



English Autonomously

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EVROPSKÁ UNIE



MINISTERSTVO ŠKOLSTVÍ,
MLÁDEŽE A TĚLOVÝCHOVY



OP Vzdělávání
pro konkurenceschopnost



INVESTICE
DO ROZVOJE
VZDĚLÁVÁNÍ

ENGLISH AUTONOMOUSLY

– 1st session



- principles of autonomous learning
- learn about learning (to be continued next week)
- learn about yourself
- How does EA work?

ENGLISH AUTONOMOUSLY - roles



TEACHER

x

STUDENT

ENGLISH AUTONOMOUSLY - autonomous learning



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

ENGLISH AUTONOMOUSLY - autonomous learning



- „Autonomy is the ability to take charge of one's own learning.“ (Holec, 1981)
- learning situation is different
- role of a teacher is different
- role of a student is different

ENGLISH AUTONOMOUSLY - metacognition



- planning
- monitoring
- evaluating

ENGLISH AUTONOMOUSLY - metacognition



Planning : Understand “goals” and illustrate and/or describe their own personal goals for participation in English classes.

- Differentiate between long and short-term goals.
- Identify obstacles to meeting their goals.
- Develop and practice skills necessary to achieving their personal goals.

ENGLISH AUTONOMOUSLY - metacognition



Monitoring: identify their previous learning experiences.

- Understand “strengths” and “weaknesses.”
- Recognize learning modalities/preferences in simple terms (e.g., see, hear, feel, do).
- Identify learning styles in terms of preferred way to take in information (concretely or abstractly) and in terms of preferred way to process information (through observation/reflection or through experience/action).

ENGLISH AUTONOMOUSLY - metacognition



Evaluating:

- Assess progress toward their goals.
- Provide feedback to instructor about needs/preferences.
- Determine next steps/changes to plans and activities.

ENGLISH AUTONOMOUSLY - principles of learner autonomy



- peer support and cooperation
- 100% differentiation required and ensured
- logbooks required to document learning and to support self-reflection
- empowering students

ENGLISH AUTONOMOUSLY -kaleidoscope



<http://h27.it.helsinki.fi/vkk/kaleidoskooppi/intro.php>

kaleidoscope

ENGLISH AUTONOMOUSLY

- think out of the box



Motivation:

- I'm only studying languages because I have to
- I like to get to know people from other countries
-
-

ENGLISH AUTONOMOUSLY - course



- 2 introductory sessions
- 3 individual counsellings
- min. 2 modules of your choice
- writing a log
- other activities (showers, DIYs...)

ENGLISH AUTONOMOUSLY - course



- 1st introductory session, September 17
- 2nd introductory session, September 24 - planning
- 1st individual counselling, September 29 - October 2
- 2 modules of your choice, first meetings Sept/Oct
- 2nd individual counselling, November
- 3rd individual counselling, exam period

ENGLISH AUTONOMOUSLY

- homework



Next week

- SILL
- SWOT
- bring the EA folder again
- bring your calender

First couselling

- Language learning history
- Kaleidoscope / CEFR / SWOT / Needs Analysis / ...

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Thank you for taking the chance to be autonomous.

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- sources and references



- 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.