comparison to other fields of action in education. Key elements to be considered include: lifelong learning, backgrounds to academic theory, theoretical learning models for developing competences, open and closed forms of learning, formal and informal learning. Language didactics are examined with a focus on the macro level of language teaching and language instruction: The participants create individual teaching concepts, which take into account different forms of learning, such as autonomous or intercultural learning, aspects of using media, opportunities and instruments for evaluating performance and (self-) evaluation.

Language Learning with Adults 2: Competence-oriented Language Learning: Speaking – Writing – Grammar – Vocabulary

Building on the content of *Language Learning with Adults 1* and knowledge of aspects of communicative-interactive and competence-oriented didactics (with a particular emphasis on the terms and approaches to “interaction,” “communication” and “competence”), participants will

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examine the microstructure of language teaching, namely the methodological level of individual teaching segments. The following areas are covered: Elements that affect educational programs themselves: introductions, relaxation/concentration, constructive feedback, methods for self-evaluation, exercises to promote written competence oriented towards: “Writing can also be done together”; communicative and interactive grammar content oriented towards getting rid of fill-in-the-blank exercises; possibilities for working on and expanding vocabulary. Examples will be provided of how to structure language teaching without orienting the lesson around a textbook completely. Various teaching methods will be illustrated with regard to different spheres of activity and target groups. Individual communicative and interactive methods will be developed by the participants based on knowledge of what it means to make use of communicative language teaching concepts.

Language Learning with Adults 3: Learner-centered Language Learning: Listening – Reading – Learning to Learn

In recent years, a paradigm change has taken place in the world of education in general and in university teaching in particular – not least as part of the implementation of the Bologna Process – from an orientation towards teaching to learning, from an orientation towards input (What content is conveyed?) to output (What should learners know and be able to do?). This shift from teaching to learning has had massive effects on the practice of teaching and learning. In this seminar, participants will become acquainted with the concept of learner-centered language learning, specifically in terms of listening and reading skills. In cooperation with their peers, they will adapt and develop practice exercises for understanding texts (listening and reading) and become aware of the great influence language learners attitudes to learning have on developing effective learning strategies. The connection between receptive and productive skills will be addressed in that the point of text comprehension is not to understand the text for the sake of understanding the text (“Answer the questions!”) but to understand the text in order to reach a specific goal (e.g. to continue working on a task). Participants should be able to help their learners activate their background knowledge in listening and reading comprehension tasks, incorporate nonverbal elements – such as layout, graphics and pictures, etc. – to understand the texts and make use of prior knowledge from other foreign languages.

Language Learning with Adults 4: Evaluation and Assessment

Designing, conducting and assessing written or oral exams is a central requirement for teachers as well as a neglected topic in many training programs. Professional and competent examination and assessment is expected from language teachers, and the required competences are numerous: learner-oriented, competence-oriented and action-oriented testing; constructive alignment of learning goals, teaching methods, and forms of testing; knowledge of different forms of testing, suitable evaluation criteria and their weighting; orientation to theoretical quality criteria (objectivity, validity, reliability); appropriate exam behavior, etc. The goal of this seminar is to encourage participants to reflect critically on their own testing practices and to become acquainted with the “state-of-the-art” didactic and academic discourse on the subject of assessment. To this end, a space will be provided for participants to discuss test formats and independently work on a variety of formative and summative forms of evaluation.

Language Learning with Adults 5: Dealing with Heterogeneous Learning Groups: Challenges and Opportunities

Both adult education and language teaching are frequently influenced by heterogeneity. This seminar focuses on the phenomenon and the construction of heterogeneity, incorporating theoretical aspects into the connection with society as a whole. Learners differ in their levels of learning, requirements for learning, motivations for learning and sociocultural backgrounds. This must be taken into account when planning and designing a course. Participants will discuss ways to facilitate and lead a group of learners and nonetheless follow aspects of learner-centered didactics. They should be able to accommodate to dynamic and alternating target groups and to adapt their methodological and didactical competences to them. Forms of learning and tools for teaching that fulfill this role will be incorporated as a reinforcement: self-placement and self-evaluation, autonomous and media-based learning, brain-based language learning, gender and diversity in language teaching, intercultural learning. It is true: "It's normal to be different."

Language Learning with Adults 6: Autonomous Language Learning and Academic Writing

The concept of learner autonomy has undoubtedly been central to foreign language didactics for some time, yet it has hardly entered the classroom. Although learner autonomy rests upon constructivist theories of learning and findings from second language research, the term is still often misunderstood and considered too idealistic to actually be implemented into language teaching. In this seminar, participants will become acquainted with the numerous facets of the concept of learner autonomy. Together with their peers, they will discover the basic characteristics of autonomous language learning. Participants will also have the opportunity to put their theoretical knowledge into practice by adapting and developing practice exercises and tools they can use in their own lessons. Furthermore, the participants will receive support in writing an appropriate final paper. They will work collaboratively on the content and formal style of their papers.

Language Learning with Adults 7: Intercultural Learning in Language Teaching

Intercultural learning is an inherent component of every foreign language lesson and puts the teachers in a position where they must promote intercultural competence as a learning goal and heighten perception of the diversity of cultural encounters. It is not enough to take the cultural identity of the learners into account; above all, it is necessary to be aware of one's own self-image and image of others and one's own cultural influence. In addition, highly diverse groups of learners confront teachers with different culturally influenced expectations, behaviors and learning styles. This seminar will present several theoretical concepts and the following topics will be dealt with interactively using examples from practice:

- Interculturality and intercultural communication with a focus on foreign language instruction
- Sensitization to disturbances in intercultural communication
- Examination of culturally influenced teaching and learning styles
- Experience with one's own culture
- Reflection on one's own cultural influences and perception of others
- Reflection on one's own intercultural experience in teaching and sensitization to one's own intercultural competence

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Language Learning with Adults 8: Teaching Attitudes and Roles of Teachers: Self and Teaching

This seminar focuses on the participants as teachers and adult educators. Teaching and learning is greatly influenced by the interaction between learners and teachers. One can speak of a *learner relationship* in which the way of working and behavior are naturally of importance. The degree of motivation to learn is connected in part to the *learning self*. The participants will work on understanding the roles of a professional adult educator. Modern and innovative concepts of competence result in a multifaceted understanding of teachers: How do I proceed in my role as a professional lecturer, and how do I do so in my capacity as a facilitator and coach? Individual strengths and potential areas for improvement should be explored. Strategies for coaching and reflection can aid in this process. In addition, participants will continue their reflection and be supervised during the accompanying internship.

Notes:

The following must be completed to obtain a certificate:

- Active participation in at least 100 of 120 seminar units.
- Submission of a portfolio
- Submission of a seminar paper **by 16 June 2023**
- Completion of observation (teacher) and internship (student)

Students can receive credit for the individual modules as electives.

Professional coaching sessions can be booked as part of the training program. Personal topics can be reflected on and developed and goals and professional opportunities can be discussed as part of this confidential meeting. The coaching sessions promote individual reflection as part of the educational process.

The *Language Learning with Adults team* looks forward to your participation.