



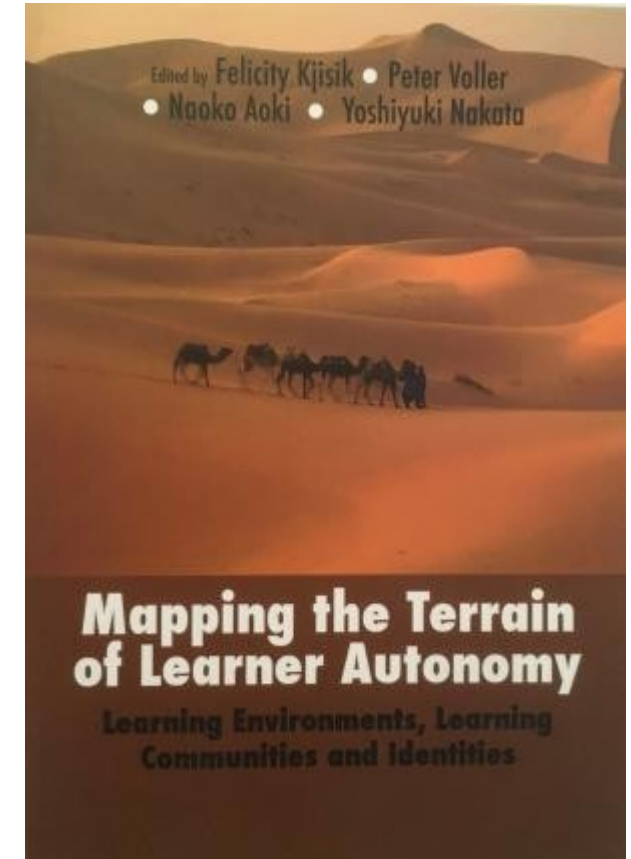
# **English Autonomously**

**- online version**

**Martina Šindelářová Skupeňová**  
Autumn 2020

## ENGLISH AUTONOMOUSLY first session outline

- Autonomous learning – mapping the terrain
- English autonomously – describing the course



# ENGLISH AUTONOMOUSLY

?????

?????

Why are you here?

What do you associate with **English learning**?

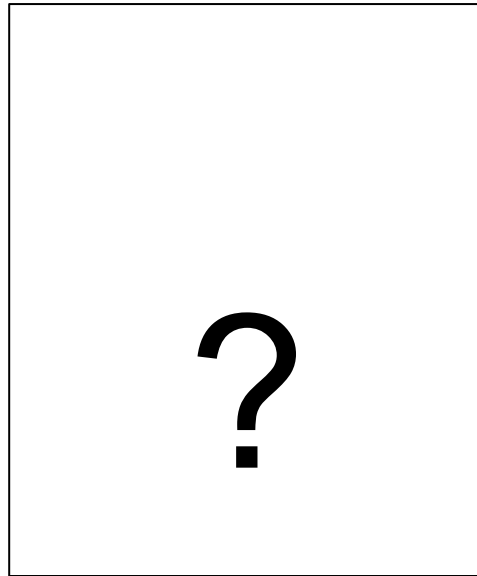
What do you associate with **autonomy**?

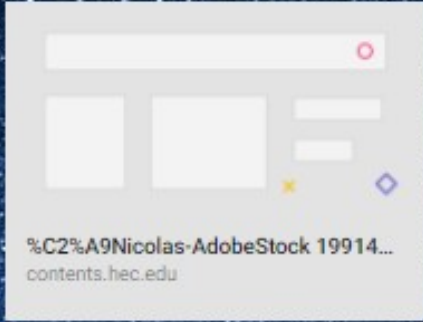
[https://docs.google.com/spreadsheets/d/17nYQOLoNjauMOw9EO5mSkz7ZbT\\_xi2j2v2pcVoYhBCc/edit?usp=sharing](https://docs.google.com/spreadsheets/d/17nYQOLoNjauMOw9EO5mSkz7ZbT_xi2j2v2pcVoYhBCc/edit?usp=sharing)

# Group discussion

**English learning + autonomy = autonomous English Learning**

[https://padlet.com/marta\\_skupka/EA](https://padlet.com/marta_skupka/EA)





Working on yourself and believing in yourself



TV series consumption habits in the ...  
The habit of watching television serie...  
hec paris



Thinking about what is my aim and how to reach it

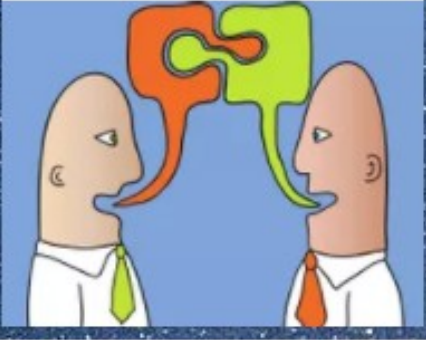


Formal writing

learn to write in appropriate way.



Conversations



What is autonomous learning?



What is autonomous learning?



What is autonomous learning?





What is autonomous learning?



## ENGLISH AUTONOMOUSLY autonomous learning

„Autonomy is the **ability** to take charge of one's own learning.“ (Holec, 1981)

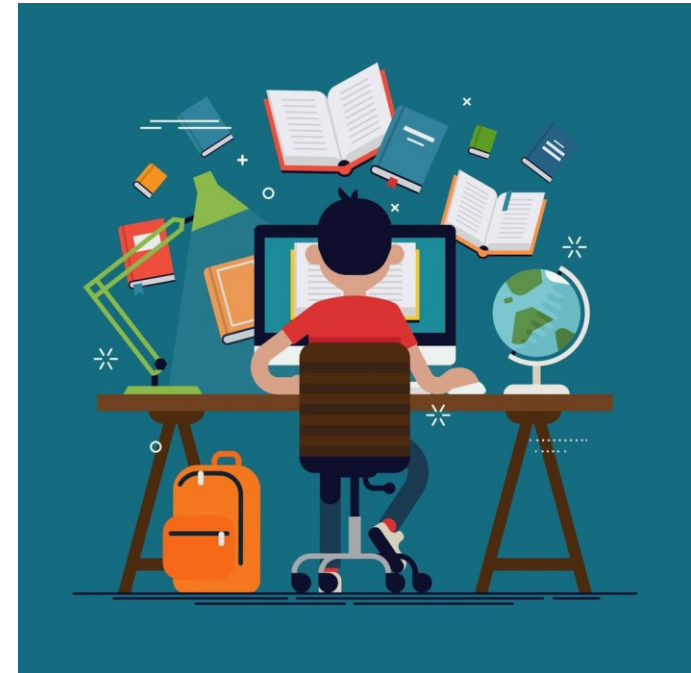
"Autonomy is essentially a matter of the learner's **psychological relation** to the process and content of learning." (Little, 1991)



# ENGLISH AUTONOMOUSLY autonomous learner

According to Philip C. Candy, there are .....  
competencies associated with autonomous  
learners, they are e.g.:

- me.....
- re...
- mo...
- fle...
- re...
- cr..
- know.....



# ENGLISH AUTONOMOUSLY autonomous learner

According to Philip C. Candy, there are **over 100** competencies associated with autonomous learners, they are e.g.:

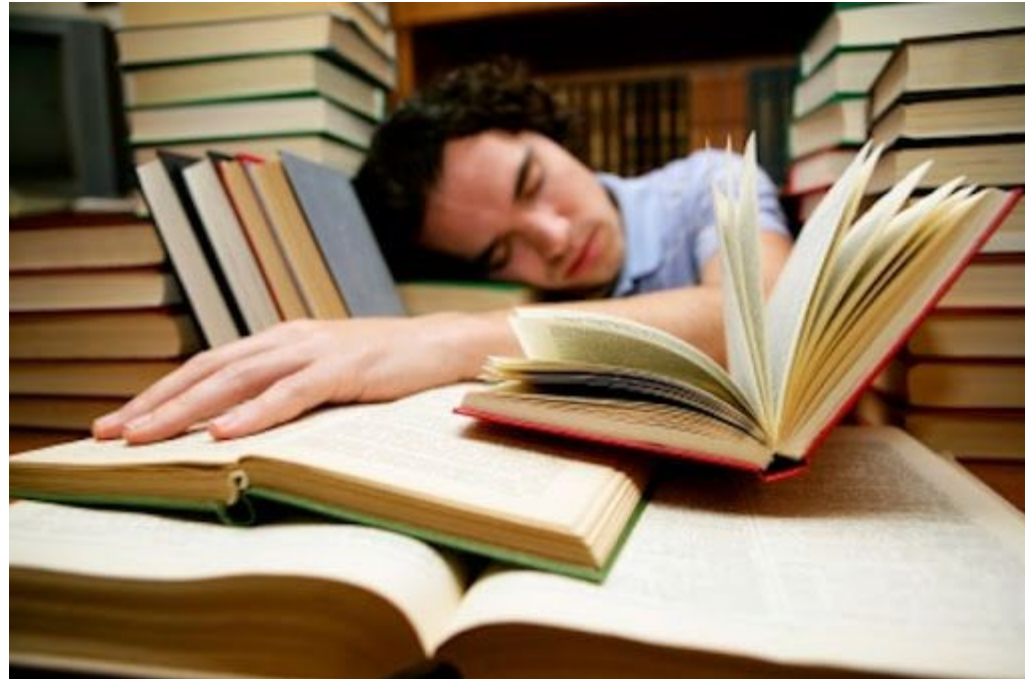
- methodical
- reflective
- motivated
- flexible
- responsible
- creative
- knowledgeable about/skilled in learning



# ENGLISH AUTONOMOUSLY

## autonomous learning

What have you learnt recently in a very efficient way?  
How did you learn it ?



# ENGLISH AUTONOMOUSLY personalized learning



# ENGLISH AUTONOMOUSLY roles

Think of your previous language classes, what were the roles of the teacher and the students?

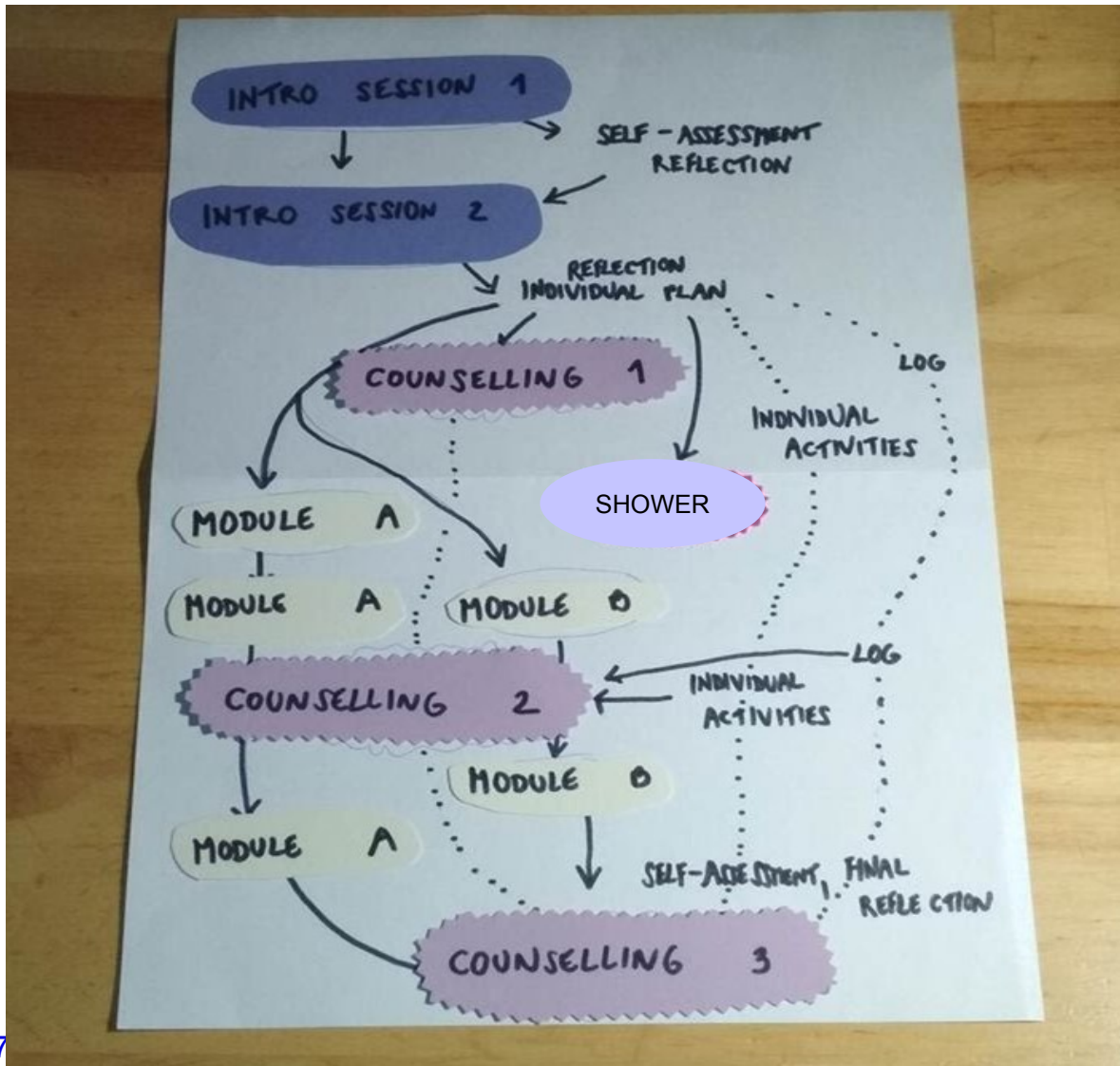
POLL

## ENGLISH AUTONOMOUSLY principles

- students take responsibility over their learning
- teachers provide support
- students conduct self-assessment
- students analyse their needs
- students plan their learning
- students reflect on their learning
- students evaluate their learning
- peer cooperation is encouraged



# ENGLISH AUTONOMOUSLY visual course structure



# ENGLISH AUTONOMOUSLY

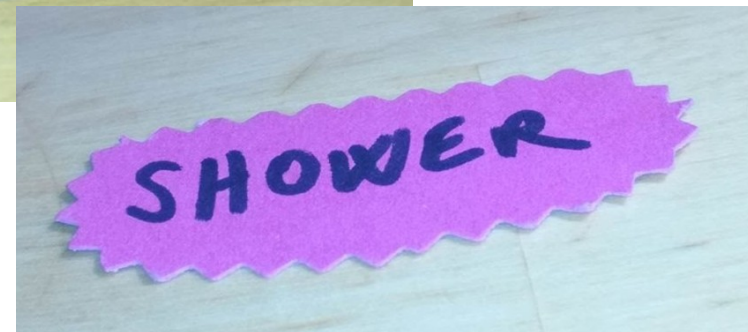
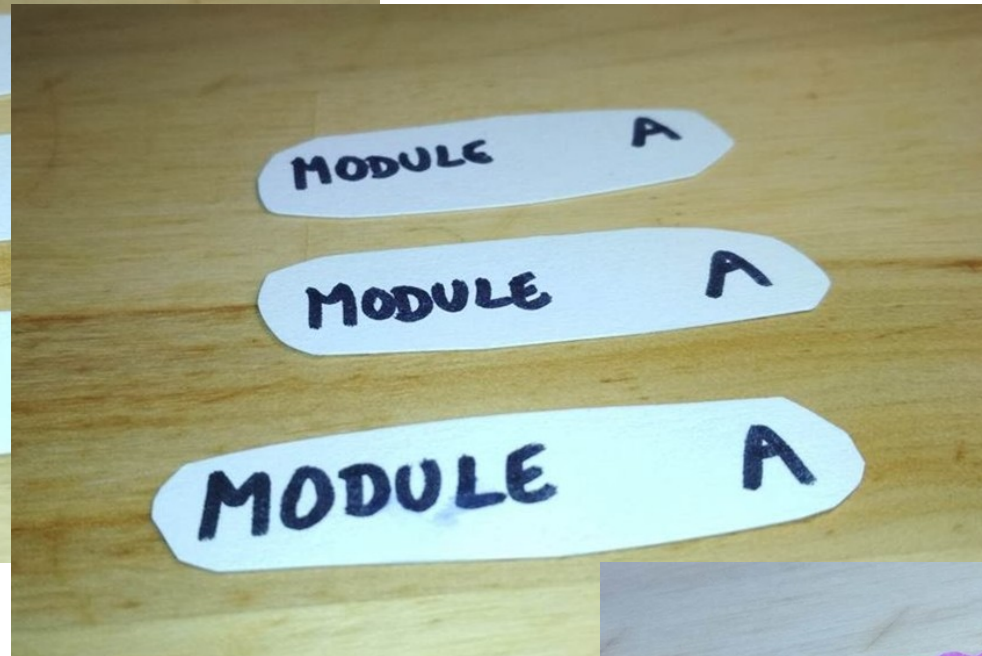
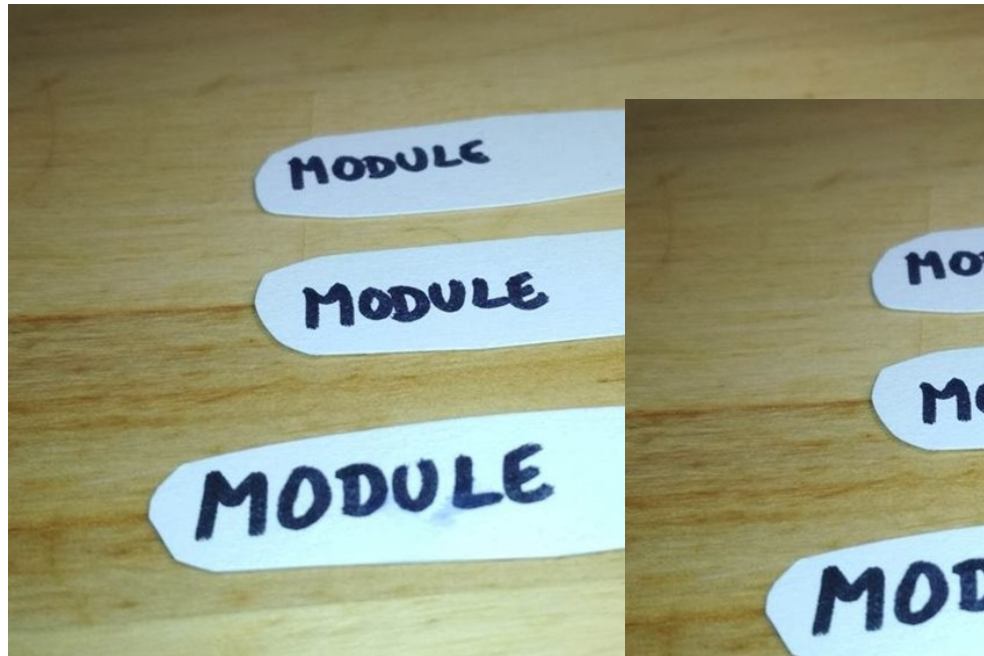
## basic course structure



log / learning journal

# ENGLISH AUTONOMOUSLY

## elective course elements





## ENGLISH AUTONOMOUSLY modular course structure

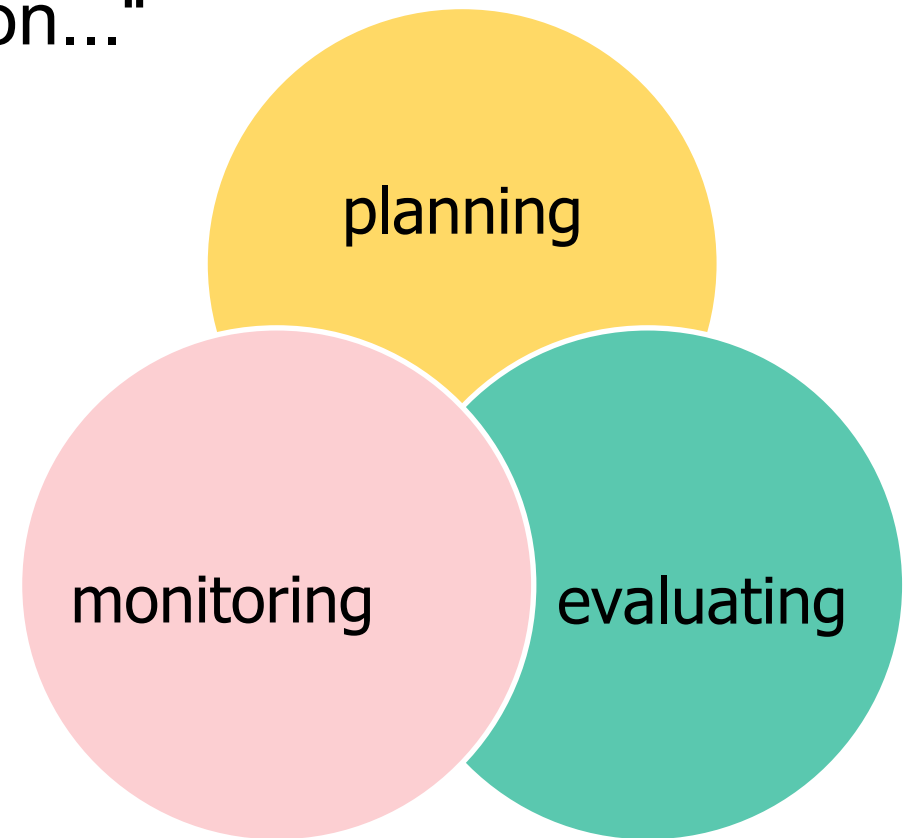
- students plan activities
- students choose materials and methods
- differentiation ensured for each student
- teachers provide support
- teachers ask questions and listen

## ENGLISH AUTONOMOUSLY numerical course structure

intro sessions	= 4 hours
3 counselling sessions	= 1 hour
module A	= 10 hours
module B	= 10 hours
showers	= ?
log writing	= ?
<u>individual activities</u>	= ?
2 ECTS	= 50 hours

# ENGLISH AUTONOMOUSLY metacognition

Autonomy is drawing together the threads of self-assessment, goal-setting and reflection...“  
(Little, 1991)



# ENGLISH AUTONOMOUSLY self-assessment and reflection

Where are you?



# ENGLISH AUTONOMOUSLY language learning history

What have you already experienced?

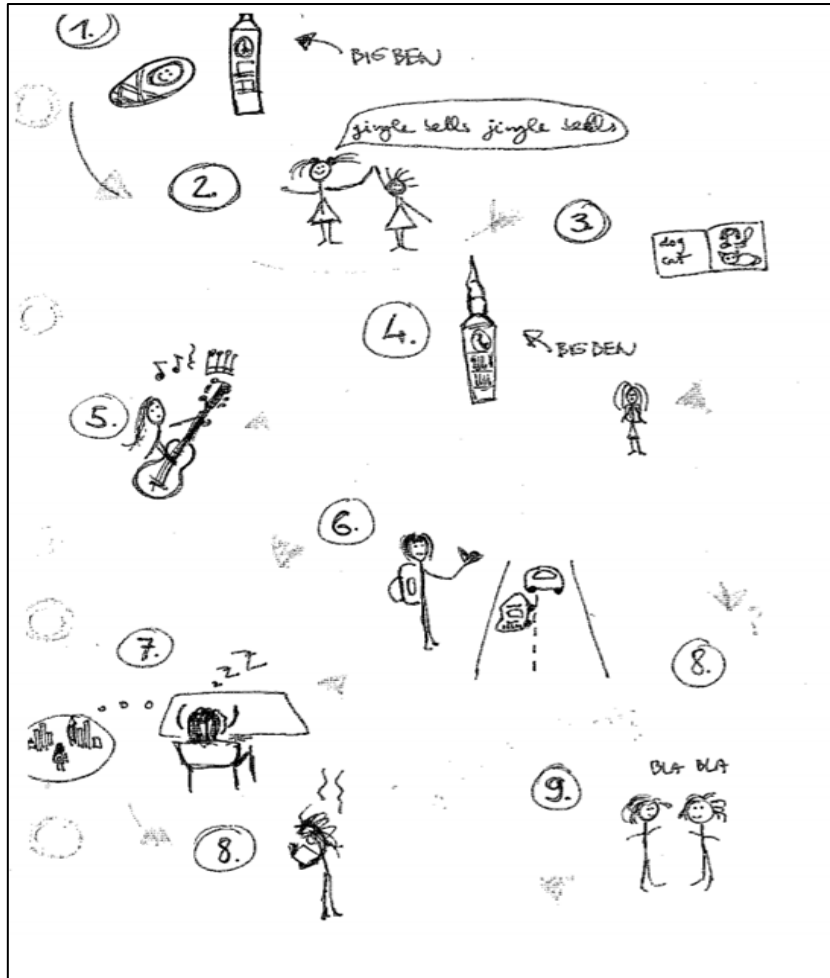
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# ENGLISH AUTONOMOUSLY language learning history



## Language learning history

My "English-learning journey" has started when I was 15 and I got to a grammar school. At the elementary school I had learned German so when I came to high school English was new for me. After a half year I found out that there were not enough people in my year who was learning German. There were two consequences from this situation. We would have troubles taking A-level from this language because teaching would not be provided for such a small number of students and the second impact was that we needed to get to level B2 at English in the next 3 year.

As I realized I would need English for the whole life and especially at the university simultaneously with high school I started to attend language school. The first year was kind of easy but I knew that if I wanted to take the A-level at level B2 (or if I had to) I had to work harder. For the next year I enrolled in a course not with other students but with adult working people and for much harder level. It was a great motivation for my self-summer studying because I would like to look so stupid in front of all these people. I think it was very good decision because the people in the course were much more motivated than students in the previous course because they were paying kind of lots of money for it and on the other hand they needed the language mostly for their work, so I could feel a great learning space. I also had one of the best English teachers there. I passed the A level with a grade 1.

As I became a university student, I think my English was on the downgrade. At the faculty of Economics in Banská Bystrica we had very interesting English teacher and the lectures were very great, but I did not have enough contact with the language outside of school. I decided to go back to learning by myself...many times. I tried a lot of methods but each time I gave up because of lack of motivation or my frustration of learning again something that I had already known or whatever?

Last year when I have started my master's degree programme, I decided to become a member of ESN community. I made a couple of great friends who I am still in contact with and my talking ability got a little better. This summer I spent in the USA which was a big test for me and my English. After a lot of communication in English in the States I know what I should

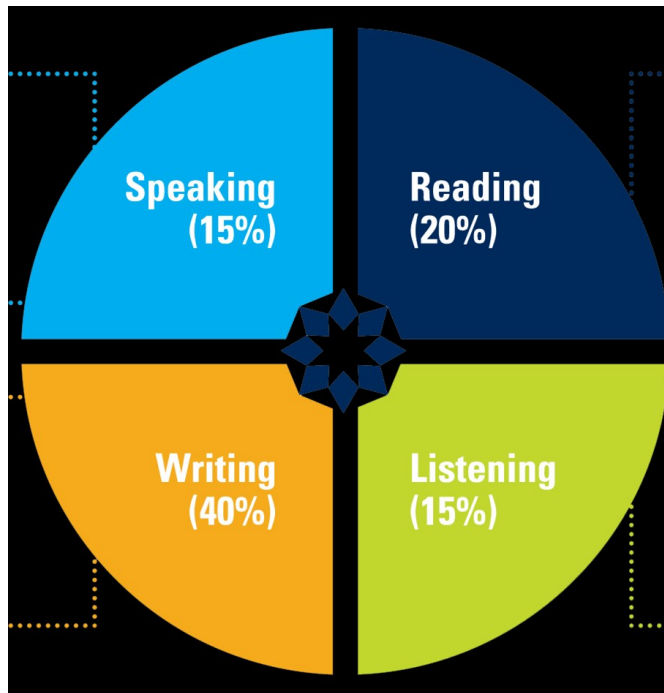
# ENGLISH AUTONOMOUSLY self-assessment tools

	A1	A2	B1	B2	C1	
<b>U N D E R S T A N D I N G</b>	<b>Listening</b> I can recognise familiar words and verify basic phrases concerning myself, my family and immediate surroundings when people speak slowly and clearly.	I can understand phrases and the higher frequency vocabulary related to personal relevance (e.g. very basic personal and family information, shopping, local news, employment). I can catch the main point in short, clear, simple messages and announcements.	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand standard speech and lectures and follow even a simple line of argument provided the topic is of assembly familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films not subtitled.	I can understand extended speech even when it is not clearly structured and when the speakers are not motivated and not signalled explicitly. I can understand and follow on radio news and films without too much effort.	I have no difficulty kind of spoken language broadcast, even when native speakers try to get back with me.
<b>A N D</b>	<b>Reading</b> I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday texts such as short notices, personal ads, notices and notices and I can understand short simple personal letters.	I can understand texts that consist mainly of high frequency vocabulary or job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can read the text and reports, some real with a contemporary problem in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialist articles and longer technical instructions, even when they do not relate to my field.	I can read with ease the written language structurally or linguistically, such as manuals, textbooks, etc.
<b>S P E A K I N G</b>	<b>Spoken Interaction</b> I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring simple and direct exchange of information on familiar topics and activities. I can handle very short social language, even though I can't usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversations on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	I can interact with a degree of fluency and spontaneity that makes my interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, assuming for a role and sustaining my views.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language fluently and effectively for social and professional purposes. I can formulate ideas and opinions with precision and have my contribution in a discussion.	I can take part in discussion or dialogue on familiar issues with confidence and use my own initiative. I can discuss a problem I can handle around the difficulties other people experience.
<b>W R I T I N G</b>	<b>Spoken Production</b> I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or past occupation.	I can connect phrases in a simple way in order to describe my previous and current events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topic or issue giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of a complex subject integrating sub-topics, developing particular points and rounding off with an appropriate conclusion.	I can present a clear description or argument appropriate to the effective logical structure required to address significant points.
<b>W R I T I N G</b>	<b>Writing</b> I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple messages relating to matters in an area of immediate need. I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing a situation and expressing my views.	I can write a clear, detailed text on a wide range of subjects related to my interests. I can write a story or report, paying attention to giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.	I can express myself in clear, well-structured text, presenting points of view at some length. I can write about complex subjects in an article, an essay or a report, underlining what I consider to be the salient issues. I can select style appropriate to the reader in mind.	I can write clear, well-structured texts, using appropriate style, format, register or a tone which are effective which helps the reader remember significant information contained in literary texts.

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# ENGLISH AUTONOMOUSLY needs analysis



### ALMS ENGLISH NEEDS ANALYSIS

**PRIORITISING YOUR NEEDS**  
In the table below you have the language skills related to particular types of tasks. Tick (-) the skills you see yourself *needing most* at present or in the future.

LANGUAGE FOCUS	NOW	FUTURE
<b>READING</b>		
reading academic articles or texts		
reading literature		
reading text on the Internet		
reading newspapers or magazines		
reading advertisements and public information		
<b>WRITING</b>		
writing essays, reports		
writing academic articles/papers		
creative writing		
writing curriculum vitae		
writing a diary		
writing formal letters		
filling in forms		
writing informal letters		
writing texts on the Internet		
writing memos and messages		
writing newspaper articles		
writing scholarship, grant proposals		
writing for talks and presentations		
<b>LISTENING</b>		
listening to lectures, talks, presentations		
listening to conversation, discussions		
listening to entertainment (e.g. TV, films, drama)		
listening to interviews		
listening to news on TV, radio		
listening to songs, music		
listening on the Internet		
listening on the telephone		
<b>SPEAKING</b>		
holding social conversation		
taking part in group discussions (e.g. tutorials)		
having interviews		
giving talks and presentations		
holding telephone conversations		
attending meetings		
communication when travelling (e.g. airports, hotels)		

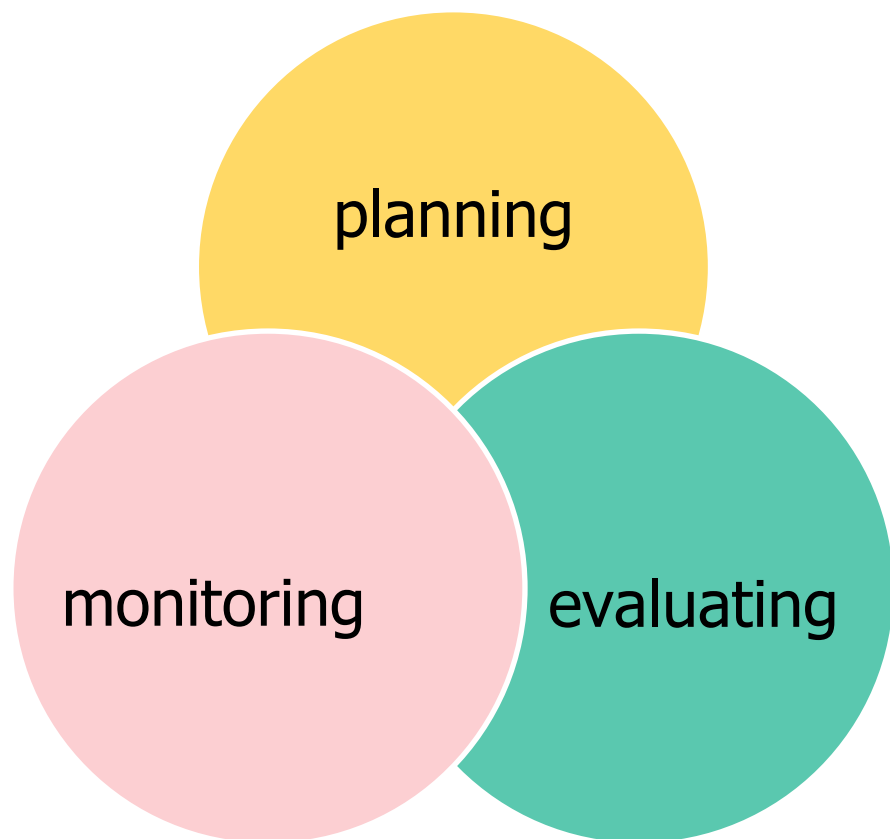
# ENGLISH AUTONOMOUSLY needs analysis

What would you like to focus on  
together with your peers?

GROUPS



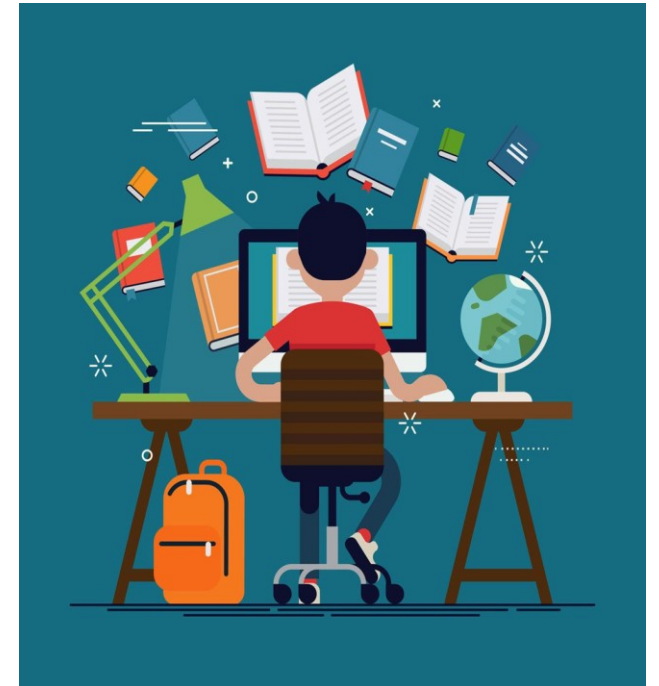
## ENGLISH AUTONOMOUSLY metacognition and course structure



- introductory sessions
- self-assessment
- preparing a learning plan
  
- individual counselling sessions
- a log / learning diary

## ENGLISH AUTONOMOUSLY course core values

- students are in charge
- students and teachers learn from each other
- learning about learning is important
- English is a tool and means of communication



# ENGLISH AUTONOMOUSLY support group suggestions

CHAT

[facebook.com/englishautonomously/](https://facebook.com/englishautonomously/)



# ENGLISH AUTONOMOUSLY

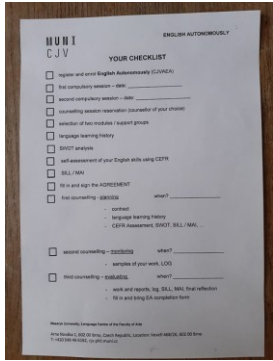
## course information

[is.muni.cz](http://is.muni.cz)

[civ.muni.cz/en/english-autonomously/](http://civ.muni.cz/en/english-autonomously/)

[facebook.com/englishautonomously/](https://facebook.com/englishautonomously/)





# ENGLISH AUTONOMOUSLY

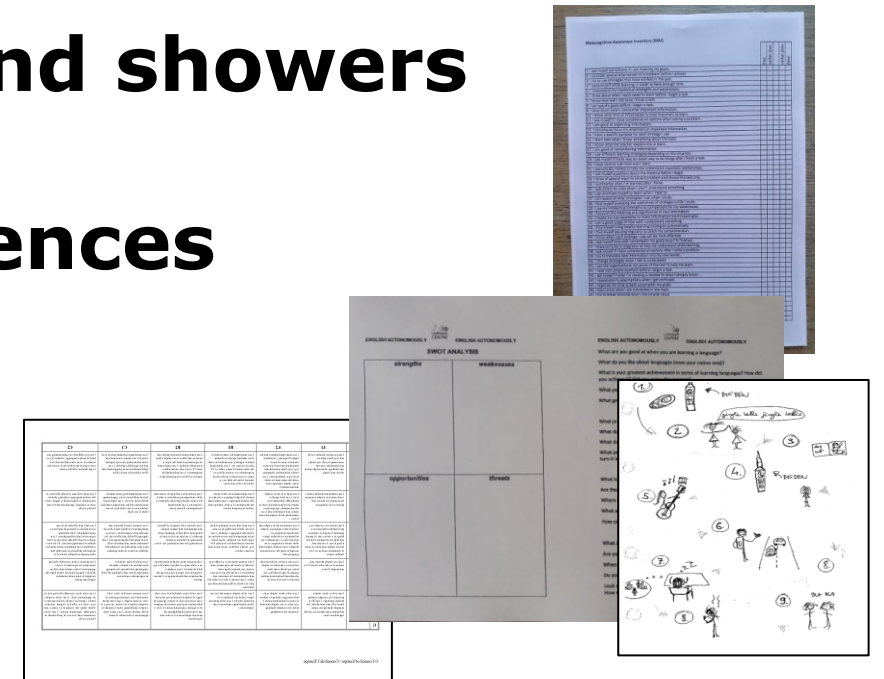
## EA schedule

- 2nd introductory session, March 10 – **goal setting**
- 1st ind. counselling session, March 11 - 20 - **learning plan**
- two modules of your choice + your independent work + log writing – **March - May**
- 2nd ind. counselling session in late April/ May - **monitoring**
- 3rd ind. counselling session in the exam period - **evaluation**

# ENGLISH AUTONOMOUSLY

## to do list – before next time

- work on **self-assessment and reflection** (use CEFR, SWOT and needs analysis, documents to be found in Study Materials)
- read descriptions of the **modules and showers** (next week)
- think about your **goals and preferences**



# ENGLISH AUTONOMOUSLY

Thank you for accepting our invitation  
to be autonomous with us...

# ENGLISH AUTONOMOUSLY

## **bibliography**

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- Little, David: *Learner autonomy 1: definitions, issues and problems*. Dublin, 1991.
- Karlsson, Leena, Kjisik, Felicity & Nordlund, Joan: *From Here To Autonomy*. Helsinki, 1997.
- Schraw, Gregory and Dennison, Ryne Sperling: *Assessing metacognitive awareness*. In: *Contemporary Educational Psychology*, 19, 460-475.