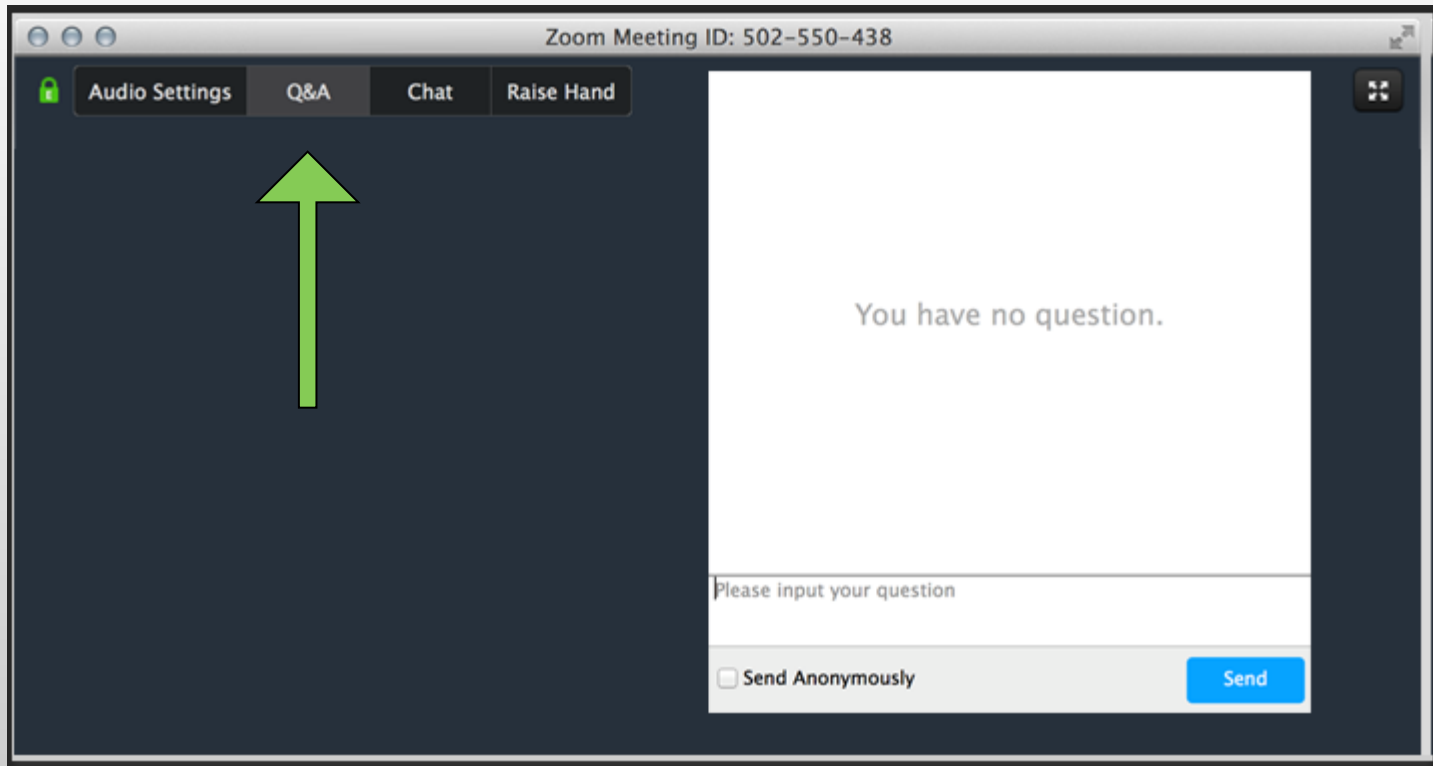# Teachers helping learners to develop learner autonomy

Presented by Ramin Yazdanpanah, PhD

www.floridaipdae.org

- If you have a question, please type it into the **Q&A** option.

- Attendee microphones will be muted. You will be in **listen only** mode.
- Today's presentation is being **recorded**. It will be archived and available on the IPDAE website within 48 hours.

1. Discussion of survey responses

2. Defining learner autonomy

3. Rationale for learner autonomy

4. Teacher's role

5. Activities that develop autonomous learning

6. Digital tools for autonomous learning

7. A learner mindset through mindfulness

8. Q&A

1. How many hours of English language instruction do your learners have weekly?
   - ❑ 1-2
   - ❑ 3-4
   - ❑ 5-6
   - ❑ More than 6

2. Would you describe your students as being strong autonomous or independent learners?
   - ❑ Yes
   - ❑ No

3. Do your students typically do homework collaboratively?
   - ❑ Yes
   - ❑ No

A learner's control of their studying & capacity to pursue self-directed learning:

❑ making decisions

❑ setting learning goals

❑ engaging in learning activities

❑ construct personal meaning within the content

❑ develop the skills and mindset that can lead to successful self-guided language study

J.Roh, T. Kim, 2019, Fostering Learner Autonomy through CALL and MALL in a Korean Class: A Case Study.

https://www.bu.edu/wll/files/2013/10/Roh-Kim-2019-JILR-final-published-version.pdf. Accessed 2022
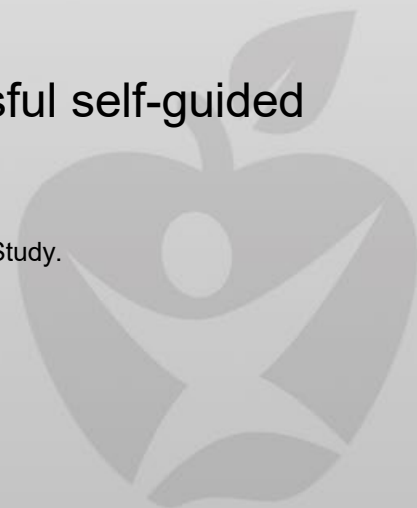
➢ Insufficient time in the classroom

➢ Student motivation and self-determination

➢ Develop strategy-based learning

➢ Develop metacognition

➢ Develop life and employment skills

➢ Builds confidence and empowers students

➢ Any other reasons you can think of?

- ➤ Time

- ➤ Lack of confidence

- ➤ Lack of strategies and resilience

- ➤ Culture of teacher-centered learning

- ➤ Access to resources

1. Rationalize independence

2. Reinforce to learners that they are capable

3. Give learners opportunities to exercise their independence

4. Support learners to develop learning strategies

5. Support learners to become more aware of language as a system

6. Discuss the language-learning process for resilience

1. Needs assessment

2. Study learning plan

3. Learning logs

4. Feedback through Rubrics and Checklists

5. Task and Project-based learning

6. Digital tools for communities of learning

7. Portfolios

8. Mindset activities

Student: What are the students…

❑ language goals

❑ life goals

❑ employment goals

❑ learning preferences and needs

❑ etc.

Course: Are students' needs and goals aligned with…

❑ the curriculum

❑ the learning activities

❑ the assessment

How to become 37.78 times better at anything | Atomic Habits summary (by James Clear)
https://www.youtube.com/watch?v=PZ7lDrwYdZc

ipdae
BY EDUCATORS FOR EDUCATORS

"

...A SLIGHT CHANGE IN YOUR DAILY
HABITS CAN GUIDE YOUR LIFE TO
A VERY DIFFERENT DESTINATION.

-JAMES CLEAR

"

"

SUCCESS IS THE PRODUCT
OF DAILY HABITS—NOT ONCE-IN
ALIFETIME TRANSFORMATIONS

-JAMES CLEAR

"

"

GOALS ARE GOOD
FOR SETTING A DIRECTION,
BUT SYSTEMS ARE
BEST FOR MAKING PROGRESS

-JAMES CLEAR

"

Example prompts for students:

1. *How much time can you realistically commit to learning English weekly?*

2. *What days and times would be the best for you to commit to learning English weekly?*

3. *Who are classmates, friends, and resources that you can connect with to form and sustain a community of English language learning?*

Schedule Maker

Schedule Maker ☆ ◻ ☁
File Edit View Insert Format Data Tools Extensions Help   Last edit was seconds ago

NIR AND FAR

www.NirAndFar.com

(Go to File, and "Make a Copy" or download to your computer)

	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
6:00 AM							
:15							
:30							
:45							
7:00 AM							
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Reading

This week go to the "This I Believe" website http://thisibelieve.org/essays/featured and pick an essay to read and listen to. Read to understand what the belief is that writer is discussing, and what lead up to or helped to form that belief. Write down how you can relate to the belief in your own way. Lastly, listen and read to the essay again, this time really listening to the pronunciation. Read the essay aloud, mimicking the pronunciation. This is good practice for all the language skills!

Author's name, occupation, age:

Title of Essay:

Writer's belief (paraphrase):

What helped the author form that belief (summary):

How do *you* relate to the belief?

Favorite quote from the essay:

Vocabulary:
Use the spaces below to make vocabulary cards. Write the word, the sentence as you found it, and a way to remember/study the word (i.e. synonym, antonym, sentence, definition, linking word, etc.). Then study your vocabulary together with a partner!

Explanatory Text Goals

What are your goals for this piece of writing?

Content

Before writing	After writing
I want to…	Put a ✓ or ✗ in the box.
□ write more words	□ I wrote more words
□ make the problem convincing	□ I made the problem convincing
□ use more evidence	□ I used more evidence
□ give more examples	□ I gave more examples
□ keep the body organized	□ I kept the body organized
□ write a convincing ending	□ I wrote a convincing ending
□ use cause and effect (if… then…)	□ I used cause and effect (if… then…)
□ Other: _____	□ Other: _____

Language

Before writing	After writing
I want to…	Put a ✓ or ✗ in the box.
□ use present tenses correctly	□ I used present tenses correctly
□ have better spelling	□ I had better spelling
□ use more vocabulary	□ I used more vocabulary
□ use periods correctly	□ I used periods correctly
□ use commas correctly	□ I used commas correctly
□ use adverbs of frequency well	□ I used adverbs of frequency well
□ use quantifiers well	□ I used quantifiers well
□ use more conjunctions	□ I used more conjunctions
□ Other: _____	□ Other: _____

Symbol	Meaning	Example
AG	Agreement between subject/verb or noun/adjective is wrong.	He have a big car. There are many different way to say something.
VT	The wrong verb tense is used.	She walk home yesterday.
VF	There is an error in the form of the verb.	She is write in her notebook now.
WF	Word form is incorrect.	That is correctness.
WO	Word order is incorrect.	Her is name Sally.
WW	Wrong word is used.	She came to Tallahassee already two years.
SUBJ.	Subject is missing.	_ is raining.
V	The verb is missing.	I got up and _ some exercises.
SP	Spelling is incorrect.	She is here becus she wants to learn English.
Inc.S.	This is an incomplete sentence.	When Mary came home.
Art.	Wrong article is used. Article is needed. Article is not needed.	He has the headache. He is in _ bad mood. She went to the bed.
Prep	A preposition is needed. An incorrect preposition is used. No preposition is needed.	We went _ Miami. We talked with many things. We went to home.
Punc.	Punctuation is missing or incorrect.	I am tall_I have blond hair.
Cap	A capital letter is needed.	I am learning english
CS (comma splice)	Two ideas are incorrectly joined with a comma.	I am from Ecuador, my language is Spanish.
RO (run-on sentence)	Two complete ideas without punctuation or a conjunction.	I come back home then my oldest son goes to school.

The Center for Intensive English Studies, Florida State University, 2022

Error Log

Count the number of errors you made after completing each writing piece.

	Types of Errors	Number of Errors				
		Writing 1	Writing 2	Writing 3	Writing 4	Writing 5
1	Tense (T)					
2	Article (A)					
3	Word (W)					
4	Spelling (Sp)					
5	Preposition (Pp)					
6	Punctuation (P)					
7	Plural (Pl)					

INCORRECT

1. Is a small town
2. home of nationals and foreigners artists
3. It's quietly, peaceful, and aesthetically lovely.
4. as such antiques engraved doors, balconies of iron forged
5. Light and vibrant colors make of this place an art work
6. transforming all the scenery in a rainbow.
7. At the gardens there are students exhibited your work
8. The flowers are in plenitude, the best moment of his life
9. you can appreciated his vigorous beauty
10. Near to San Miguel to be born of the earth hot springs
11. Theirs bubbly movements are the cure of your afflictions.
12. Specially in November
13. International musicians coming to delight
14. the devouts of these kid of music
15. the stars to dance to rhythm of the music.
16. for to bring in a dark night

CORRECT

1. **It (subj)** is a small town
2. home of nationals and **foreign (wf)** artists
3. It is **quiet (wf)**, peaceful, and aesthetically lovely.
4. **such as antique** engraved doors, balconies of **forged iron**
5. Light and vibrant colors make place an art work
6. transforming all the scenery **into** a rainbow.
7. At the gardens there are students **exhibiting their** work
8. The flowers are in plenitude, the best moment of **its** life
9. you can **appreciate its** vigorous beauty
10. Near to San Miguel born of the earth hot springs
11. **Their** bubbly movements are the cure of your afflictions.
12. **Especially** in November
13. International musicians **come** to delight
14. the devouts of these **kids** of music
15. the stars dance to **the** rhythm of the music.
16. to bring in a dark night

Checklist: Presentations

Presenter Name:		Reviewer Name:	
Presentation Skill	Does the presenter do this?		Write some notes about what the presenter did well, or ideas about how the presenter could improve his/her skills.
	Yes	No	
Speak clearly			
Use appropriate volume			
Speak with appropriate speed			
Make eye contact while speaking			
Stay within time limit			

SUMMATIVE ASSESSMENTS AND ALIGNING ACTIVITIES
https://americanenglish.state.gov/files/ae/resource_files/week2summativeassessmentsaligningactivities_final.pdf?fbclid=IwAR1cvPVuQIBV00PR7iI
0UMtjs7j6f-kcwuc-6vy75vaHFiKE5xEoaqBjt_0

Rubric: for presentations

	Collaboration in group	Brainstorm	Poster design	Explanation of idea	Presentation skills	Feedback notes
4	Consistently used language of group discussion.	Well-organized brainstorm map with very clear examples	Poster illustrated and supported the content extremely well	Clear explanation with 3 examples well- developed ideas	Excellent connection with the audience (eye contact and voice level)	
3	Sometimes used language of group discussion.	Organized brainstorm map with very some examples	Poster illustrated and supported the content well	Somewhat clear explanation with 2 examples well- developed ideas	Somewhat effective connection with the audience	
2	Rarely used language of group discussion at times.	Brainstorm map lacked clear examples	Poster did not illustrate or support the content well	Somewhat unclear explanation and limited examples	Lacked connection with the audience	

Task-based learning

- Can typically be completed in two-three class sessions
- Students given task to complete outside of the classroom and share information in class
- Can be done in pairs or small groups
- Relevant to students needs and interests
- Presentation in class to focus on fluency first and then accuracy

Project-based learning

- Can be completed over a longer timespan
- Can be done in pairs or small groups
- Students manage tasks and roles within group (with support of teacher)
- Typically requires more research and abstract thinking
- Timeline of deadlines and formative feedback to stay on track
- Public presentation of work (posters, presentations, reports, videos, webpages, blogs, etc.)
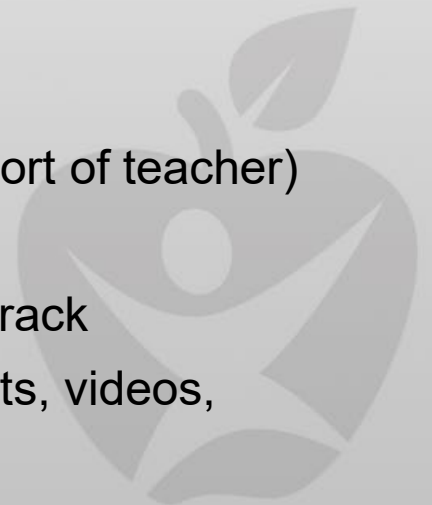
Task-based activity examples

- Plan a trip and budget

- Survey the class and present findings

- Roleplay an email to the teacher of your child

- Interview a classmate about their life

Project-based activity examples

- Prepare a proposal for a business loan

- Produce a podcast

- Prepare a video about a cultural topic

- Build a website

- Document creating something

- Project idea (same project different topics)
- Model example to analyze
- Vocabulary
- Grammar
- Skills
- Strategies
- Roles and responsibilities of individuals in group
- What to do in class
- What to do out of class
- Timeline to complete
- How students will present work
- Checklist
- Rubric
- Feedback

Background	❑ Notes from needs analysis ❑ Academic background ❑ Certificates earned
Biography	❑ Experiences using English ❑ Personal language and life goals ❑ Checklists for self-assessment
The Work	❑ Error logs ❑ Corrected work ❑ Learning Logs ❑ Vocabulary Logs ❑ Journals

https://www.teachingenglish.org.uk/article/portfolios-elt

| Graphic organizers	Collaborative sharing
• Mind maps • Miro • Google Docs • Jamboard	• Padlet or Bulb • Google Docs • VoiceThread
Messaging and Social Media o WhatsApp o Telegram o Facebook	LMS platforms o Canvas o Moodle o Schoology o Etc.

*"Paying attention in a particular way: on purpose, in the present moment, and non-judgementally."* - Jon Kabat-Zinn

Rationale

- Tapping into our parasympathetic nervous system (relaxation) through breath

- Shifting or brainwave patterns from Gamma or Beta to Alpha

Image: https://www.myndlift.com/post/how-does-our-brain-work-different-brainwaves
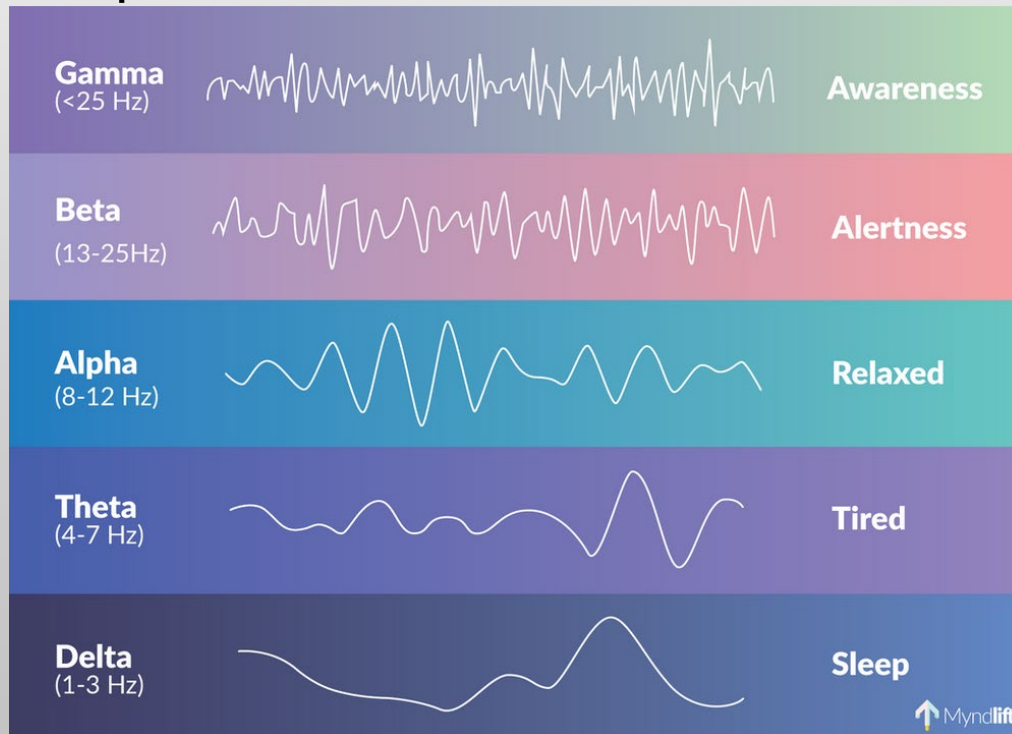
❖ See yourself as the English language speaker you want to be. What do you sound like? What do you look like? How confident are you?

❖ What would you do if you could speak English as fluently and confidently as you would like to. What would you do? What would you say? What would you accomplish?

❖ What is something special about yourself that you want others to know about you?

❖ What is something about your past that you feel affects you positively in the present? How can or do you use that in your life?

❖ What is something about your past learning experiences that you feel affects you negatively in the present? How can you change that so you can learn and grow from it?
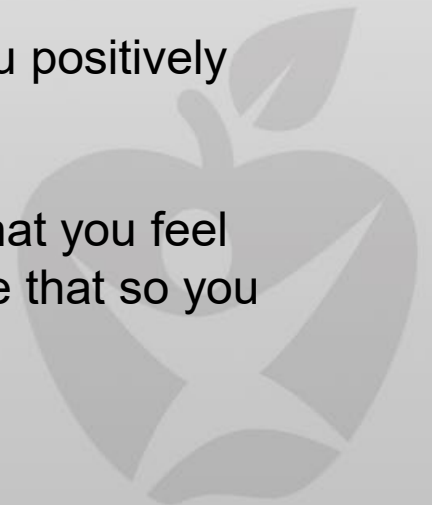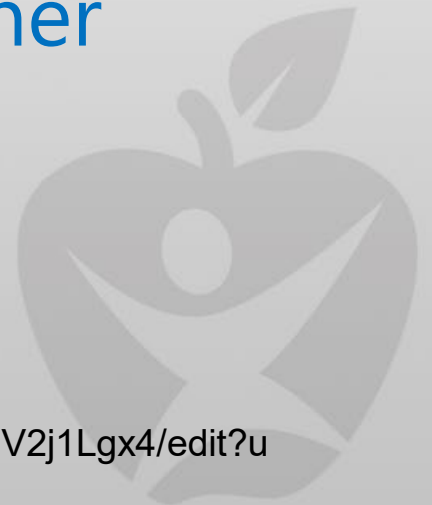
"In what ways do you see your students being autonomous learners?"

"In what ways do you see supporting your students to develop learner autonomy?"

Jamboard link:
https://jamboard.google.com/d/18RwBcObp9vvMAMRPi7HlDe55iKWMtv6aI3pV2j1Lgx4/edit?usp=sharing

www.linkedin.com/in/raminyaz

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