English Autonomously

Eva Rudolfová
Marcela Sekanina Vavřinová
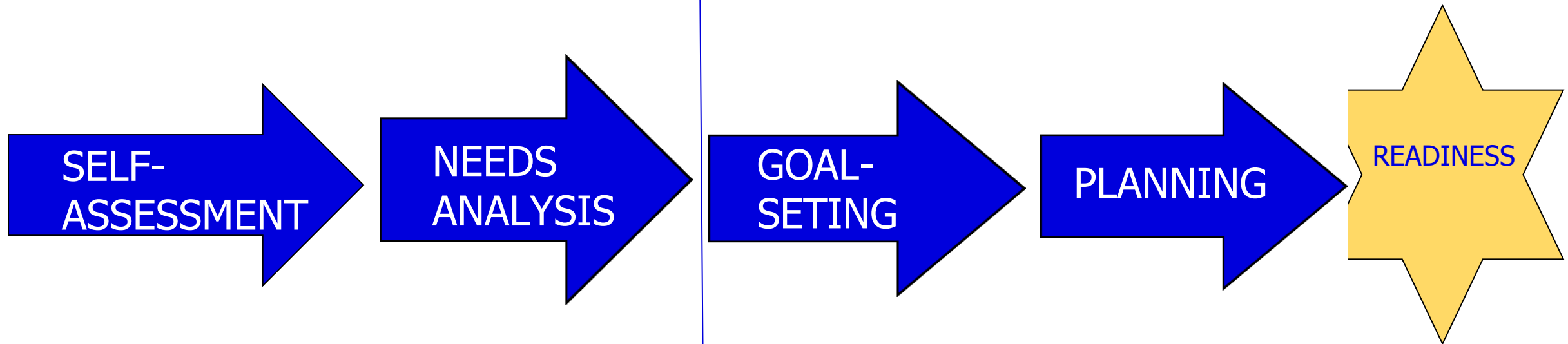**Martina Šindelářová Skupeňová**

Second session outline

- autonomous learning – principles

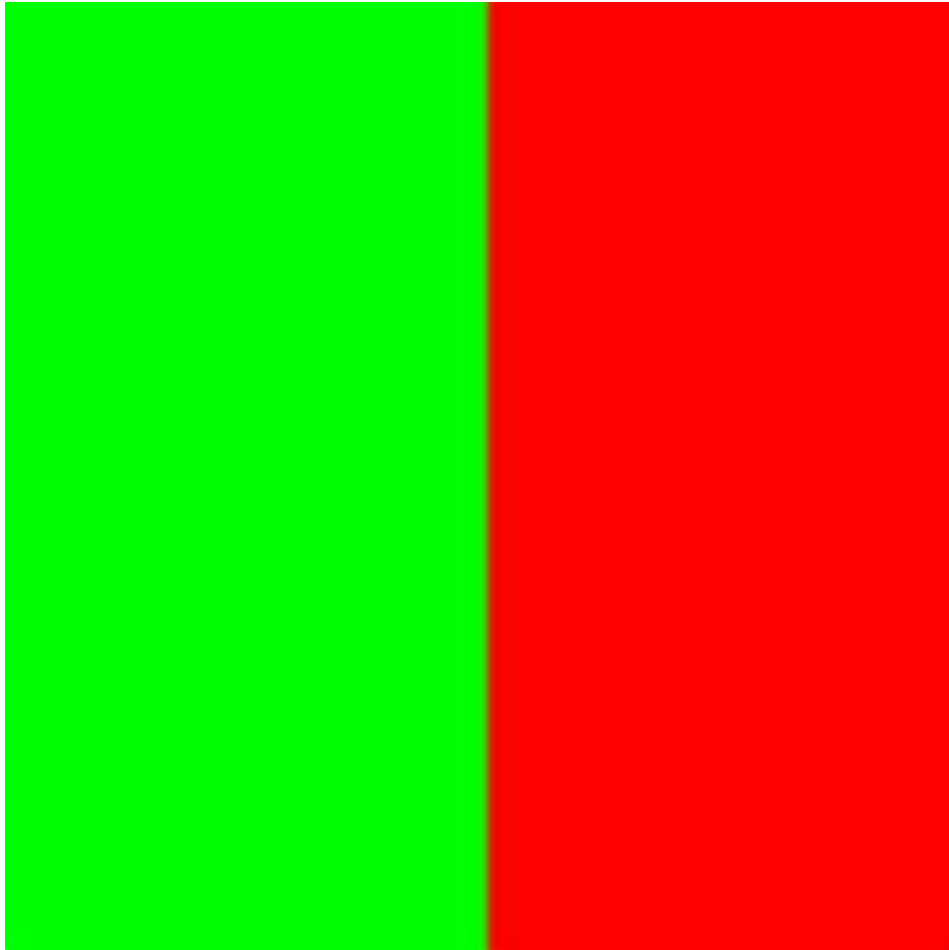English autonomously – structure

- goal-setting – planning

ENGLISH AUTONOMOUSLY
plan for today

SELF-ASSESSMENT → NEEDS ANALYSIS → GOAL-SETING → PLANNING → READINESS
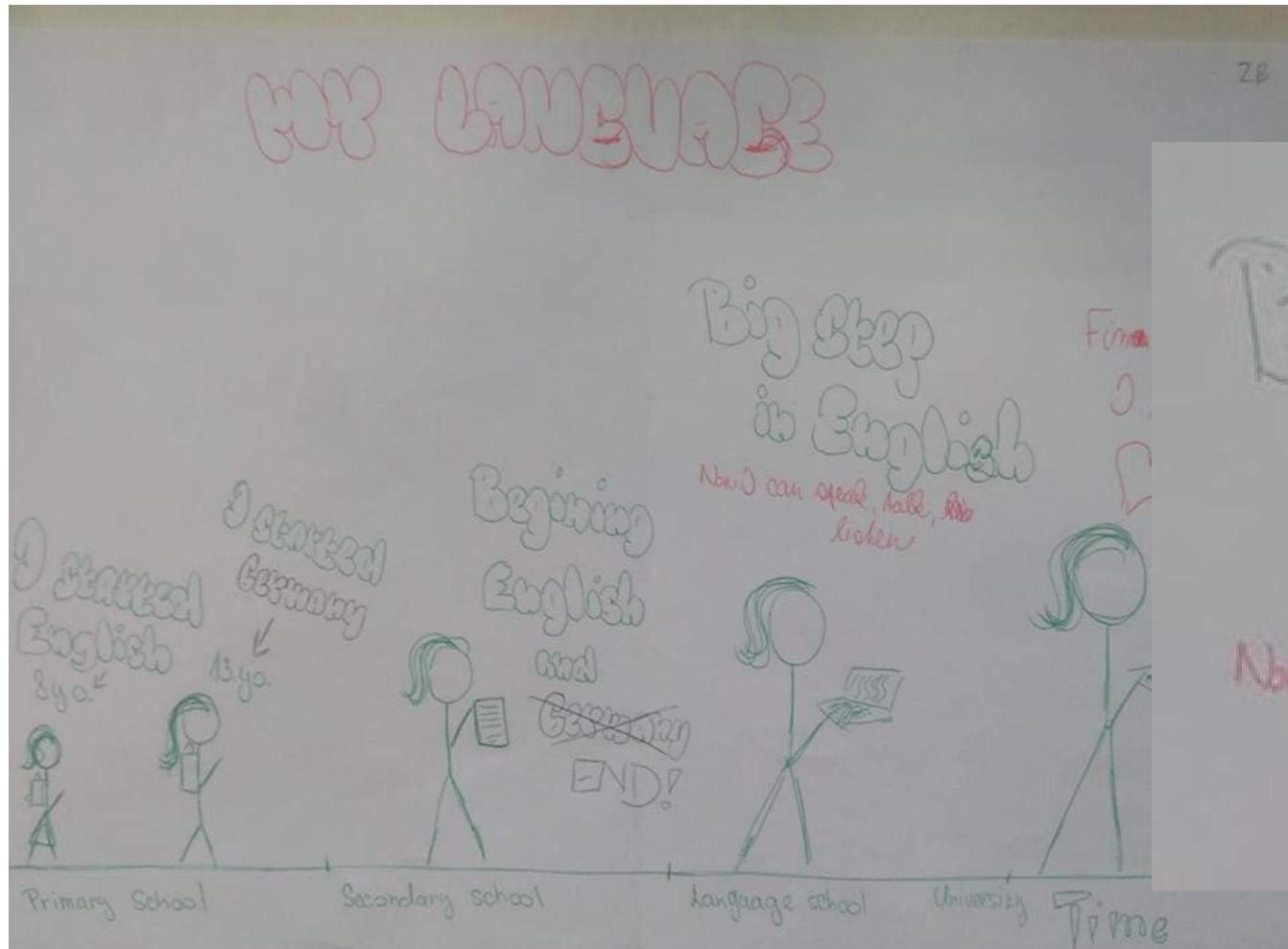
ENGLISH AUTONOMOUSLY

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.

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 where 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 got 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 stared 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
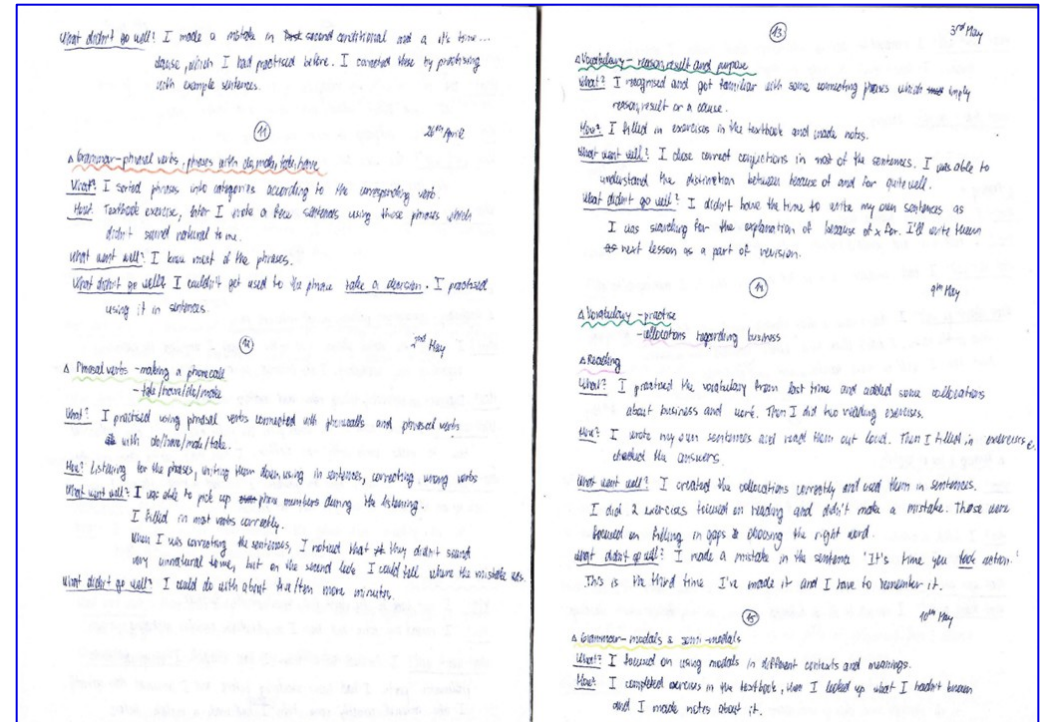
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ENGLISH AUTONOMOUSLY
reflection

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)

- 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
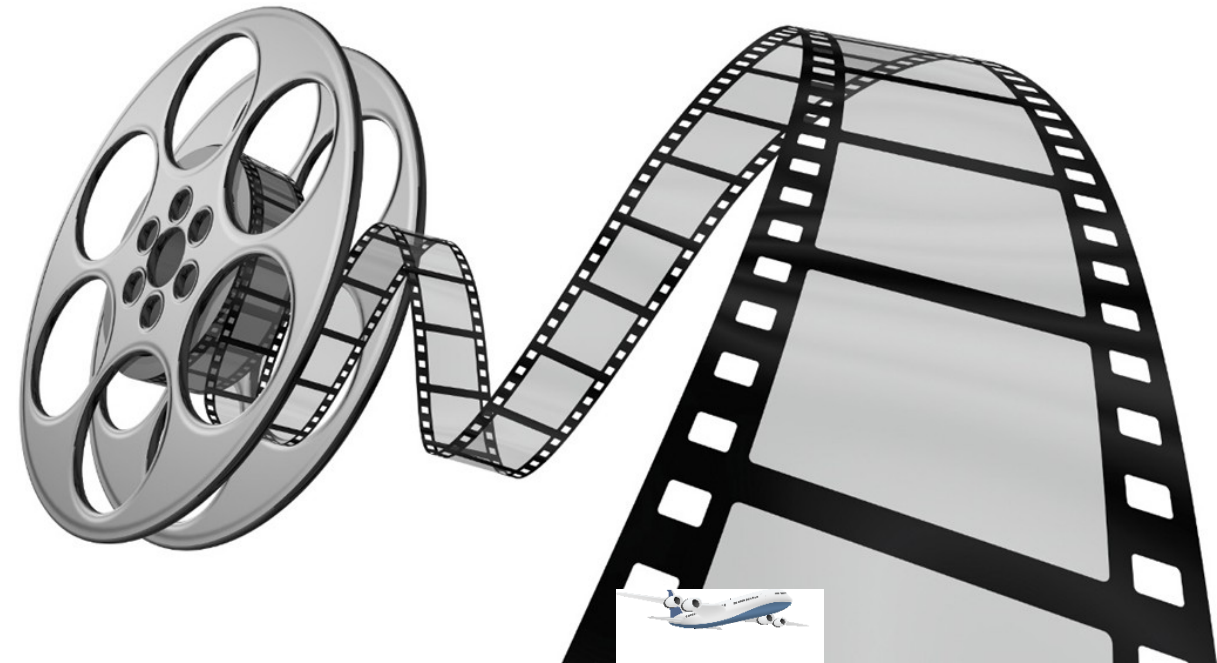
How to reflect

Do you have some experience with reflective log writing?

YES   / NO
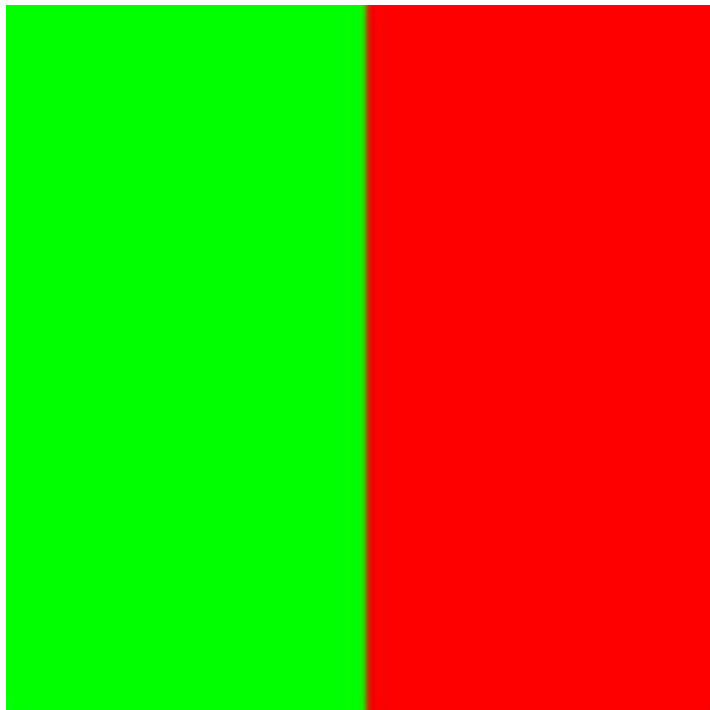
Recommended shower / workshop

March 8, 18:00

ENGLISH AUTONOMOUSLY SWOT and CEFR results

SWOT ANALYSIS

Opportunities:

- reading (academic articles)

- Big opportunities are movies and podcasts in english.

- in group activities

- Attending meetings with other english speakers

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CEFR levels: B1 – **B2** – C1

ENGLISH AUTONOMOUSLY
needs analysis results - modules

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.

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 conservation

listening, IT vocabulary

Grammar, readig, writing

Přehled témat (muni.cz)

MODULES : WRITING, LISTENING, READING, GRAMMAR

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speaking / holding social conversations x vocabulary

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9 odpovědí

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

Social conversation, reading literature

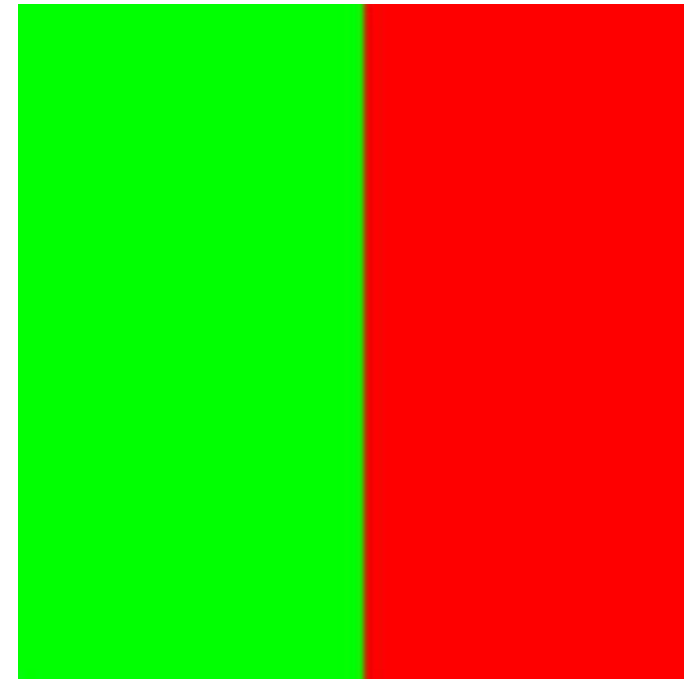Broaden vocabulary, improve grammar and spelling.

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B2/C1

Speaking, holding social conservation

listening, IT vocabulary

Grammar, readig, writing

15
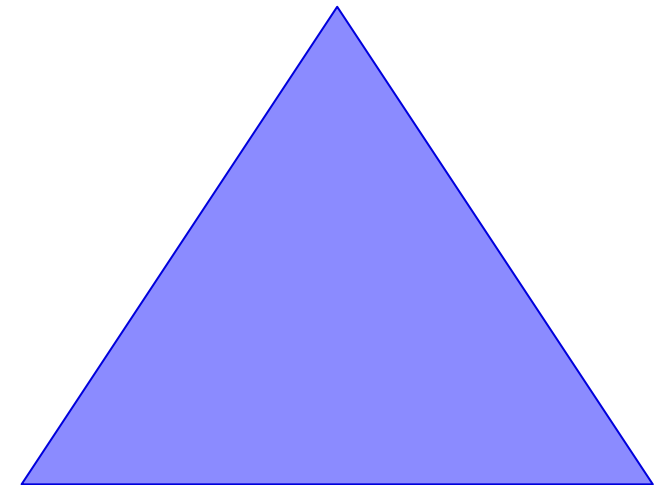
TASK:

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?

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?
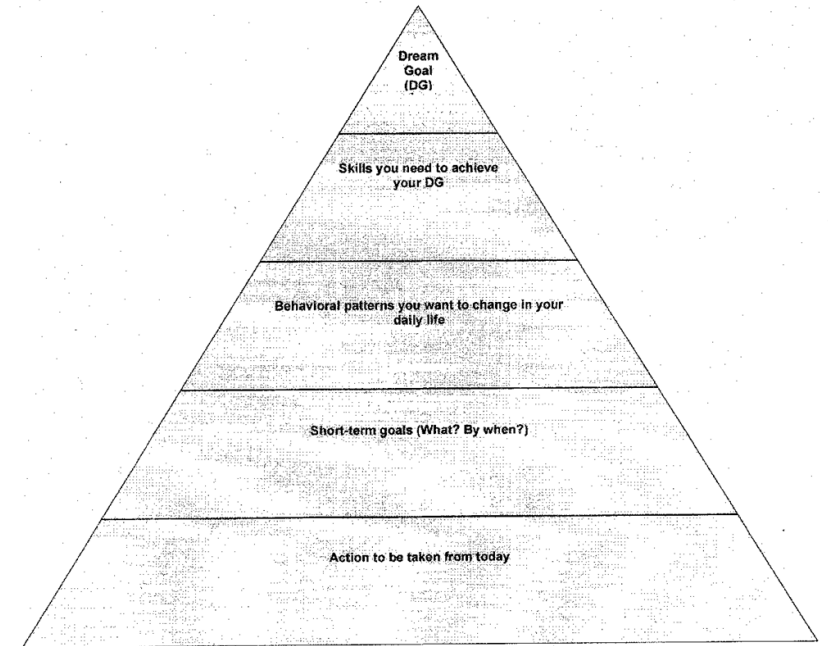*What materials or resources can you use?*

Dream Goal (DG)

Skills you need to achieve your DG

Behavioral patterns you want to change in your daily life

Short-term goals (What? By when?)

Action to be taken from today

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?

ENGLISH AUTONOMOUSLY planning

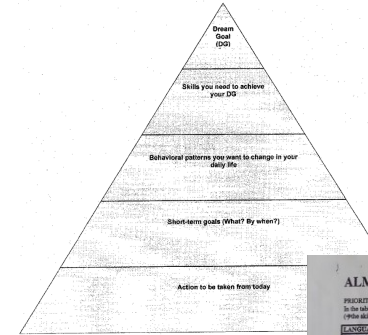**MUNI CJV**

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)

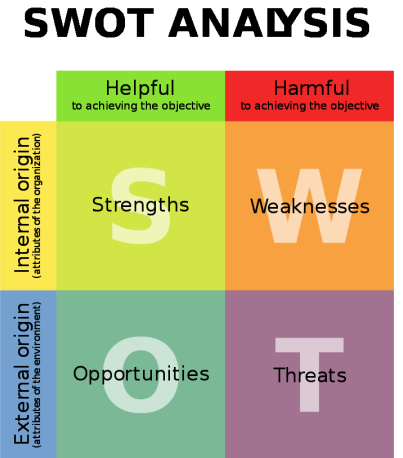| What?	How (partners, materials, methods) ?	Time? (when, how often, total hours)

Dream Goal (DG)

Skills you need to achieve your DG

Behavioral patterns you want to change in your daily life

Short-term goals (What? By when?)

Action to be taken from today

ALMS ENGLISH NEEDS ANALYSIS

SWOT ANALYSIS

	Helpful to achieving the objective	Harmful to achieving the objective
Internal origin (attributes of the organization)	Strengths (**S**)	Weaknesses (**W**)
External origin (attributes of the environment)	Opportunities (**O**)	Threats (**T**)

ENGLISH AUTONOMOUSLY
step 1: modules

ENGLISH AUTONOMOUSLY
step 2: your individual activities

ENGLISH AUTONOMOUSLY
step 3: finalizing the plan with your advisor

ENGLISH AUTONOMOUSLY
advising sessions

1st session – study plan

2nd session – monitoring

3rd session – final evaluation

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ENGLISH AUTONOMOUSLY
advising sessions
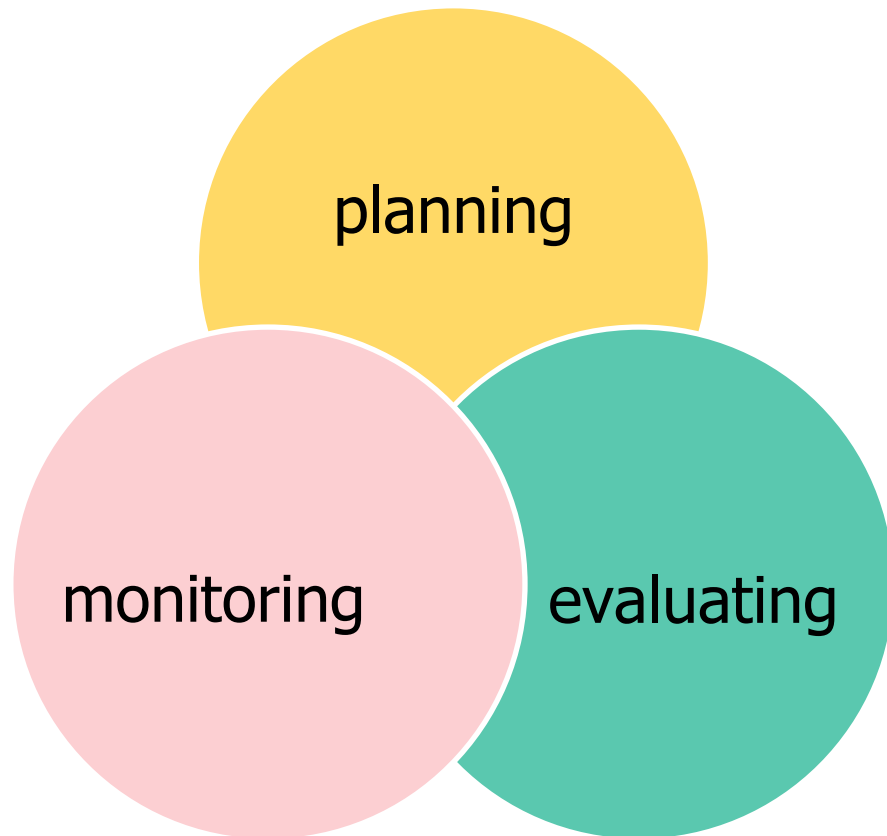
Eva (FI)
Marcela (FI)
Martina (FF)
Anna (PřF / PedF)
Miryana (PedF)

planning

monitoring

evaluating

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self-regulated learning
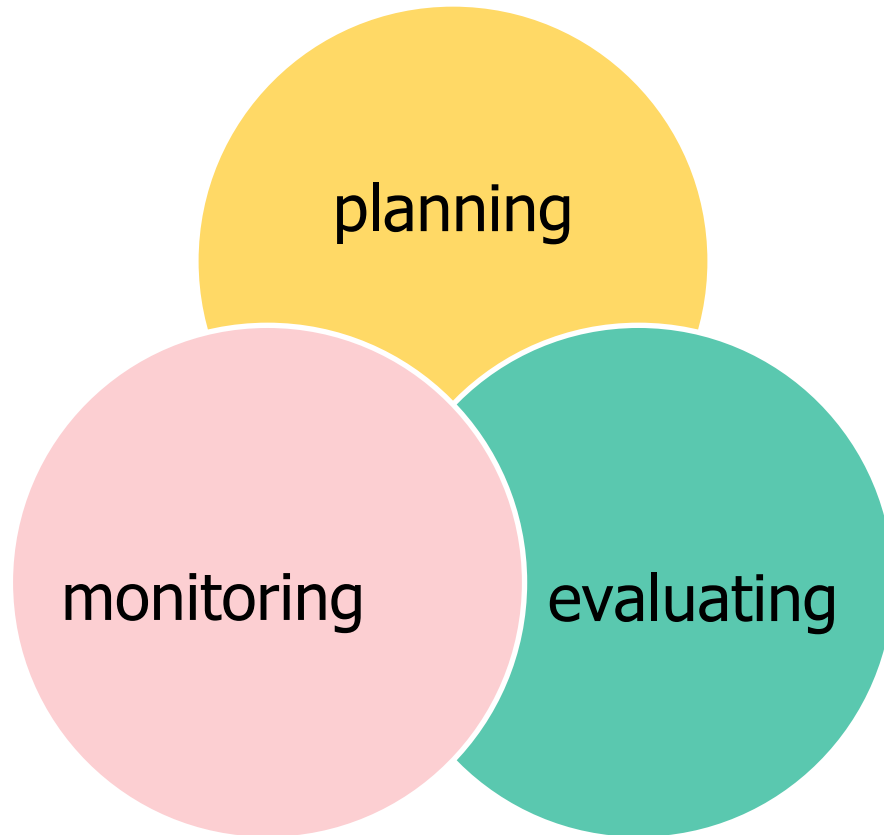
+ intro sessions
+ advising sessions
+ log

MAI?

intro sessions   (+preparation)   **= ____ hours**
___ advising sessions   **= 1 hour**
module A   = 10 hours
_____ B   = 10 hours
additional _____   = ?
____ **writing**   = at least 1 hour
_____ activities   = ?

_____

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**

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.
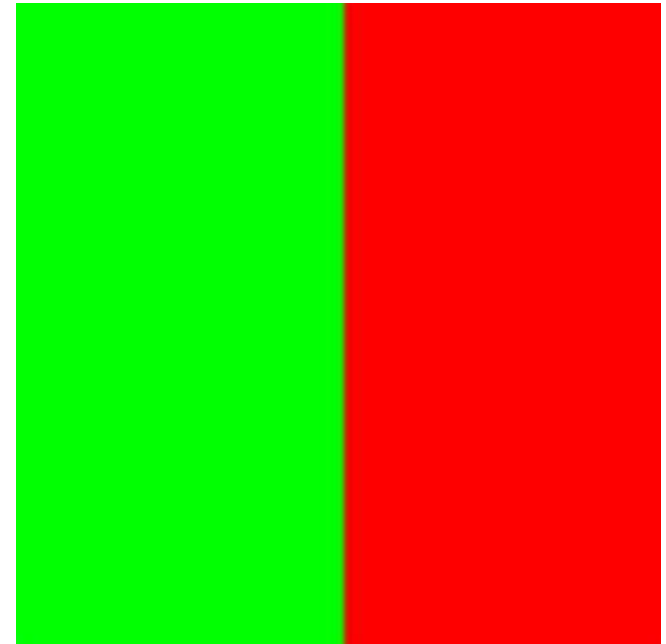
- taking <u>responsibility</u> over one´s learning
- teachers providing <u>support</u>

- students analyse their <u>needs</u>

- students <u>plan</u> their learning

- students <u>reflect</u> on their learning

- 100% <u>differentiation</u> required and ensured
- peer <u>cooperation</u>

- 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**

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

bibliography

- Holec, Henri: *Autonomy and Foreign Language Learning*. Oxford, 1981.
- 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.*

Picture sources: unsplash.com