



English Autonomously

Eva Rudolfová
Marcela Sekanina Vavřinová
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Second session outline

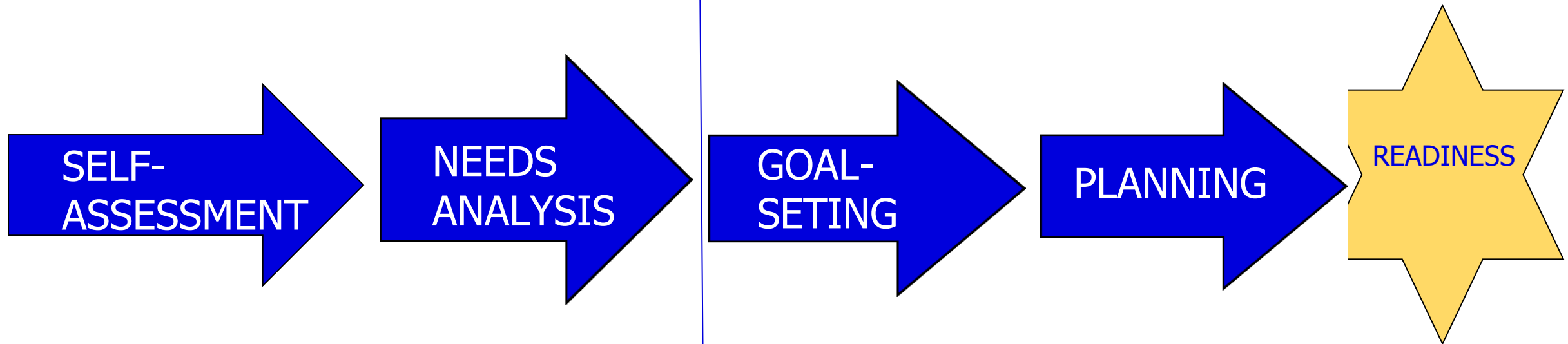
- autonomous learning – principles

English autonomously – structure

- goal-setting – planning

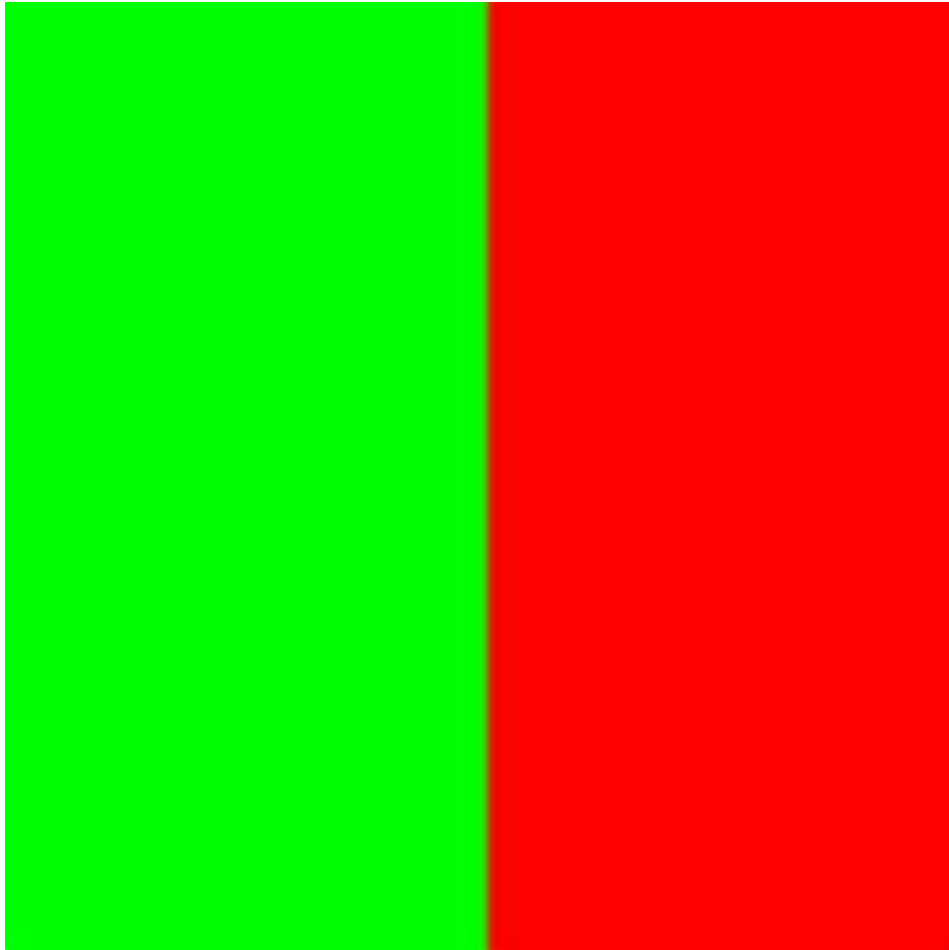
ENGLISH AUTONOMOUSLY

plan for today



ENGLISH AUTONOMOUSLY

YES / NO

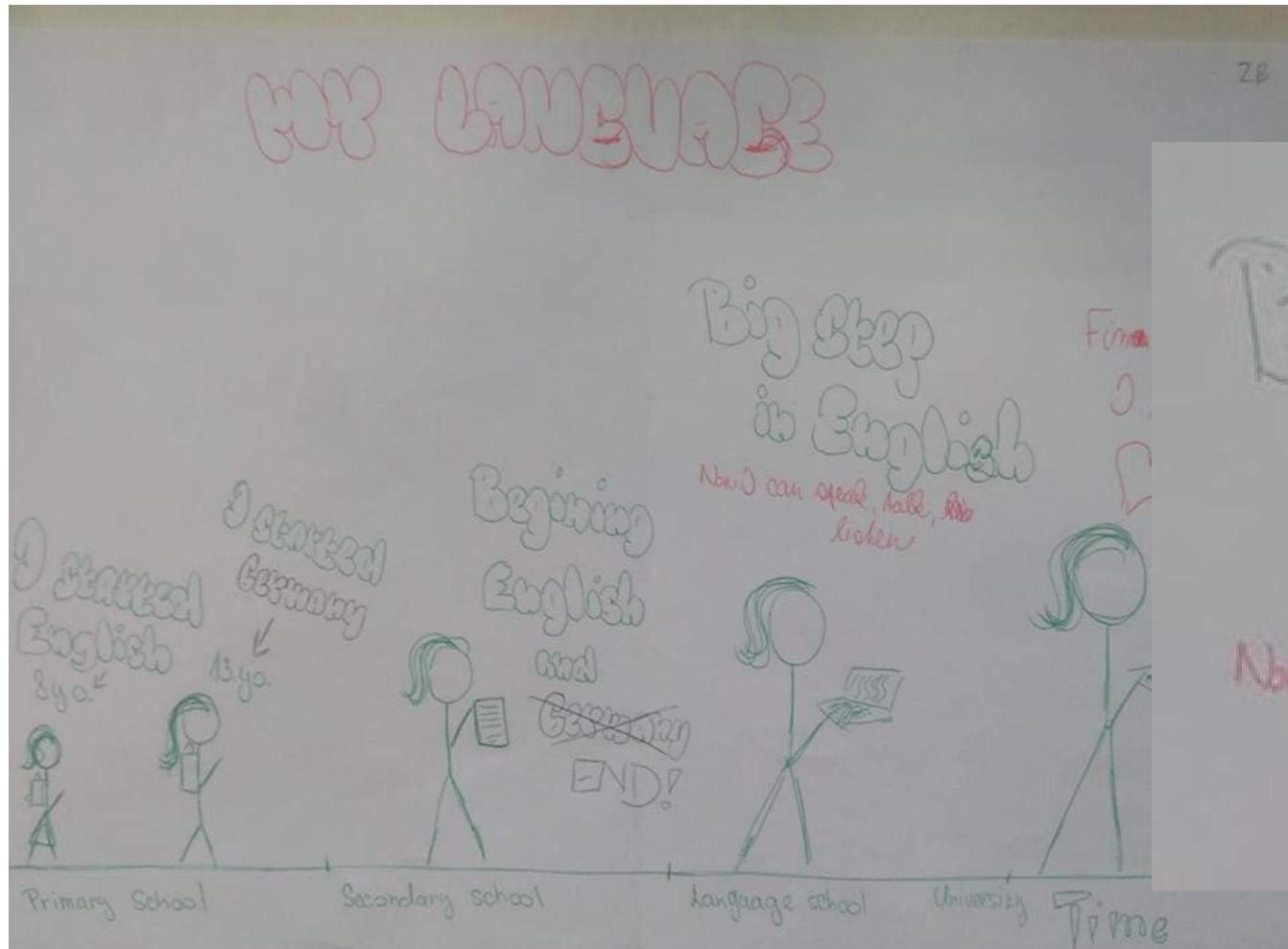


ENGLISH AUTONOMOUSLY principles

1. Learner autonomy is the ability to take charge of one's own learning.
2. Not every person is able to take charge of one's own learning.
3. Autonomy is drawing together the threads of self-assessment, goal-setting and reflection.
4. Autonomous learners can always self-assess their skills.
5. Learning in an autonomous way includes various types of interactions.

ENGLISH AUTONOMOUSLY

learning with / from others - LLH



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 there 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 Banska Bystrica we had very interesting English teacher and the lectures very great, but I did not have enough contact with the language outside of school. I decided to get 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 reflection



Images from Unsplash.com



ENGLISH AUTONOMOUSLY reflective (log) writing

Questions:

What have I learned?

What do I know now that I did not know?

What were my strenghts and weaknesses during the experience?

What were the challenges and how did I handle them?

What was useful?

What would I do better next time?

What have I learnt from this?

Language learning history

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ENGLISH AUTONOMOUSLY

log writing

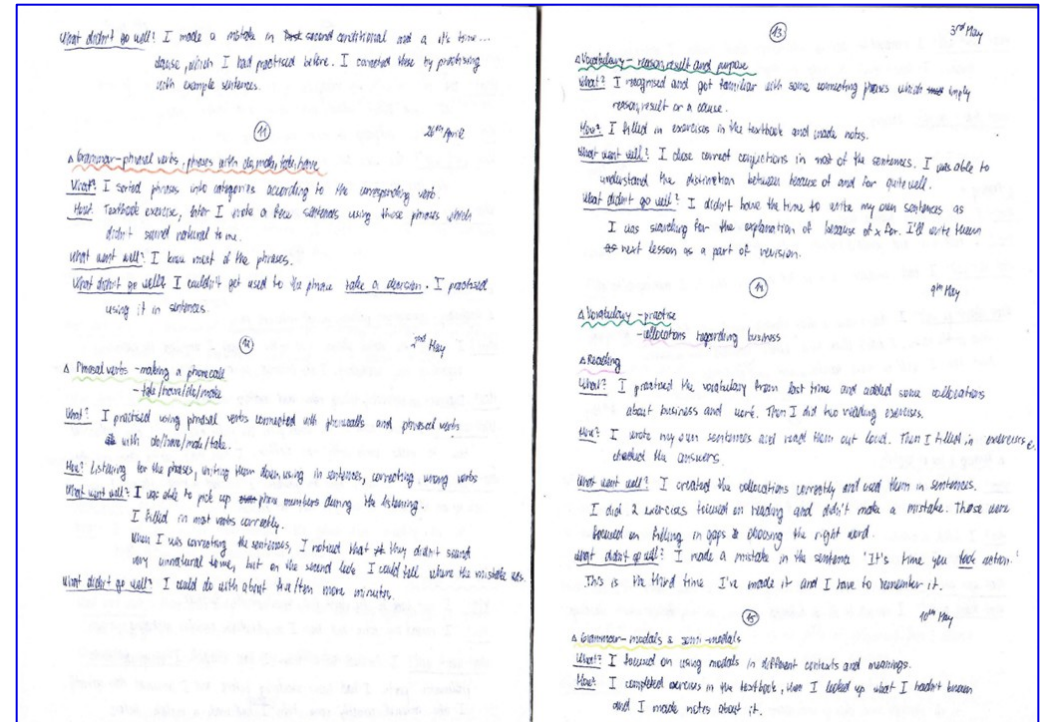
Focus: **English learning**

Activity: **regular**

Writing style:

- **use I/we/me**
- **structure your writing**

e.g. before/during /after learning;
what/how/why/what next time)



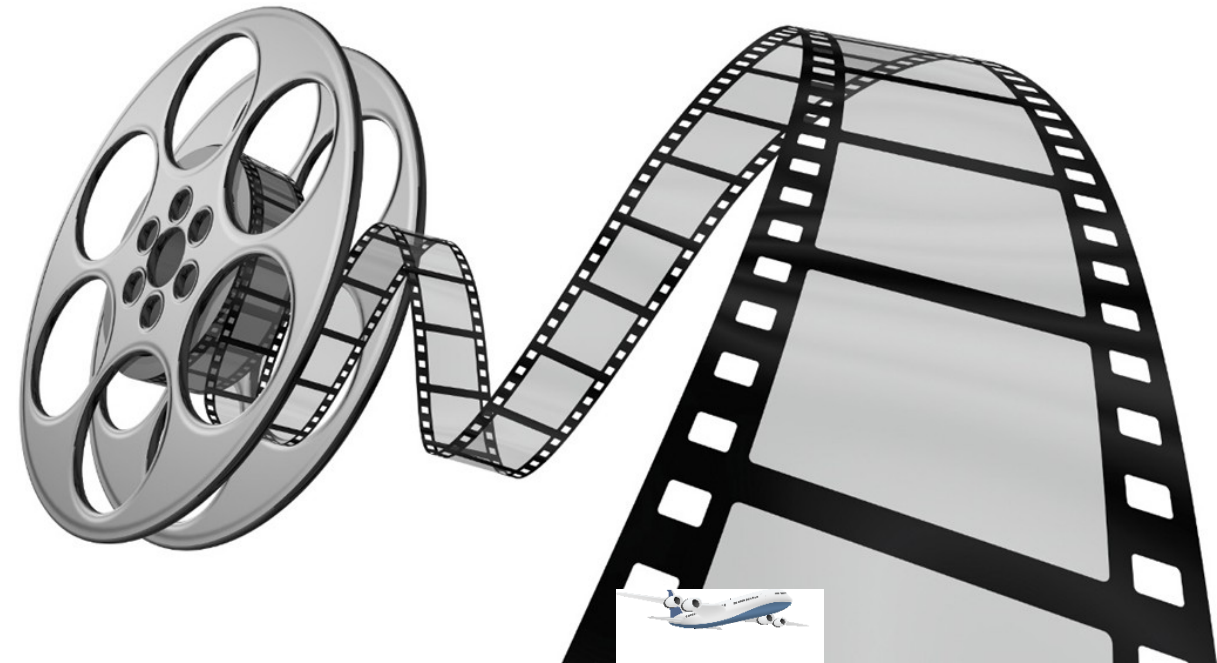
ENGLISH AUTONOMOUSLY

log writing

- Form: **online log, video log, audio log, hand-written log, portfolio, book...**
- **language learning history (LLH) to start with**

ENGLISH AUTONOMOUSLY reflective writing

- a guide by [University of Hull](#)
- a very brief guide by [Vancouver Community College](#)
- A guide by [University of Portsmouth](#)



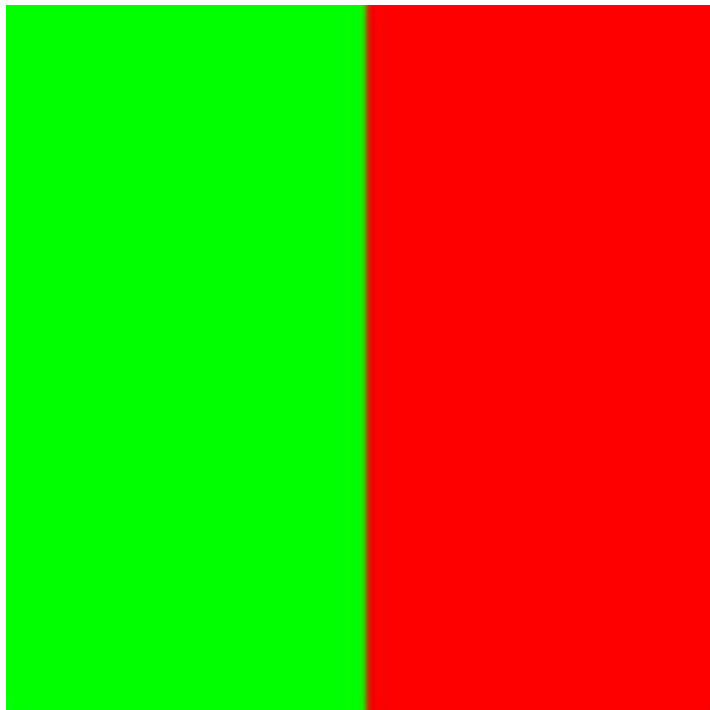
ENGLISH AUTONOMOUSLY

How to reflect

Do you have some experience with reflective log writing?

YES

/ NO



Recommended shower /
workshop

March 8, 18:00

SWOT ANALYSIS



Opportunities:

- reading (academic articles)
- Big opportunities are movies and podcasts in english.
- in group activities
- Attending meetings with other english speakers

ENGLISH AUTONOMOUSLY SWOT and CEFR results

	A1	A2	B1	B2	C1	C2
UNDEKERST	Listening I can recognise familiar words and very basic phrases concerning myself, my family and immediate surroundings. I can understand clearly and slowly.	I can understand phrases and the higher frequency vocabulary related to areas of interest. I can understand personal information (e.g. very basic personal and family information, shopping, local time, appointments). 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, especially in contexts 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 extended speech and lectures and follow even a complex line of argument provided the topic is normally familiar. I can understand the main point of many radio or TV programmes. I can understand the majority of films and television.	I can understand extended speech even when it is not clearly structured and when the speaker speaks rapidly and does not signal clearly. I can understand the main points of television programmes and films when it is not a first.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when the speaker speaks rapidly and does not signal clearly. I can understand the main points of television programmes and films when it is not a first.
	Reading I can understand familiar notices, handouts and very simple documents, for example notices and posters in buildings.	I can understand short, simple texts, for example notices, public notices, advertisements, prospectuses, notices and brochures and I can understand short simple personal letters.	I can understand texts that contain many of high frequency words in my own or job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can read texts and I can participate with confidence in discussions in which the writers adopt particular attitudes or perspectives. I can understand contemporary literary prose.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can read with ease virtually all forms of the written language, including abstract, specialist or highly technical texts, as well as literary works.
SPEAKING	Spoken Interaction I can interact in a simple way provided the other person is prepared to assist or explain things at a slower rate of speech and help me find out 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 texts in my language, even though I can only 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 regular interaction with native speakers quite possible. I can take an active part in discussions in familiar contexts, making use of and maintaining my views.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for the social and professional purposes. I can formulate clear and detailed statements orally in most situations, and I can do this with a degree of fluency and spontaneity that makes my role in the conversation clear.	I can take part effectively in any social or professional situation and have a good fluency with specialist terminology and oral presentations. I can express myself fluently and effectively for social and professional purposes. I can formulate clear and detailed statements orally in most situations, and I can do this with a degree of fluency and spontaneity that makes my role in the conversation clear.
	Spoken Production 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 a simple situation, my family and other people, living conditions, my educational background and my past or future interests.	I can connect phrases in a simple way to describe the purpose and aim, my aims, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a short story that is the plot of a book or film and describe my own ideas.	I can present clear, detailed descriptions in a wider range of contexts 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 topic or issue, explaining the main points and relating them to an appropriate context.	I can present a clear, smoothly flowing text in an appropriate style. I can write a simple letter, report or article which presents a case with a clear logical structure which helps the recipient to make a reasoned judgement.
WRITING	Writing I can write a short, simple postcard, for example on a holiday. I can fill in forms with personal data. I can write a very simple personal letter, for example thanking my name, and making a very simple request or short explanation form.	I can write a short, simple message and message relating to matters of immediate interest. 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 and short reports and responses.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write a report or report, presenting information or giving reasons in support of my arguments. I can write a postcard or a letter, for example highlighting the personal significance of events and experiences.	I can express myself fluently and spontaneously in writing on a wide range of subjects related to my interests. I can write clear, detailed text on a wide range of subjects related to my interests. I can write a report or report, presenting information or giving reasons in support of my arguments. I can write a postcard or a letter, for example highlighting the personal significance of events and experiences.	I can write a clear, smoothly flowing text in an appropriate style. I can write a simple letter, report or article which presents a case with a clear logical structure which helps the recipient to make a reasoned judgement. I can write summaries and extracts of professional or literary texts.

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CEFR levels: B1 – B2 – C1

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
READING		
reading academic articles or texts		
reading literature		
reading text on the Internet		
reading newspapers or magazines		
reading advertisements and public information		
WRITING		
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 notices and messages		
writing newspaper articles		
writing scholarship, grant proposals		
writing for talks and presentations		
LISTENING		
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		
SPEAKING		
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 results - modules

Based on needs analysis, my priority for this course is

9 odpovědí

improving speaking and writing in general

listening to conversation, discussions, listening to entertainment, holding social conversation, giving talks and presentations

Social conversation, reading literature

Broaden vocabulary, improve grammar and spelling.

to improve my reading and listening skills

B2/C1

Speaking, holding social conversation

listening, IT vocabulary

Grammar, reading, writing



[Přehled témat \(muni.cz\)](https://muni.cz)

MODULES : WRITING, LISTENING, READING, GRAMMAR

ENGLISH AUTONOMOUSLY needs analysis results – no modules

speaking / holding social conversations x vocabulary

Based on needs analysis, my priority for this course is

9 odpovědi

improving speaking and writing in general

listening to conversation, discussions, listening to entertainment, holding social conversation, giving talks and presentations

Social conversation, reading literature

Broaden vocabulary, improve grammar and spelling.

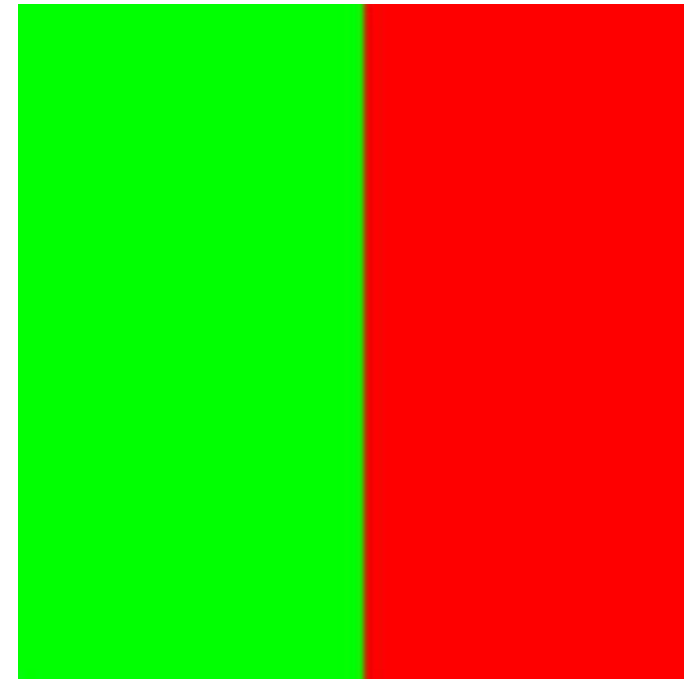
to improve my reading and listening skills

B2/C1

Speaking, holding social conversation

listening, IT vocabulary

Grammar, reading, writing



ENGLISH AUTONOMOUSLY

needs – goals – plans

TASK:

In groups / pairs, talk about your needs and goals.

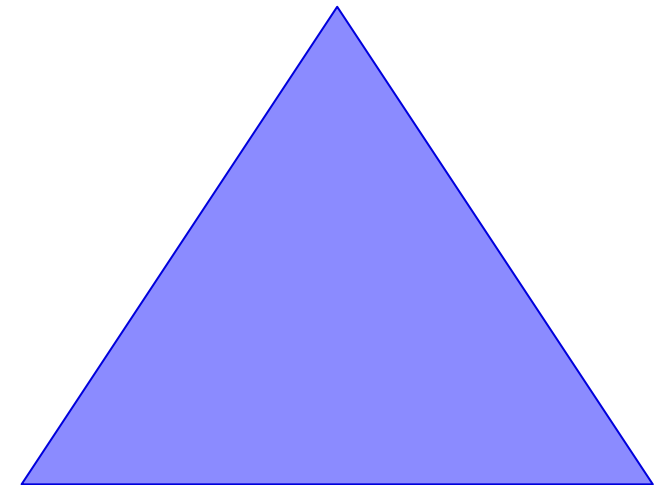
What EXACTLY do you want to focus on?

What do you want or need to achieve?

What can you do on your own?

What do you prefer to do with others?

What materials or resources can you use?

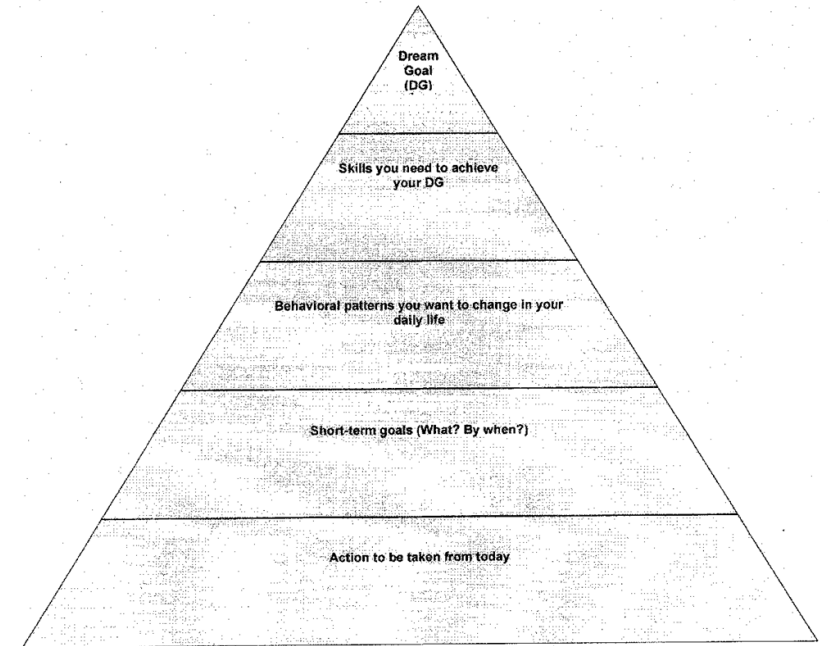


ENGLISH AUTONOMOUSLY

needs – goals – plans

CHECK: HAVING SOCIAL CONVERSATIONS / VOCABULARY.

What EXACTLY do you want to focus on?
What do you want or need to achieve?
What can you do on your own?
What do you prefer to do with others?
What materials or resources can you use?



ENGLISH AUTONOMOUSLY

needs – goals – plans

CHECK: HAVING SOCIAL CONVERSATIONS / VOCABULARY:

What EXACTLY do you want to focus on?

What do you want or need to achieve?

WHEN?

WHAT COULD BE THE FIRST STEP?

HOW ARE YOU GOING TO CHECK YOUR PROGRESS?

What can you do on your own? WHEN?

What do you prefer to do with others? HOW TO ORGANIZE IT?

What materials or resources can you use? HOW ARE YOU GOING TO USE THEM?

AGREEMENT / STUDY PLAN

Name: _____

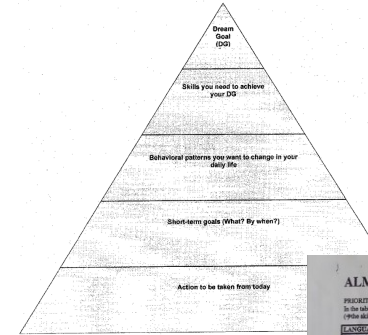
Your agreement / study plan should include all the EA activities you intend to carry out. Include detailed information for each of the projects:

- the language skill you hope to develop / your goal (*What?*)
- any partners or groups you plan to work with (*How?*)
- specific materials and/or methods you want to use (*How?*)
- what time you intend to spend on it and when (*Time?* e.g. 1 hour every Monday morning= 13 hours)

<i>What?</i>	<i>How (partners, materials, methods) ?</i>	<i>Time? (when, how often, total hours)</i>

ENGLISH AUTONOMOUSLY

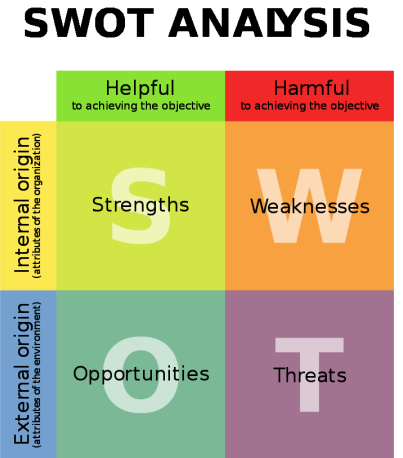
planning



ALMS ENGLISH NEEDS ANALYSIS

PRIORITIZING YOUR NEEDS
In the table below you have the language skills related to particular types of (what skills you are yourself *using* today or want to be able to).

LANGUAGE FOCUS	NOW	FUTURE
READING		
reading textbooks/articles or texts		
reading literature		
reading not on the Internet		
reading newspapers or magazines		
reading educational and public information		
WRITING		
writing emails, reports		
writing business correspondence		
writing letters		
writing websites/ blogs		
writing a diary		
writing forum letters		
writing CV letters		
writing reference letters		
writing notes on the Internet		
writing notices and messages		
writing newspaper articles		
writing schoolwork, exam preparation		
writing formal correspondence		
LISTENING		
listening to lectures, talks, presentations		
listening to radio news, documentaries, interviews		
listening to television (e.g. TV, film, news)		
listening to music		
listening to news on TV, radio		
listening to songs, music		
listening to the Internet		
listening to the radio		
SPEAKING		
speaking spontaneously		
speaking part to group (debates or group activities)		
speaking in seminars		
giving talks and presentations		
speaking in group discussions		
speaking in meetings		
communicating with non-English speakers (e.g. diplomats, tourists)		



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ENGLISH AUTONOMOUSLY

AGREEMENT / STUDY PLAN

Name: Erna Rudolfová

Your Agreement / Study plan should include the following information for each of the projects you intend to carry out:

- the language skill you hope to develop / your goal
- the time you intend to spend
- any partners or groups you plan to work with
- potential materials and/or methods

what / when / how...	hours (approx.)
2 Modules: _____	10
_____	10

Signatures Erna Rudolfová

total: 50

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ENGLISH AUTONOMOUSLY

step 1: modules

ENGLISH AUTONOMOUSLY

step 2: your individual activities

MUNI ENGLISH AUTONOMOUSLY
CJV AGREEMENT / STUDY PLAN

Name: Eva Rudolfová

Your Agreement / Study plan should include the following information for each of the projects you intend to carry out:

- the language skill you hope to develop / your goal
- the time you intend to spend
- any partners or groups you plan to work with
- potential materials and/or methods

what / when / how...	hours (approx.)
1st & 2nd intro sessions	3
3 indiv. counsellings	1
log writing	5
+ reflections (hws...)	2
2 Modules: _____	10
_____	10
Reading: _____	8
focusing on phrasal verbs	
Peer Learning:	12
- meeting every Wed. sharing reading experiences	
2 showers: _____	2
_____	2
total: <u>50</u>	

Signatures Eva Rudolfová

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ENGLISH AUTONOMOUSLY

step 3: finalizing the plan

with your advisor

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CJV

ENGLISH AUTONOMOUSLY

AGREEMENT / STUDY PLAN

Name: Adéla Tiefenbachová

Your agreement / study plan should include all the EA activities you intend to carry out. Include detailed information for each of the projects:

- the language skill you hope to develop / your goal (What?)
- any partners or groups you plan to work with (How?)
- specific materials and/or methods you want to use (How?)
- what time you intend to spend on it and when (Time? e.g. 1 hour every Monday morning = 13 hours)

What?	How (partners, materials, methods)?	Time? (when, how often, total hours)
get used to different accents → Scottish, Irish	- listening to BBC radio Scotland - first: get the gist, the main idea - second listening: focus on certain words, content	every Wednesday afternoon 20 mins = 4 hours
improve pronunciation, speak more clearly	- speaking exercises (Engvid) - choose exercises on vowels, listen to myself using a microphone, later record myself	every Tuesday, Thursday, Friday 40 mins = 6 hours
use more phrasal verbs and more complex structures	- C1 preparation - 16-Joe could - Engvid - watching and taking notes - doing exercises from Auditions - police & study	every Monday morning 30 mins = 6 hours
read longer texts and connect imagination to reading in English	- read Great Expectations from the Oxford Bookworms series, complete exercises	every Friday morning 35 mins = 7 hours
write a solution to a mathematical problem	- starting with short problems and reading solutions of other people	every second Monday morning 30 mins 2-3 hours
⊕ speak more freely, have a conversation with peers from the course	The Art of Conversation module, with peers from the course	Thursdays 11-00 2 hrs = 6 hrs
create more realistic schedules easily	Time Management module, group work	3x 1 hour = 3 hrs
write a log	write down my achievements, setbacks, feelings from learning	every Monday and Friday 30 mins = 10 hrs

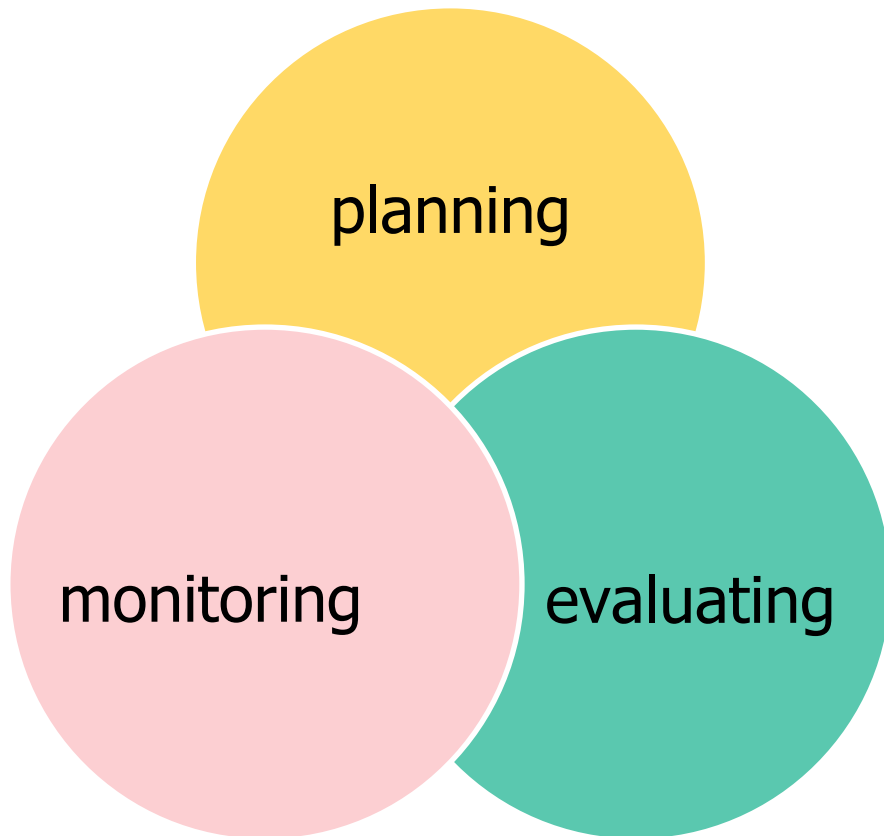
Signatures Adéla Tiefenbachová

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⊕ Heartwarming spree
2 hrs

ENGLISH AUTONOMOUSLY advising sessions

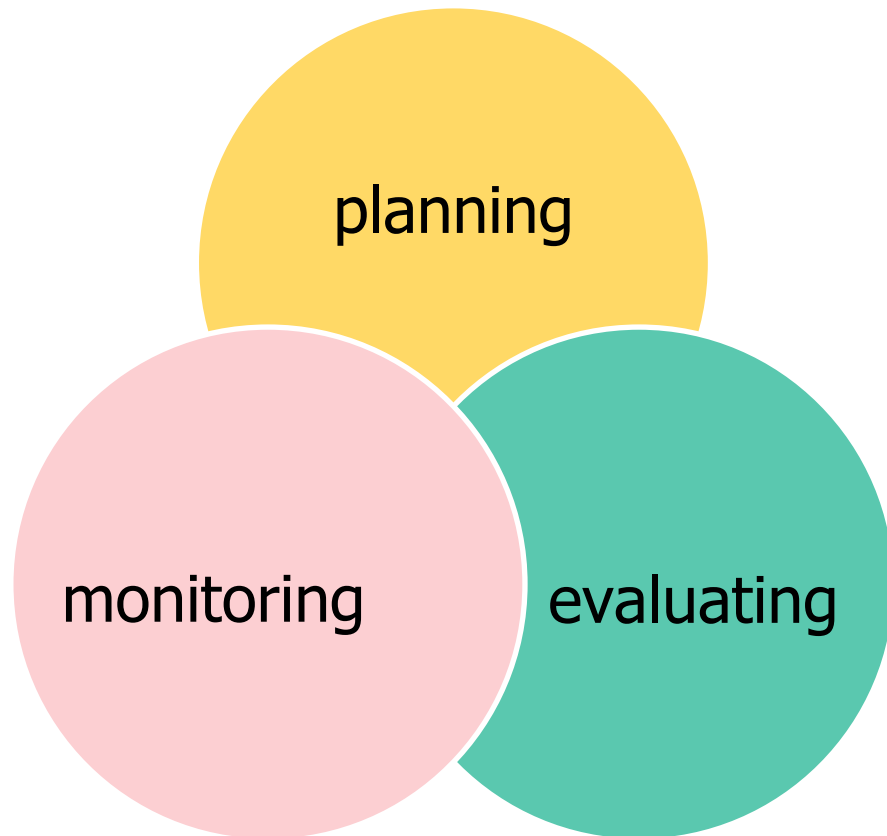


1st session – study plan

2nd session – monitoring

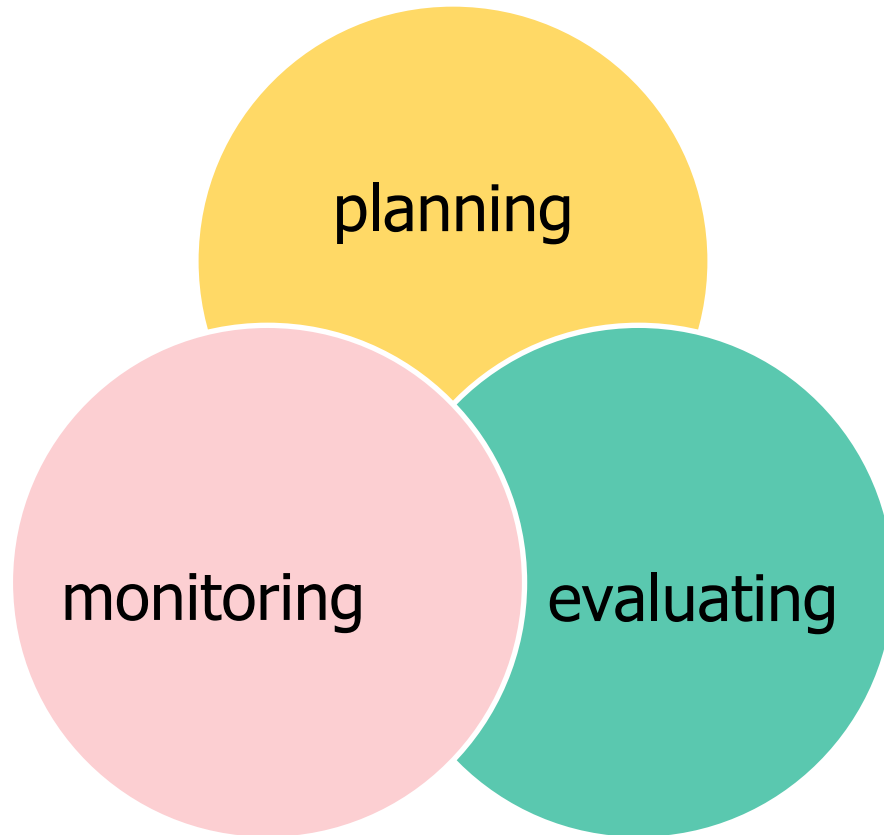
3rd session – final evaluation

ENGLISH AUTONOMOUSLY advising sessions



Eva (FI)
Marcela (FI)
Martina (FF)
Anna (PřF / PedF)
Miryana (PedF)

ENGLISH AUTONOMOUSLY self-regulated learning



**+ intro sessions
+ advising sessions
+ log**

MAI?

ENGLISH AUTONOMOUSLY course structure

intro sessions (+preparation)

___ advising sessions

module A

_____ B

additional _____

_____ writing

_____ activities

= _____ hours

= 1 hour

= 10 hours

= 10 hours

= ?

= at least 1 hour

= ?

2 ECTS

= _____ hours

ENGLISH AUTONOMOUSLY course structure

intro sessions (+preparation)	= _4_ hours
3 advising sessions	= 1 hour
module A	= 10 hours
module B	= 10 hours
additional_ showers	= ?
log writing	= at least 1 hour
individual activities	= ?

2 ECTS

= **_50_ hours**

ENGLISH AUTONOMOUSLY checklist

I know what to do with the EA tools (SWOT, ALMS English Needs Analysis, CEFR grid)

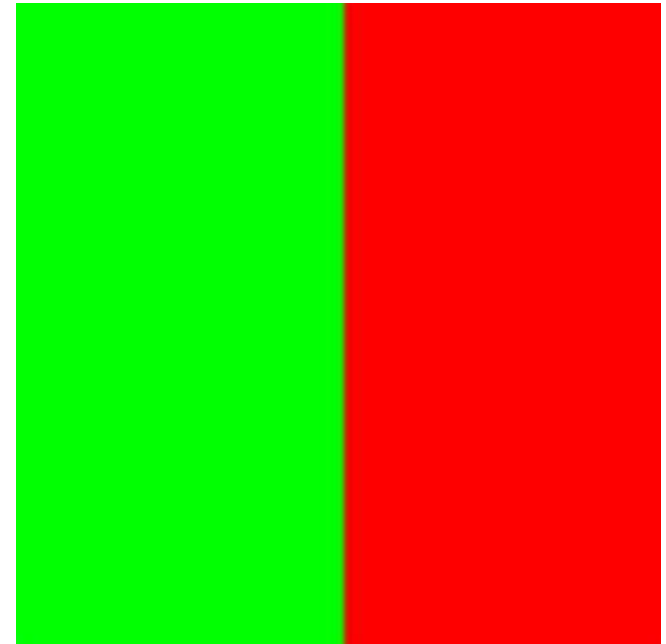
I know what to do with my language learning history.

I know where to find information on places and people.

I understand the structure of the course.

I know what advising/counselling is.

I know what a module/shower is.



ENGLISH AUTONOMOUSLY

summary of EA principles

- taking responsibility over one's learning
- teachers providing support
- students analyse their needs
- students plan their learning
- students reflect on their learning
- 100% differentiation required and ensured
- peer cooperation

ENGLISH AUTONOMOUSLY schedule

- How to reflect: log writing shower, 8th March - **recommended**
- 1st ind. advising sessions, 2/3- 10/3 - bring your **agreement/study plan**
- various modules (see **Google calendar**)
- 2nd ind. advising sessions in April - **monitoring**
- 3rd ind. advising sessions in the exam period - **evaluation**

ENGLISH AUTONOMOUSLY

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

ENGLISH AUTONOMOUSLY

bibliography

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- Schraw, Gregory and Dennison, Ryne Sperling: *Assessing metacognitive awareness*. In: *Contemporary Educational Psychology*, 19, 460-475.

Picture sources: unsplash.com