ELT METHODOLOGY:

DEVELOPING LEARNER AUTONOMY

(ACTIVITY BOOK FOR YEAR 2 STUDENTS)

Рецензенти:

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Навчальне видання (практикум) розроблене з метою організації та забезпечення процесу набуття студентами теоретичних знань та практичних умінь і навичок з курсу «Методика навчання англійської мови. Розділ «Розвиток навчальної автономії». Посібник містить інформацію про кількість годин, навчальні цілі курсу, змістові теми, завдання для аудиторної та самостійної роботи, завдання для підсумкового контролю та критерії їх оцінювання, рекомендації щодо використання методів саморефлексії "Learner Journal" і "Student Feedback Slip", а також перелік рекомендованої літератури, самостійне опрацювання якої студентами уможливить успішну реалізацію програми курсу.

Навчальне видання затверджене на засіданні кафедри англійської філології (протокол від 24 червня 2019 р. №11).

Рекомендовано до друку вченою радою факультету іноземних мов Прикарпатського національного університету імені Василя Стефаника (протокол від 25 червня 2019 року №3).

TABLE OF CONTENTS

Unit 1.3 Developing Learner Autonomy

Course Essentials

Total number of hours: 30
Class hours: 12
Self-study hours: 18

Objectives

By the end of the unit, students will be aware of:
- the concept, principles and theories of autonomy; reasons for the development of learner autonomy; key elements and levels of learner autonomy
- psychological attributes of autonomous learners
- their own learning strategies and learning styles, their strengths and areas to work on

and will be able to:
- help learners to develop learning autonomy and autonomous learning strategies
- use methods and techniques for fostering learner autonomy (pair work, cooperative learning) in class and beyond the classroom.

Content

- Definitions and theories of learner autonomy (the differences between learner autonomy, individualisation, self-instruction, self-directed learning, learner-centredness).
- Principles of Autonomy
- Reasons for the development of learner autonomy.
- Lifelong learning
- Psychological factors of learner autonomy: self-regulation, individual differences (age, aptitude, cognitive style, academic performance, individualism), motivation
- Elements of learner autonomy: responsibility; self-awareness; decision making (determining the objectives, defining content, selecting methods and techniques, assessing progress)
- Levels of autonomy
- Autonomy in the classroom (pair work, group work, project work).
- Group-oriented approaches to developing autonomy
- Autonomy beyond the classroom (self-access, CALL, distance learning, tandem learning, studying abroad, out of class learning, self-instruction)
- European Language Portfolio as one of the tools for developing learner autonomy.

Bibliography

Benson, P. (2001). *Teaching and Researching Autonomy in Language Learning*. Pearson Education.

This book offers a comprehensive account of autonomy in language learning and the educational practices associated with the concept. It details the history and sources of the concept of autonomy, discusses areas of debate concerning its definition and reviews research on theoretical and practical applications).

Burkert, A., Dam, L. & C. Ludwig. (2013). *Autonomy in Language Learning: the Answer is Learner Autonomy - Issues in Language teaching and Learning.* Palgrave/MacMillan.

This book is a compilation of articles dealing with a wide range of topics addressing aspects of a pedagogy for autonomy in various institutional and cultural contexts. It provides the reader with valuable insights into theoretical considerations as well as practical applications surrounding the concept of learner autonomy.

Morrison, B. & D. Navarro. (2014). *The Autonomy Approach: Language Learning in the Classroom and Beyond.* Delta Publishing. 160 p.

The book introduces a practical perspective to self-directed language learning (teachable-learnable activities rooted in principles of learning), which draws on aspects of study skills and strategies as well as a variety of approaches, namely differentiated, individualised, self-directed, self-access and open-access learning.

Reinders, H. (2010). *Towards a Classroom Pedagogy for Learner Autonomy: A Framework of Independent Language Learning Skills.* AJTE. 17 p.

This article explores some of the teaching aspects related to the development of learner autonomy and proposes a framework of skills that could be used by teachers as a guide to increasing learner responsibility.

Scharle, A. & A. Szabo. (2000). *Learner Autonomy: a Guide to Developing Learner Responsibility.* Cambridge: CUP.

The book addresses questions of autonomy and responsibility, motivation, learning strategies, community building, self-monitoring in foreign language learning.

Internet Sources

Atasoyi, H. (2014). *Learner Autonomy in the Classroom. How to Create a Positive Learning Atmosphere. Seminar paper.* Available from: https://www.grin.com/document/313282 Accessed 23 June 2019.

This article aims at providing an analysis of learner autonomy in the classroom. It presents an examination of how a positive learning atmosphere in a language classroom can be achieved, i.e. the question "how to teach" (Brown 1994: 51) in a classroom has to be considered.

Murray, G. (2014). The social dimensions of learner autonomy and self-regulated learning. Studies in Self Access Learning Journal, 5(4), 320-341.

This article examines how learner autonomy and self-regulated learning might be related by comparing and contrasting the two constructs. After identifying the traits learner autonomy and self-regulated learning have in common, the author argues that in order to understand how they differ we have to look beyond a discrete point comparison of their features.

Nunan, D. (2003). *Nine steps to learner autonomy* [online]. Available from: http://www.andrasprak.su.se/polopoly_fs/1.84007.1333707257!/menu/standard/file/2003 _11_Nunan_eng.pdf Accessed 14 Feb 2019.
The article addresses practical issues of fostering autonomy in language learners.
Assessment (ref. to Appendix B)

Session 1. The Notion of Learner Autonomy. Conditions for Developing Learner Autonomy

Module 1: Understanding Learners and Learning
Unit 1.3: Developing Learner Autonomy
Session 1: Notion of Learner Autonomy. Conditions for Developing Learner Autonomy.
Activity Worksheet 1: What Makes a Successful Learner?

I. Read the descriptions of five English learners and say what helps them to be successful in studying English.

1. Vlad is fond of listening to English songs. He knows many words, but he does not like learning new words in class. His speech is fluent, but he makes a lot of mistakes, and very often it is difficult to understand him.

2. Olena knows all grammar rules, likes doing exercises on filling gaps and learning new words, looking them up in the dictionary. She likes her teacher to explain everything to her. It is easy for her to learn something by heart. She learns quotes and uses them in class. She is good at writing stories, but when she has to speak spontaneously, she seems to forget everything.

3. Oksana says she likes English and wants to know it well. She is active in class; she likes pair work and group work, but very often she doesn't do her homework. She hates reading and writing. She does not know how to work with dictionaries. She is fond of movies.

4. Maryna is not very good at grammar, but she isn't afraid of speaking. She makes mistakes, and her teacher gives her low grades. She tries to watch English movies and is happy when she can understand something; she enjoys them.

5. Dmytro is a good student. He says he needs English to get a good job, but in class, he does only what the teacher says. He spends little time on homework. He has a lot of friends in social networks and spends a lot of time chatting with them.

II. Describe yourself as an English learner.
My name is

_____

_____

_____

_____

_____

_____

		Module 1: Understanding Learners and Learning

Module 1: Understanding Learners and Learning
Unit 1.3: Developing Learner Autonomy
Session 1: Notion of Learner Autonomy. Conditions for Developing Learner Autonomy.
Activity Worksheet 2: Self-Evaluation Checklist

Tick the answers that apply to you.

	Yes	Some-times	No
1. Do you plan your studying?			
2. Do you set your own goals in learning English?			
3. Do you often volunteer to speak in English classes?			
4. Do you make efforts to improve your skills in English?			
5. Do you ask your teacher for assistance?			
6. Do you monitor your progress in learning English?			
7. Do you feel you are good at English?			
8. Do you practise self-assessment?			
9. Do you like your teacher to explain e*verything* to you?			
10. Do you keep a language portfolio?			
11. Do you give feedback to your peers?			
12. Do you select your own study materials?			
13. Do you decide on your homework tasks?			
14. Do you learn enough English in the classroom?			
15. Do you do extra homework not assigned by the teacher?			
16. Do you share your learning experience with your peers?			
17. Do you seek opportunities to learn and practise English outside the classroom?			
18. Do you work in the resource centre in your University?			
19. Do you use internet resources, including dictionaries, computer programmes, websites, etc. to learn English?			
20. Do you regularly reflect on your progress in learning English?			

Read the definitions of learner autonomy and identify the key words and phrases.

AUTHOR	DEFINITION
Holec (1981, p.3)	"To say of a learner that he is autonomous is therefore to say that he is capable of taking charge of his own learning and nothing more."
Dickinson (1987, p.11)	"This term describes the situation in which the learner is totally responsible for all of the decisions concerned with his learning and the implementation of those decisions. In full autonomy, there is no involvement of a teacher or an institution. And the learner is also independent of specially prepared materials."
Boud (1988, p.23)	"The main characteristic of autonomy as an approach to learning is that students take some significant responsibility for their own learning over and above responding to instruction."
Little (1991, p.4)	"Autonomy is a capacity – for detachment, critical reflection, decision-making, and independent action."
Wenden (1991, p.15)	"In effect, 'successful' or 'expert' or 'intelligent' learners have learned how to learn. They have acquired the learning strategies, the knowledge about learning, and the attitudes that enable them to use these skills and knowledge confidently, flexibly, appropriately and independently of a teacher. Therefore, they are autonomous."
Dam (1995, p.1)	"Learner autonomy is characterized by a readiness to take charge of one's own learning in the service of one's needs and purposes. This entails a capacity and willingness to act independently and in co-operation with others, as a socially responsible person."
Littlewood (1996, p.428)	"We can define an autonomous person as one who has an independent capacity to make and carry out the choices which govern his or her actions. This capacity depends on two main components: ability and willingness."
Benson (2001, p.47)	"I prefer to define autonomy as the capacity to take control of one's own learning, largely because the construct of 'control' appears to be more open to investigation than the constructs of 'charge' or 'responsibility'."

Adapted from:

Andrew Finch AUTONOMY: WHERE ARE WE? WHERE ARE WE GOING? Available at:

http://www.finchpark.com/arts/Autonomy.pdf

Module 1: Understanding Learners and Learning
Unit 1.3: Developing Learner Autonomy
Session 1: Notion of Learner Autonomy. Conditions for Developing Learner Autonomy.
Activity Worksheet 5: Jigsaw reading on *Conditions to Develop Learner Autonomy.* Text 1

Individually, read the text and identify conditions that are needed to develop learner autonomy.

Text 1

A teacher who wants to train autonomous learners should know that it is not an easy task to change students who are accustomed to the teacher-centered methods. Autonomous learners should be active in the whole process of language learning and take responsibility for their learning. Students won't be autonomous unless their ideas of the process of learning, their attitude to learning and their behavioral patterns in an educational environment change.

The social learning environment should be supportive, accepting and caring. In this environment, students are free to experiment new behaviours, attitudes and action theories.

If autonomy in learning is limited only to the classroom environments and students can't transfer this autonomy to outside the classroom, the whole process of training autonomy in learners would be useless. A course should prepare conditions for students to transfer their autonomy in learning to outside of the classroom.

Adapted from:

Mostafa Yuonesi Autonomy in Language Education, available at:

http://www.hltmag.co.uk/aug12/mart04.htm

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Unit 1.3: Developing Learner Autonomy
Session 1: Notion of Learner Autonomy. Conditions for Developing Learner Autonomy.
Activity Worksheet 5: Jigsaw reading on *Conditions to Develop Learner Autonomy.* Text 2

Individually, read the text and identify conditions that are needed to develop learner autonomy.

Text 2

It is very difficult for teachers to develop autonomy in the classroom especially when learners are used to traditional methods and techniques where teachers play the main role.

The course should be designed in such a way that students become aware of pedagogical goals, different contents and strategies, language learning theories and themselves as learners.

In addition, they should have enough motivation to modify and adapt goals, styles and strategies and create their own goals and plans for self-directed learning. Also, the course should take into consideration the learner's goals since the starting point in this course is not the text book but a learner who has its own history, culture and educational needs.

Collaboration is one of fundamental conditions to promote autonomy and the course should provide conditions by which learners could construct their shared learning space collaboratively. The course should be designed in such a way that there should be room for freedom of choice for individuals and groups of learners since in this environment, students decide on the direction of the learning process.

Adapted from:

Mostafa Yuonesi Autonomy in Language Education, available at:
http://www.hltmag.co.uk/aug12/mart04.htm

Module 1: Understanding Learners and Learning
Unit 1.3: Developing Learner Autonomy
Session 1: Notion of Learner Autonomy. Conditions for Developing Learner Autonomy.
Activity Worksheet 5: Jigsaw reading on *Conditions to Develop Learner Autonomy* Text 3

Individually, read the text and identify conditions that are needed to develop learner autonomy.

Text 3

It is necessary for teachers to provide conditions for students to think and act autonomously. It is crucial that choice, flexibility, adaptability, modifiability, reflectivity and shareability should exist in an autonomous based classroom.

Learners should be given an opportunity to choose learning content and learning methodology. They should have a share of responsibility for planning and conducting teaching learning activities.

Flexibility refers to the possibility of self- repair and change of the options for students. For example they could choose to stop doing an activity and change it to another form.

If the learning materials are accessible for students it means the course has adaptability.

Modifiability makes it possible for students to modify the existing materials.

Reflectivity emphasizes on the ability of a course to provide conditions for students to reflect on their own leaning, evaluate the outcomes, draw conclusions and make their future plans.

Shareability refers to the ability to share activities and problems with others.

Adapted from:

Mostafa Yuonesi Autonomy in Language Education, available at:

http://www.hltmag.co.uk/aug12/mart04.htm

Module 1: Understanding Learners and Learning
Unit 1.3: Developing Learner Autonomy
Session 1: Notion of Learner Autonomy. Conditions for Developing Learner Autonomy.
Activity Worksheet 6: Conditions for Developing Learner Autonomy Observable in this Session

Think of this session and tick the conditions you experienced in it.

Conditions for Developing Learner Autonomy	Yes	No
• adoption of a learner-centred approach • social and supportive learning environment • transfer of autonomy beyond the classroom • awareness of the learning process • motivation • collaboration • choice • flexibility • adaptability • modifiability • reflectivity • shareability		

Module 1: Understanding Learners and Learning
Unit 1.3: Developing Learner Autonomy
Session 1: Notion of Learner Autonomy. Conditions for Developing Learner Autonomy.
Activity Worksheet 7: Conditions for Developing Learner Autonomy Observable in My English Classes

Identify the conditions for developing learner autonomy in your English language classes in the coming week, putting a tick in the appropriate box

Conditions for Developing Learner Autonomy	Class 1	Class 2	Class 3	Class 4	Class 5
• learner-centred classroom • social supportive learning environment • transfer of autonomy to outside the classroom • awareness of the learning process • motivation • collaboration • choice • flexibility • adaptability • modifiability • reflectivity • shareability					

Self-study:

1. Identify the conditions for developing learner autonomy in your English language classes in the coming week, using Handout 7.
   Bring your findings to the next class and be ready to discuss what you observed.
2. Watch the video about *Principles of Autonomy* by D. Little on YouTube following the link: https://www.youtube.com/watch?v=2rhbUob8aRU
   Take notes of those principles and get ready to demonstrate your understanding of the principles next time.

Session 2. Fostering Learner Autonomy in the Classroom

Module 1: Understanding Learners and Learning
Unit 1.3: Developing Learner Autonomy
Session 2: Fostering Learner Autonomy in the Classroom
Activity Worksheet 1: Accepted areas of LA

I. Look at the following 10 statements adapted from Sinclair (2000)* about accepted areas of learner autonomy. Work with a partner and fill in the gaps, then check your answers.

II. Which three areas are the most important, in your opinion? Why?

1. Autonomy involves w_ _ _ _ _ _ ness on the part of the learner to take responsibility for their own learning.
2. The capacity and w_ _ _ _ _ ness of learners to take such responsibility is not necessarily inborn.
3. Complete autonomy is an i_ _ _ _ _ _ tic goal.
4. There are d_ _ _ _ _ s of autonomy.
5. The degrees of a_ _ _ _ _ _y are unstable and variable.
6. Autonomy is not simply a matter of placing learners in situations where they have to be ind_ _ _ _ _ _nt.
7. Developing autonomy requires conscious awareness of the learning process – i.e. conscious re_ _ _ _ _on and decision-making.
8. Promoting autonomy is not simply a matter of t_ _ _ ing strategies.
9. Autonomy can take place both inside and ou_ _ _ _ the classroom.
10. Autonomy is interpreted differently by different cu_ _ _ _ s.

_____

*Sinclair, B. (2000). Learner autonomy: The next phase? In B. Sinclair, I. McGrath & T. Lamb (Eds.), Learner autonomy, teacher autonomy: Future directions. Harlow: Longman.

The activity has been adapted from the workshop 'Learner Autonomy', available at:
http://premierskillsenglish.britishcouncil.org/teachers/professional-development/learner-autonomy

Module 1: Understanding Learners and Learning
Unit 1.3: Developing Learner Autonomy
Session 2: Fostering Learner Autonomy in the Classroom
Activity Worksheet 2: Group-oriented approaches and practices that can foster LA in the classroom

Comment on the ways of fostering learner autonomy (the headings). Choose a way and comment on the practices that can foster LA (ref. to Worksheet 1 in Appendix A).

talking about autonomy and its value	encouraging learners to engage in autonomous behaviours	using activities in class which promote autonomy	setting activities out of class which promote autonomy	getting learners to reflect on their learning
…	…	…	…	…
…	…	…	…	…
…	…	…	…	…

Self-study:

Observe several lessons and write down in the appropriate column the group-oriented approaches to developing autonomy and the practices the teacher uses to foster LA in their language classes.

talking about autonomy and its value	encouraging learners to engage in autonomous behaviours	using activities in class which promote autonomy	setting activities out of class which promote autonomy	getting learners to reflect on their learning
…	…	…	…	…
…	…	…	…	…
…	…	…	…	…

Session 3. Autonomy Beyond the Classroom

Module 1: Understanding Learners and Learning
Unit 1.3: Developing Learner Autonomy
Session 3: Autonomy Beyond the Classroom
Activity Worksheet 1: Modes of LA beyond the classroom defined

Individually, match the concepts (1-7) with their definitions (a-g). Then check the answers in pairs.

1 Self-access	**a** - any process in which a learner uses a computer and, as a result, improves his or her language.
2 CALL	**b** - learning, in which two people who are learning each other's language work together to help one another.
3 Distance learning	**c** - the efforts of learners taking classroom-based language courses to find opportunities for language learning and use outside class.
4 Tandem learning	**d** - learning from materials/resources that are organised to facilitate learning; self-instruction in using these materials; - learning in which students use books, videos, etc. to study on their own; - independent studying where students choose from among different resources that are available.
5 Study abroad	**e** - In a narrow sense, it refers to the use of printed or broadcast self-study materials. In a broader sense, it refers to situations in which learners undertake language study largely or entirely without the aid of teachers
6 Out-of-class learning	**f** - a way of organising learners which usually only allows them control over access.
7 Self-instruction	**g** - programmes in which students spend time in target language communities, learning independently through interaction with native speakers.

Adapted from:
Dickinson, L. (1987). *Self-instruction in language learning.* Cambridge: Cambridge University Press, p.11.
Cambridge Advanced Learner's Dictionary & Thesaurus © Cambridge University Press
Wikipedia, the free encyclopedia
Beatty, K. (2003). *Teaching and researching computer-assisted language learning.* New York: Longman, p. 7.
Lewis, R. (1995) Open and distance learning in Europe: add-on or mainstream? Open Learning, 10/3, pp. 52-56.
Lewis, T. (2005). The effective learning of languages in tandem. In Coleman & Klapper (eds.), p.106.
Phil Benson (2007). Autonomy in language teaching and learning. Language Teaching, 40, pp. 21-40.
Hyland, F. (2004). Learning autonomously: Contextualising out-of-class English language learning. *Language Awareness* 13.3, pp. 180-202.
Phil Benson (2007). Autonomy in language teaching and learning. Language Teaching, 40, pp. 21-40.

Read the text about Self-access learning, highlighting its main features and practices.

A self-access centre is a physical entity. It might be a classroom cupboard with a set of learner dictionaries and a pile of supplementary exercises, or it might be a multimedia learning centre with learning resources and a team of language counsellors to guide individual student development.

A self-access learning resource allows your students to do extra work on their own in order to develop their skills, to revise aspects of their work, and to undertake remedial work when faced with problems in their language development. How free will learners be to undertake their self access work programme independently? This will depend on the teacher and teaching establishment: how far are they prepared to encourage the idea of independent learning? It will also depend on the actual provision of self-access resources and the degree to which these resources are integrated into actual teaching syllabuses.

What to put in your self-access centre
A self-access centre will include as much or as little as you have money to finance it, time to develop it and interest to keep it going over time. A quick look at any of the publishers' catalogues will show you the amount of ELT material available nowadays. Some of this material is specifically directed at self-study, and you can adapt a lot of it for self-study use. Even a few of these resources would be a useful supplement to a class course book.

And you don't always need class sets of these books. Some materials are photocopiable, and others can be cut up and laminated to form hard-wearing worksheets, which can be used over and over again. Or you can make your own worksheets. And if that sounds a bit daunting, remember that there are a lot of free resources, which can be adapted for the language classroom. David Gardner and Lindsay Miller in their book 'Establishing Self-Access' (1999), point to different sources, including not only the obvious ones like newspapers, magazines, and brochures, but also user manuals, foreign mission information, airline promotional material, and so on. You can also use old course books, and supplementary books, and there is now a huge range of graded readers, which will cater for the reading and vocabulary development of a wide range of learners.

Work can also be developed using television programmes, radio programmes and video. If you have computers and access to the Internet, then this is another rich stream for self-access work. Sites like the British Council's 'LearnEnglish' provide learners with an extensive array of learning materials, which can be used by learners at different ages and levels, and with different language needs. Materials can be catalogued on a computer database or a 'hard copy' notebook, and arranged on shelves in terms of the main skill areas and level of the material.

Using the self-access centre
You should also think about how you will get the learners to make the most of the centre. You may want to offer counselling and assessment services. Although you might encourage students to use the self-access centre as and how they wish, you - and your

students - may appreciate a few signposts through the forest of self-access. You will need clear mapping and physical signs in the centre, and clear instructions about how to use the resources.

In addition, you will need to provide comprehensive induction sessions so that learners are clear about procedures. You might want to schedule self-access lessons into teaching syllabuses to help students to 'learn to learn independently' over time, and you will need to be prepared to give more support during the early stages of this process. You should also encourage learners to keep individual records of their self-access work, showing what they studied when and with what result. If you have the resources, you could negotiate a personal study programme with individual students, pointing them to personalised 'pathways' to lead them through particular self-access routes.

Adapted from:

'Self-access: A framework for diversity' by Michael Rodden, British Council, Lisbon, available at: https://www.teachingenglish.org.uk/print/467

Read the text about CALL, highlighting its main features and practices.

Why Use CALL?

Research and practice suggest that, appropriately implemented, network-based technology can contribute significantly to:

Experiential Learning
The World Wide Web makes it possible for students to tackle a huge amount of human experience. In such a way, they can learn by doing things themselves. They become the creators not just the receivers of knowledge. As the way information is presented is not linear, users develop thinking skills and choose what to explore.
Motivation
Computers are most popular among students either because they are associated with fun and games or because they are considered to be fashionable. Student motivation is therefore increased, especially whenever a variety of activities are offered, which make them feel more independent.
Enhanced Student Achievement
Network-based instruction can help pupils strengthen their linguistic skills by positively affecting their learning attitude and by helping them build self-instruction strategies and promote their self-confidence.
Authentic Materials for Study
All students can use various resources of authentic reading materials either at school or from their home. Those materials can be accessed 24 hours a day at a relatively low cost.
Greater Interaction
Random access to Web pages breaks the linear flow of instruction. By sending E-mail and joining newsgroups, EFL students can communicate with people they have never met. They can also interact with their own classmates. Furthermore, some Internet activities give students positive and negative feedback by automatically correcting their on-line exercises.
Individualization
Shy or inhibited students can be greatly benefited by individualized, student-centered collaborative learning. High fliers can also realize their full potential without preventing their peers from working at their own pace.
Independence from a Single Source of Information
Although students can still use their books, they are given the chance to escape from canned knowledge and discover thousands of information sources. As a result, their education fulfils the need for interdisciplinary learning in a multicultural world.
Global Understanding
A foreign language is studied in a cultural context. In a world where the use of the Internet becomes more and more widespread, an English Language teacher's duty is to facilitate students' access to the web and make them feel citizens of a global classroom, practicing communication on a global level.

What Can We Do With CALL?

There is a wide range of on-line applications which are already available for use in the foreign language class. These include dictionaries and encyclopedias, links for

teachers, chat-rooms, pronunciation tutors, grammar and vocabulary quizzes, games and puzzles, literary extracts. The World Wide Web (WWW) is a virtual library of information that can be accessed by any user around the clock. If someone wants to read or listen to the news, for example, there are a number of sources offering the latest news either printed or recorded. The most important newspapers and magazines in the world are available on-line and the same is the case with radio and TV channels.

Another example is communicating with electronic pen friends, something that most students would enjoy. Teachers should explain how it all works and help students find their keypals. Two EFL classes from different countries can arrange to send E-mail regularly to one another. This can be done quite easily thanks to the web sites providing lists of students looking for communication. It is also possible for two or more students to join a chat-room and talk on-line through E-mail.

Another network-based EFL activity could be project writing. By working for a project a pupil can construct knowledge rather than only receive it. Students can work on their own, in groups of two or in larger teams, in order to write an assignment, the size of which may vary according to the objectives set by the instructor. A variety of sources can be used besides the Internet such as school libraries, encyclopaedias, reference books etc. The Internet itself can provide a lot of food for thought. The final outcome of their research can be typed using a word processor. A word processor can be used in writing compositions, in preparing a class newsletter or in producing a school home page. In such a Web page students can publish their project work so that it can reach a wider audience. That makes them feel more responsible for the final product and consequently makes them work more laboriously.

The Internet and the rise of computer-mediated communication in particular have reshaped the uses of computers for language learning. The recent shift to global information-based economies means that students will need to learn how to deal with large amounts of information and have to be able to communicate across languages and cultures. At the same time, the role of the teacher has changed as well. Teachers are not the only source of information any more, but act as facilitators so that students can actively interpret and organize the information they are given, fitting it into prior knowledge (Dole, et al., 1991). Students have become active participants in learning and are encouraged to be explorers and creators of language rather than passive recipients of it (Brown, 1991). Integrative CALL stresses these issues and additionally lets learners of a language communicate inexpensively with other learners or native speakers. As such, it combines information processing, communication, use of authentic language, and learner autonomy, all of which are of major importance in current language learning theories.

Read the text about distance learning, highlighting its main features and practices.

The modern use of electronic educational technology (also called e-learning) facilitates distance learning and independent learning by the extensive use of information and communications technology (ICT), replacing traditional content delivery by postal correspondence.

Although the expansion of the Internet blurs the boundaries, distance education technologies are divided into two modes of delivery: synchronous learning and asynchronous learning.

In synchronous learning, all participants are "present" at the same time. In this regard, it resembles traditional classroom teaching methods despite the participants being located remotely. It requires a timetable to be organized. Web conferencing, videoconferencing, educational television, instructional television are examples of synchronous technology, as are direct-broadcast satellite (DBS), internet radio, live streaming, telephone, and web-based VoIP. Web conferencing software such as Adobe Connect and Zoom Video Conferencing help to facilitate meetings in distance learning courses and usually contain additional interaction tools such as text chat, polls, hand raising, emoticons etc. These tools also support asynchronous participation by students being able to listen to recordings of synchronous sessions. Immersive environments (notably SecondLife) have also been used to enhance participant presence in distance education courses. Another form of synchronous learning that has been entering the classroom over the last couple of years is the use of robot proxies including those that allow sick students to attend classes.

In asynchronous learning, participants access course materials flexibly on their own schedules. Students are not required to be together at the same time. Mail correspondence, which is the oldest form of distance education, is an asynchronous delivery technology, as are message board forums, e-mail, video and audio recordings, print materials, voicemail, and fax.

The two methods can be combined. Many courses offered by both open universities and an increasing number of campus based institutions use periodic sessions of residential or day teaching to supplement the sessions delivered at a distance. This type of mixed distance and campus based education has recently come to be called "blended learning" or less often "hybrid learning". Many open universities uses a blend of technologies and a blend of learning modalities (face-to-face, distance, and hybrid) all under the rubric of "distance learning."

Distance learning can also use interactive radio instruction (IRI), interactive audio instruction (IAI), online virtual worlds, digital games, webinars, and webcasts, all of which are referred to as e-Learning.

Paced and self-paced models

Distance education can be delivered in a paced format similar to traditional campus based models in which learners commence and complete a course at the same time. Paced delivery is currently the most common mode of distance education delivery.

Alternatively, some institutions offer self-paced programs that allow for continuous enrollment and the length of time to complete the course is set by the learner's time, skill and commitment levels. Paced courses may be offered in either synchronous mode, but self-paced courses are usually offered asynchronously. Each delivery model offers both advantages and disadvantages for students, teachers and institutions.

Paced models are a familiar mode as they are used almost exclusively in campus based schools. Institutes that offer both distance and campus programs usually use paced models as teacher workload, student semester planning, tuition deadlines, exam schedules and other administrative details can be synchronized with campus delivery. Student familiarity and the pressure of deadlines encourages students to readily adapt to and usually succeed in paced models. However, student freedom is sacrificed, as a common pace is often too fast for some students and too slow for others. In addition life events, professional or family responsibilities can interfere with a student's capability to complete tasks to an external schedule. Finally, paced models allows students to readily form communities of inquiry and to engage in collaborative work.

Self-paced courses maximize student freedom, as not only can students commence studies on any date, but they can complete a course in as little time as a few weeks or up to a year or longer. Students often enroll in self-paced study when they are under pressure to complete programs, have not been able to complete a scheduled course, need additional courses or have pressure which precludes regular study for any length of time. The self-paced nature of the programming, though is an unfamiliar model for many students and can lead to excessive procrastination resulting in course incompletion. Assessment of learning can also be challenging as exams can be written on any day, making it possible for students to share examination questions with resulting loss of academic integrity. Finally, it is extremely challenging to organize collaborative work activities, though some schools are developing cooperative models based upon networked and connectivist pedagogies, for use in self-paced programs.

Read the text about tandem learning, highlighting its main features and practices.

Tandem learning is based on the principles of self-regulated learning within a partnership. Both tandem partners benefit equally from their work together, bringing skills into the partnership which the other wishes to acquire and using those skills to help their partner learn.

Tandem language learning is based on communication between two people. Conversation helps learners to gain a better understanding of a foreign language, which is why the interpersonal level is so important. However, that is not to say that they must have everything in common. After all, one of the reasons for learning in tandem is to get to know more about a different culture. Tandem learning partners must above all be open with each other, show an interest in their partner and be willing to engage with and understand them.

In Tandem Language Learning, both partners can meet in person (face-to-face Tandem) or learn by e-mail, phone or other media (eTandem, also called Distance Tandem), placing emphasis on cultural integration as part of the language-learning process. Learning is supported in different ways, for instance, via worksheets, textbooks or simply informal conversation. There are distinct uses of the Tandem method which promote independent learning e.g. Tandem Partnerships (two people, supported by counsellors), and Binational Tandem Courses (for groups, organised by moderators). In this way, through language exchange partnerships with native speakers, and extra social and cultural experiences, participants become fully immersed in the target language culture. The only condition for participation in self-directed Tandem is to be at a lower intermediate level of language proficiency (Lower B1 Threshold). The Common European Framework of References for Languages (CEFR) Can-Do statements provide a clear description of language ability at the Threshold level (B1) in several European languages.

Principles of Tandem

- Learning in Tandem is a form of autonomous, intercultural learning with a partner
- Principle of mutuality: both partners should benefit equally from the collaboration. The time spent on each language should be divided equally and the partners must both make a similar effort. At each meeting both languages should be used
- Principle of learner´s autonomy: both parties take personal responsibility for their respective part of the Tandem collaboration and determine their own learning objectives and methods. These are rarely the same for both parties. Your Tandem partner can be consulted as an expert in his/her language and culture, can read out texts if so desired, speak about selected topics, correct mistakes, make suggestions for improvement etc. However, s/he will not usually be a trained teacher, i.e. s/he may not be expected to define learning objectives and learning strategies, conduct assessments, or systematically prepare the subject matter (grammar rules etc.)
- Tandem partners can:

- Serve as a model: you learn from what your partner tells or writes you in their language
- Help if there is something you don´t understand
- Help if you want to say something
- Correct your mistakes
- Give information about life in their country

Suggestions for Tandem collaboration:

- Sharing activities, including cooking food from your respective countries, doing sports, visiting theatres and museums, making trips and city tours
- Watching films in the original language
- Visiting cultural events (see "Zitty" or "Tipp")
- Visiting conversational events (see adverts and the internet)
- Playing party games together
- Using various spaces depending on the activity: cooking or watching TV at home; using language courses, reading newspapers and watching videos together in the audio-visual library

Ideas
The following ideas could serve to get you started:

- Exchanging information:
  - To get to know each other: filling in questionnaires about your respective study, family, leisure activities
  - Describing favourite pastimes: favourite food, music or books
  - Discussing differences and similarities, suprising subtleties, life in general and family life in particular in the UK, feeling English, superstition, studying and working in both countries (work, unemployment, studying, school)
- Exchanging points of view and discussing them:
  - What is art/love/work? What does …….. mean to you? And to me?
- Creative activities:
  - Come up with your dream holiday/weekend
  - Describe photos
  - Tell stories, fairy tales, and legends that are typical to your respective countries
- Talk about language and communication:
  - Idioms or proverbs;
  - Cursing and swearing;
  - Equivalents in the other language;
  - Clarifying differences in regional vernacular

Links and addresses

- General: Further suggestions, themes and ideas for Tandem activities can be found on slf.ruhr-uni-bochum.de
- English:

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- Friends of Italian Opera, English-speaking Theatre, Fidicinstr. 40, Berlin-Kreuzberg
- British Embassy events, language courses, Hackescher Markt 1, Berlin-Mitte

Borowed from:

'How does tandem language learning work?' available at: https://www.uni-due.de/international/sprachtandem/how_en.shtml

'What is Tandem?' available at: https://www.sprachenzentrum.hu-berlin.de/en/selbstlernzentrum-en/tandem

'Tandem language learning' from Wikipedia, the free encyclopedia, available at: https://en.wikipedia.org/wiki/Tandem_language_learning

Read the text about studying abroad, highlighting its main features and practices.

Studying abroad may be one of the most beneficial experiences. By studying abroad, students have the opportunity to study in a foreign nation and take in the allure and culture of a new land. Here is a list of the top 10 reasons to study abroad!

1. See the World

The biggest reason you should consider a study abroad program is the opportunity to see the world . By studying abroad, you will experience a brand-new country with incredible new outlooks, customs and activities. The benefits of studying abroad include the opportunity to see new terrains, natural wonders, museums and landmarks of your host nation.

In addition, when you're abroad, you won't be limited to traveling in just the nation in which you are studying – you can see neighboring countries as well! For example, if you study in France, you'll have the option to travel through various parts of Europe including London, Barcelona, and Rome.

2. Education

Another reason you might consider studying abroad is for the chance to experience different styles of education. By enrolling in a study abroad program, you'll have the chance to see a side of your major that you may not have been exposed to at home.

You'll find that completely immersing yourself in the education system of your host country is a great way to really experience and understand the people, its traditions, and its culture. Education is the centerpiece of any study abroad trip – it is, after all, a study abroad program – and choosing the right school is a very important factor.

3. Take in a New Culture

Many students who choose to study abroad are leaving their home for the first time. When they arrive in their new host country, they are fascinated by the distinct cultural perspectives. When you study abroad you will find incredible new foods, customs, traditions, and social atmospheres.

You will find that you have a better understanding and appreciation for the nation's people and history. You will have the opportunity to witness a completely new way of life.

4. Hone Your Language Skills

Chances are if you're planning on studying abroad, one of the major draws is the opportunity to study a foreign language. Studying abroad grants you the opportunity to completely immerse yourself in a new language, and there is no better way to learn than to dive right in.

In addition to the considerable language practice you will get just in day-to-day life, your host school or university will likely offer language courses to provide you with a more formal education. Immerse yourself in a new culture and go beyond a purely academic experience.

5. Career Opportunities

When you finish your study abroad program and return home, you will return with a new perspective on culture, language skills, a great education, and a willingness to learn. Needless to say, all of these are very attractive to future employers.

Many students find that they love their host country so much that they decide to seek work there. If you can relate, you will find that a local education will be very valuable when searching for a potential job in that country.

6. Find New Interests

If you are still questioning why to study abroad, you should know that studying in a different country offers many new activities and interests that you may never have discovered if you'd stayed at home. You might find that you have an as-yet undiscovered talent for hiking, water sports, snow skiing, golf, or various other new sports you may never have tried back home.

You'll also have the chance to discover other new and exciting forms of entertainment. Plays, movies, dancing, nightclubs, and concerts are just a few activities that you can enjoy.

7. Make Lifelong Friends

One of the biggest benefits of studying abroad is the opportunity to meet new lifelong friends from different backgrounds. While studying abroad, you will attend school and live with students from your host country. This gives you the opportunity to really get to know and create lasting relationships with your fellow students.

After the study abroad program ends, make an effort stay in contact with your international friends. In addition to rewarding personal relationships, these friends can also be important networking tools later down the road.

8. Personal Development

There is nothing quite like being on your own in a foreign country. You might find that studying abroad really brings out your independent nature. Students who study abroad become explorers of their new nation and really discover the curiosity and excitement that they harbor.

A benefit to studying abroad is the opportunity to discover yourself while gaining an understanding of a different culture. Being in a new place by yourself can be overwhelming at times, and it tests your ability to adapt to diverse situations while being able to problem solve.

9. Graduate School Admissions

Like future employers, graduate school admissions boards look very highly on study abroad experiences. Students that study abroad display diversity and show that they aren't afraid to seek out new challenges or put themselves in difficult situations.

Most importantly, students who have studied abroad show just how committed they are to their education. Graduate schools regularly look for candidates who will bring a unique aspect to their university. Students who have studied abroad have shown that they have the curiosity and educational acumen to be a leader in graduate school.

10. Life Experience

Why study abroad? For most students, this time may be the only opportunity they ever get to travel abroad for a long period of time. Eventually you will find a job and career, and the opportunity to study abroad may turn out to be a once in a life time opportunity.

Take this opportunity to travel the world with no commitments but to study and learn about new cultures. Studying abroad is an experience unlike any other.

Borrowed from:
'10 Benefits to Studying Abroad', available at: http://www.internationalstudent.com/study-abroad/guide/ten-benefits-to-studying-abroad/

Read the text about out-of-class learning, highlighting its main features and practices.

Out-of-class/school learning is an educational concept that consists of curricular and non-curricular learning experiences for pupils and students outside the classroom/school environment.

The point of out-of-school learning is to overcome learning disabilities, development of talents, strengthen communities and increase interest in education by creating extra learning opportunities in the real world. It has been proven that out-of-school learning increases the interest in education and school itself.

Out-of-school learning is typically not coordinated by the school itself. Out-of-school experiences are organized with community partners such as museums, sport facilities, charity initiatives, and more. Out-of-school experiences can range from Service Learning to summer school and expeditions or more commonly occur in day-to-day experiences at after-school with creative ventures such as arts courses and even sports. Some other examples of out-of-school learning are:

- homework and homework clubs
- study clubs – extending curriculum
- mentoring – by other pupils and by adults, including parents
- learning about learning
- community service and citizenship
- residential activities – study weeks or weekends

It has been found in research by the Wallace Foundation that out-of-school learning can be a great opportunity to discover and develop talents. Especially if a professional organization develops a learning environment that guides groups of pupils/students in their co-operation in creating a professional and publicly visible product, presentation or performance. Companies, cultural institutions and non-governmental organizations can offer valuable out-of-school learning experiences.

Organizations will see results accordingly to the quality of the experience, whether they aim to promote active and healthy lifestyles, increase community involvement and visitors/members, to an interest in a company's corporate responsibility projects and employment opportunities.

The point of out-of-class learning is to overcome difficulties a student faces in the English classroom and to improve language skills by engaging in some of the activities in English listed below:

- Watching TV programmes, videos/DVDs/VCDs
- Listening to the radio, songs on CDs or DVDs
- Reading newspapers and magazines
- Reading academic books and articles
- Reading novels
- Speaking with colleagues/fellow students
- Talking to foreigners in shops
- Speaking with friends who are English native speakers
- Contacting others via SmartPhones, Viber, Skype, etc.

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- Attending events in English
- Surfing the English websites
- Studying English after class, doing the homework and/or project
- Chatting in social networks in English
- Playing games and doing any other relaxing activities
- Emailing in English
- Reading news and articles on English websites
- Practising English grammar and vocabulary on the Internet
- Practising listening on English language learning websites
- Practising English listening by using an MP3, tape recorder or repeater
- Practising spoken English in a dormitory or at an English Club/conversation corner
- Practising writing compositions and diary in English

To promote students' autonomous learning of English outside the classroom, a teacher can introduce the practice of writing a Journal in English by students, following the instructions:

In this exercise book I would like you to keep a journal for one week. Please follow these instructions. Please write in your journal each evening for one week about your use of English and exposure to English during the day and any activities you did to improve your English. The following guidelines may help you when writing each day, but you can add any extra information you want:

Exposure to and use of English Record the times, places and situations where you heard English or spoke in English. Record all the times, places and situations where you read or wrote in English. Note down the people you used English with and why you used English.

Activities to improve English Note down any activities you did which you think could have improved or extended your English (for example if you learnt a new word when reading the newspaper). Note down any activities you did purposefully to improve your English. How did you carry out these activities? Do you think they were effective? Why/why not?

Reflection on use of English Briefly write about any feelings you had when using English today and reflect on your use of English during the day.

Implications for Language Teaching

The informal, out-of-class learning that students are doing represents a great opportunity to leverage it from within the language class. Not only do these out-of-class activities provide relevant and engaging material for in-class conversations, but both the efficacy of the activities and the meta-cognitive skills needed to learn from them can also be explored and fine-tuned in class. Essentially the teaching will move in the direction of teaching how to learn and away from simply teaching the language itself. Scaffolding is now modeled by the teacher for the students to do on their own. Noticing is therefore dealt with explicitly so that students are aware of the benefits and the practices of noticing. The technique for the teacher to hold this space for the student to notice and self-scaffold is the same as when teaching the language itself: scaffolding. Class activities can also change to both draw on the experiences of out-of-class learning and model activities that can be carried out independently between lessons. Listening to what students already do out-of-class enables the teacher to understand what can be done, what appeals to the students and how informal learning fits in with their interest in learning the language. Discussions of how and why certain strategies may be effective, allow students to gain metacognitive skills that help them select new activities. The language lesson changes to include counseling type activities, where the teacher giving the student space to reflect upon their own language learning.

Borrowed and/or adapted from:

'Students' Perceptions of Autonomous Out-of-Class Learning through the Use of Computers by Xianghu Liu, available at: http://dx.doi.org/10.5539/elt.v7n4p74

'Out-of-school learning' from Wikipedia, the free encyclopedia, available at: https://en.wikipedia.org/wiki/Out-of-school_learning

'Exploring out-of-class learning, mobile devices and Dogme language learning', available at: http://www.slideshare.net/AvatarLanguages.com/exploring-out-ofclass-learning-mobile-devices-dogme-language-learning

'Learning Autonomously: Contextualising Out-of-Class English Language Learning' by Hyland, F., available at: http://hdl.handle.net/10722/43524

Read the text about self-instruction, highlighting its main features and practices.

Self-Instruction Defined

A method of instruction used by a teacher to provide or design teaching materials and activities that guide the learner in independently achieving the objectives of learning.

A process in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes.

Self-Instruction Elements:

- An introduction and statement of purpose.
- A list of prerequisite skills
- A list of behavioral objectives
- A pretest
- An identification of resources and learning activities
- Periodic self-assessments
- A post-test.

Applying Cognitive Theory to Self-Instruction

Learning is largely self-motivated in the cognitivist framework. Cognitivists such as A. L. Brown and J. D. Ferrara have suggested methods such as the use of ungraded tests and study questions which require students to monitor their own learning.

The role of the teacher when utilizing self-instruction strategy, is to facilitate discovery by providing the necessary resources and by guiding learners as they attempt to assimilate new knowledge to old and to modify the old to accommodate the new.

Tools for Incorporating Self-Instruction:

- Work books
- Videotapes
- Internet modules
- Study guides
- Pre-test/post-test
- Case studies
- Journals (ref. to Appendix A).

Setting to Utilize Self-Instruction:

- On-line Class
- Computer based programs

- Classroom setting
- Distance Learning.

Pros of Self Instruction:

- Allows for self-pacing
- Stimulates active learning
- Provides opportunity to review and reflect on information
- Indicates mastery of material accomplished in a particular time frame
- Cost effective.

Cons of Self-Instruction:

- Limited with learners who have low literacy skills
- Not appropriate for learners with visual and hearing impairments
- Not good for procrastinators
- Requires high level of motivation.

Incorporating the Strategy

Self-instruction can be incorporated into many learning strategies. Examples:

- Self-learning packet prior to EFL class
- Study guides (lecture)
- Completion of online language programme or course (Computer-based learning)

Evaluating Effectiveness

Self-instruction can be evaluated with the help of such tools:

- Test – written or oral
- Discussion
- Self-evaluation.

Adapted from:
'Self-Instruction' by Shannon Nolan, available at: http://slideplayer.com/slide/5684801/

Self-study:

- Do Observation Tasks 1 and 2 (see Guided Observation Practice) and bring the findings to the next class
- Revisit the material given in Handouts 1-8
- Read the following sources:
http://iteslj.org/Articles/Lee-CALLbarriers.html
https://www.examtime.com/blog/distance-learning/
http://slideplayer.com/slide/5684801/

http://www.internationalstudent.com/study-abroad/guide/ten-benefits-to-studying-abroad/

https://www.sprachenzentrum.hu-berlin.de/en/selbstlernzentrum-en/tandem

Learning Autonomously: Contextualising Out-of-Class English Language Learning.pdf available at: http://hdl.handle.net/10722/43524

Session 4. Other Dimensions of Learner Autonomy

Module 1: Understanding Learners and Learning
Unit 1.3: Developing Learner Autonomy
Session 4: Other Dimensions of Learner Autonomy
Activity Worksheet 1: Practices of Using the ELP for LA

List practices of using the ELP for autonomous learning.

Practices you find most effective for your own benefit as language learners	Practices you would recommend your future learners

Read the text, paying attention to the definition and main features of differentiated learning. Get ready to share the information with the other students.

Within the context of education, differentiation is a type of learning where instruction is tailored to meet the learning needs, preferences and goals of individual students. The overarching academic goals for groups of students are the same, yet the teacher has the latitude to use whatever resources and approaches they see fit to connect with a student or use practices that have proved successful for similar students.

Regardless of what a teacher decides to differentiate — whether it's subject matter, the learning process or even the environment where learning occurs — differentiation is an awareness *of* and active response *to* students' various learning styles. It involves exercising flexibility in assessment, grouping and instruction to create the best learning experience.

Here's how differentiation works: A teacher responds to a student's unique learning needs through the learning process, the educational content, or the specific learning vehicle or product, based on a student's interests, learning profile or readiness.

Teachers differentiate by providing different paths to learning that help students make sense of concepts and skills. They also provide appropriate levels of challenge for all students, no matter their competency. Conversely, teachers *do not* differentiate by developing a separate lesson plan for each student in a classroom or by merely "watering down" the curriculum for some students.

It's about connecting the dots: linking the academic goals of the curriculum with students' diverse interests and capacities. This takes really knowing the students in your classroom and adapting your curriculum where possible. This also requires developing a comprehensive plan for how you will use resources and how much time it takes to facilitate differentiated learning and to assess results.

Borrowed from:

'Personalized vs. differentiated vs. individualized learning' by Dale Basye, available at:
https://www.iste.org/explore/articledetail?articleid=124

Read the text, paying attention to the definition and main features of individualised learning. Get ready to share the information with the other students.

Instruction calibrated to meet the unique pace of various students is known as *individualised learning*. If differentiation is the "how," then individualisation is the "when." The academic goals, in this case, remain the same for a group of students, but individual students can progress through the curriculum at different speeds, based on their own particular learning needs. This approach serves students who may need to review previously covered material, students who don't want to waste time covering information they've already mastered, or students who need to proceed through the curriculum more slowly or immerse themselves in a certain topic or principle to really get it.

The term *individualised instruction* was coined nearly 50 years ago. Initially, the approach included any teaching strategies that met individual students' needs, but in practice the term describes students working through set materials or curricula at their own rates.

With individualised instruction, learning strategies are based on student readiness, learning styles, interests and best practices. All of this is meant to help each student master the skills they will need as defined by established academic standards.

Read the text, paying attention to the definition and main features of personalised learning. Get ready to share the information with the other students.

Perhaps the most confusing term of them all is personalised learning. Some misuse the term, thinking it refers to a student's choice of how, what and where they learn according to their preferences. Others confuse it with individualisation, taking it as a reference to lessons that are paced at different rates to accommodate different students.

Really, personalised learning refers to the whole enchilada: learning that is tailored to the preferences and interests of various learners, as well as instruction that is paced to a student's unique needs. Academic goals, curriculum and content — as well as method and pace — can all conceivably vary in a personalised learning environment.

Unlike individualised instruction, personalised learning involves the student in the creation of learning activities and relies more heavily on a student's personal interests and innate curiosity. Instead of education being something that happens *to* the learner, it is something that occurs as a result of what the student is doing, with the intent of creating engaged students who have truly learned how to learn.

This method is obviously a far cry from the way that most teachers are traditionally trained to interact with students. Personalisation, in addition to responding to students' needs and interests, teaches them to manage their own learning — to take control and ownership of it. It's not something that is done to them but something that they participate in doing for themselves. For teachers, personalised learning is about facilitation more than dissemination.

Since the most effective (and unrealistic) application of true personalised learning would require one-on-one tutoring for every student based on their interests, preferences, needs and pace, personalised learning is often conceived of as an instructional method that incorporates adaptive technology to help all students achieve high levels of learning.

Borrowed from:

'Personalized vs. differentiated vs. individualized learning' by Dale Basye, available at:
https://www.iste.org/explore/articledetail?articleid=124

Match the concepts A-C to the definitions (1-3)

A   Differentiated learning

B   Individualised learning

C   Personalised learning

(1) _____ means instruction is paced to the learning needs of different learners. Learning goals are the same for all students, but students can progress through the material at different speeds according to their learning needs. For example, students might take longer to progress through a given topic, skip topics that cover information they already know, or repeat topics they need more help on.

(2)_____ means instruction is paced to learning needs, tailored to learning preferences, and tailored to the specific interests of different learners. In an environment that is fully personalized, the learning objectives and content as well as the method and pace may all vary.

(3)_____ means instruction is tailored to the learning preferences of different learners. Learning goals are the same for all students, but the method or approach of instruction varies according to the preferences of each student or what research has found works best for students like them.

Personalization v Differentiation v Individualization Chart (v3)

There is a difference between personalization, differentiation, and individualization.
One is learner-centered; the others are teacher-centered.

Personalization	Differentiation	Individualization
The Learner...	The Teacher...	The Teacher...
drives their learning.	provides instruction to groups of learners.	provides instruction to an individual learner.
connects learning with interests, talents, passions, and aspirations.	adjusts learning needs for groups of learners.	accommodates learning needs for the individual learner.
actively participates in the design of their learning.	designs instruction based on the learning needs of different groups of learners.	customizes instruction based on the learning needs of the individual learner.
owns and is responsible for their learning that includes their voice and choice on how and what they learn.	is responsible for a variety of instruction for different groups of learners.	is responsible for modifying instruction based on the needs of the individual learner.
identifies goals for their learning plan and benchmarks as they progress along their learning path with guidance from teacher.	identifies the same objectives for different groups of learners as they do for the whole class.	identifies the same objectives for all learners with specific objectives for individuals who receive one-on-one support.
acquires the skills to select and use the appropriate technology and resources to support and enhance their learning.	selects technology and resources to support the learning needs of different groups of learners.	selects technology and resources to support the learning needs of the individual learner.
builds a network of peers, experts, and teachers to guide and support their learning.	supports groups of learners who are reliant on them for their learning.	understands the individual learner is dependent on them to support their learning.
demonstrates mastery of content in a competency-based system.	monitors learning based on Carnegie unit (seat time) and grade level.	monitors learning based on Carnegie unit (seat time) and grade level.
becomes a self-directed, expert learner who monitors progress and reflects on learning based on mastery of content and skills.	uses data and assessments to modify instruction for groups of learners and provides feedback to individual learners to advance learning.	uses data and assessments to measure progress of what the individual learner learned and did not learn to decide next steps in their learning.
Assessment **AS** and **FOR** Learning with minimal **OF** Learning	Assessment **OF** and **FOR** Learning	Assessment **OF** Learning

Active learning, student engagement and other strategies that involve students and mention learning are called learner-centered. In addition, although learner-centered teaching and efforts to involve students have a kind of bread and butter relationship, they are not the same thing. In the interest of more definitional precision, Maryellen Weimer, PhD proposes five characteristics of teaching that make it learner-centered.

1. Learner-centered teaching engages students in the hard, messy work of learning.

Teachers are doing too many learning tasks for students. They ask the questions, they call on students, and they add detail to students' answers. They offer the examples. They organize the content. They do the preview and the review. On any given day, in most classes teachers are working much harder than students are. However, students cannot develop sophisticated learning skills without the chance to practice and in most classrooms the teacher gets far more practice than the students do.

2. Learner-centered teaching includes explicit skill instruction.

Learner-centered teachers teach students how to think, solve problems, evaluate evidence, analyse arguments, and generate hypotheses – all those learning skills essential to mastering material in the discipline. They do not assume that students pick up these skills on their own, automatically. A few students do, but they tend to be the students most like us and most students are not that way. Research consistently confirms that learning skills develop faster if they are taught explicitly along with the content.

3. Learner-centered teaching encourages students to reflect on what they are learning and how they are learning it.

Learner-centered teachers talk about learning. In casual conversations, they ask students what they are learning. In class, they may talk about their own learning. They challenge student assumptions about learning and encourage them to accept responsibility for decisions they make about learning; like how they study for exams, when they do assigned reading, whether they revise their writing or check their answers. Learner-centered teachers include assignment components in which students reflect, analyse and critique what they are learning and how they are learning it. The goal is to make students aware of themselves as learners and to make learning skills something students want to develop.

4. Learner-centered teaching motivates students by giving them some control over learning processes.

Teachers make too many of the decisions about learning for students. Teachers decide what students should learn, how they learn it, the pace at which they learn, the conditions under which they learn and then teachers determine whether students have learned. Students are not in a position to decide what content should be included in the

course or which textbook is best, but when teachers make all the decisions, the motivation to learn decreases and learners become dependent. Learner-centered teachers search out ethically responsible ways to share power with students. They might give students some choice about which assignments they complete. They might make classroom policies something students can discuss. They might let students set assignment deadlines within a given time window. They might ask students to help create assessment criteria.

5. Learner-centered teaching encourages collaboration.

It sees classrooms (online or face-to-face) as communities of learners. Learner-centered teachers recognize, and research consistently confirms, that students can learn from and with each other. Certainly, the teacher has the expertise and an obligation to share it, but teachers can learn from students as well. Learner-centered teachers work to develop structures that promote shared commitments to learning. They see learning individually and collectively as the most important goal of any educational experience.

Module 1: Understanding Learners and Learning **Unit 1.3:** Developing Learner Autonomy **Session 4:** Other Dimensions of Learner Autonomy **Activity Worksheet 6:** Characteristics of Self-Directed Learning	

Self-Directed Learning: Definition

SDL can be viewed as a manifestation of learner autonomy in which learners accept responsibility for all the decisions related to their learning (Dickinson, 1987), such as those pertaining to setting goals, selecting materials, determining strategies and activities, monitoring and assessing their learning.*

*Borrowed from *The Case for Promoting Self-Directed Learning in Formal Educational Institutions* by Guglielmino, L.M. in *SA-e DUC JOURNAL, Volume 10, Number 2, October 2013.*

Am I A Highly Self-Directed Learner? (Survey)*

Put a tick in the corresponding box.

	Yes	To some extent	Not at all
I exhibit initiative, independence and persistence in learning.			
I accept responsibility for my own learning and view problems as challenges, not obstacles.			
I am capable of self-discipline and have a high degree of curiosity.			
I have a strong desire to learn or change and I am self-confident.			
I am able to use basic study skills, organise my time and set an appropriate pace for learning, and to develop a plan for completing work.			
I enjoy learning and have a tendency to be goal-oriented.			

Adapted from Guglielmino, L.M. 1978. Development of the self-directed learning readiness scale (Doctoral dissertation, University of Georgia, 1977). Dissertation Abstracts International, 38: 6467 A.

Table 2. Staged Self-Directed Learning Model

Stage	Students	Teachers	Examples
Stage 1	Dependent	Authority, Coach	Coaching with immediate feedback. Drill. Informational lecture. Overcoming deficiencies and resistance.
Stage 2	Interested	Motivator, Guide	Inspiring lecture plus guided discussion. Goal-setting and learning strategies.
Stage 3	Involved	Facilitator	Discussion facilitated by teacher who participates as equal. Seminar. Group projects.
Stage 4	Self-Directed	Consultant, Delegator	Internship. Dissertation. Individual work or self-directed study group.

Grow, G. (1991). Teaching learners to be self-directed. *Adult Education Quarterly, 41*(3), 125-149.

1. Begin With Self-Knowledge

- What's worth understanding?
- What problems or opportunities are within my reach?
- What important problems & solutions have others before me created?
- What legacies am I a part of & what does that suggest that I understand?

2. Analyse Context
- What is the modern and historical context of this topic, issue, etc.?
- What do I need to understand about this issue to grasp its significance and scale?
- How do pathos/ethos/logos factor? What patterns are apparent?
- What do experts & non-experts know/believe they know about it?

3. Activate Existing Knowledge
- Roughly brainstorm what you already know: Make true/false statements; give examples & non-examples, or otherwise organise your existing knowledge in some useful or elegant way
- Concept map your knowledge in a given context
- Interact with relevant media, resources, & networks
- Analyse for both the obvious & the nuance; the implicit and explicit

4. Design Learning Pathway
- How can I learn what I need to know?
- Of what I need to know, what can I gain quickly, & what will require more in-depth study?
- What technology resources can offer me access to relevant content, resources, & communities?
- What learning forms or models makes the most sense for me to use?

5. Clarify Knowledge
- Analyse need for creativity, innovation, & information
- Form new questions based on learning
- Establish what is or isn't within your present reach of understanding
- Revise future learning pathway based on your learning experience, and/or the interaction with mentors & community members

6. Apply Understanding
- What are my standards for quality?
- What scale does it make the most sense for me to work & study?
- What change in myself should I expect as a result of my work & study?
- What related actions do the citizenships of which I am a part suggest or demand?

Self-study:

- Compose a list of tips for promoting self-directed learning you would use as a future teacher. For this, read pages 11-13 from the article *The Case for Promoting Self-Directed Learning in Formal Educational Institutions* by Guglielmino, L.M. in *SA-e DUC JOURNAL, Volume 10, Number 2, October 2013 (will be sent to your e-mail account).*

- Bring the completed task to the next session. You should demonstrate understanding of each tip on your list. Get ready to ask questions to clarify any points, if needed.

- Add the list to your portfolio afterwards.

Session 5. Psychological Factors of Learner Autonomy

Module 1: Understanding Learners and Learning **Unit.1.3** Developing Learner Autonomy **Session 5:** Psychological Factors of Learner Autonomy **Activity Worksheet 1:** Learning Strategies that I Use (Survey)

Put a tick next to the learning strategy* you regularly use.

• I draw pictures or diagrams to help me understand this subject.	
• I make up questions that I try to answer about this subject.	
• When I am learning something new in this subject, I think back to what I already know about it.	
• I discuss what I am doing in this subject with others.	
• I practise things over and over until I know them well in this subject.	
• I think about my thinking, to check if I understand the ideas in this subject.	
• When I don't understand something in this subject I go back over it again.	
• I make a note of things that I don't understand very well in this subject, so that I can follow them up.	
• When I have finished an activity in this subject I look back to see how well I did.	
• I organize my time to manage my learning in this subject.	
• I make plans for how to do the activities in this subject.	

*Borrowed from:
Annie Murphy Paul. (2013). *Smart Strategies That Help Students Learn How to Learn.* Available at:
https://ww2.kqed.org/mindshift/2013/10/07/smart-strategies-that-help-students-learn-how-to-learn/

What strategies do you use to cultivate/develop your skills in_____?

Skills	Strategies
writing	
pronunciation	
vocabulary	
grammar	

Read the extracts and underline the key words. Demonstrate your understanding of the concept of self-regulated learning.

- *"self-generated thoughts, feelings, and actions that are planned and cyclically adapted to the attainment of personal goals." (Zimmerman, 2000, p. 14)*

- *"the selfregulatory process is both cognitive and affective" (Boekaerts, Pintrich, & Zeidner, 2000; Schunk & Zimmerman, 2008).*

- *"[Self-regulated] learning and performance refers to the processes whereby learners personally activate and sustain cognitions, affects, and behaviors that are systematically oriented toward the attainment of personal goals. By setting personal goals, learners create self-oriented feedback loops through which they can monitor their effectiveness and adapt their functioning. Because self-regulated persons must be proactive in order to set goals and engage in a self-regulatory cycle, supportive motivational beliefs are also essential." (Zimmerman and Schunk, 2011, p. 1)*

Borrowed from:

- Zimmerman, B. J. (2000). *Attaining self-regulation: A social cognitive perspective.* In M.SiSAL Journal Vol. 5, No. 4, December 2014, 342-356
- Boekaerts, M., Pintrich, P. R., & Zeidner, M. (2000). *Handbook of self-regulation.* San Diego, CA: Academic Press.
- Schunk, D. H., & Zimmerman, B. J. (Eds.). (2008). *Motivation and self-regulated learning: Theory, research, and applications.* New York, NY: Erlbaum.
- Zimmerman, B. J., & Schunk, D. H. (Eds.) (2011). *Handbook of self-regulation of learning and performance.* New York, NY: Routledge.

Module 1: Understanding Learners and Learning
Unit.1.3 Developing Learner Autonomy
Session 5: Psychological Factors of Learner Autonomy
Activity Worksheet 4: The Notion of Learner's Agency

Read the extracts and underline the key words. Demonstrate your understanding of the concept of learner's agency.

"…one must come to be able to not only self-regulate his or her learning but also develop a sense of agency in learning a foreign language.
"Those learners who are more self-regulated in learning a foreign language 'skillfully' are able to utilize that skill to become more responsible and autonomous learners, and thus are likely to develop a better sense of agency as a lifelong language learner."
(Yoshiyuki Nakata, 2014)

"A learner's agency, one of the most fundamental characteristics of general human behavior, is defined as "a person's ability to control their actions and, through them, events in the extended world" (Haggard & Taskiris, 2009, p. 242) or an individual's will and capacity to act (Gao, 2010).

Borrowed from:

- Nakata, Y. *Self-Regulation: Why is it Important for Promoting Learner Autonomy in the School Context?* SiSAL Journal Vol. 5, No. 4, December 2014, 342-356.
- Gao, X. (2010). *Strategic language learning: The roles of agency and context.* Bristol, UK: Multilingual Matters.
- Haggard, P., & Tsakiris, M. (2009). *The experience of agency: Feelings, judgments and responsibility.* Current Directions in Psychological Science, 18, 242–246.

Self-study:

Follow-up reading on the content points of today's session:
- *The article "Design of Personal Learning Environment" (will be sent to your e-mail)*
- *The article "Self-Regulation. Why is it Important for Promoting Learner Autonomy in the School Context" (will be sent to your e-mail)*

Watch the video:
Webquest: A new way to LA https://www.youtube.com/watch?v=mLT6pyaMiEg

Preliminary reading on the material of the next session:
- *The article "Towards a Classroom Pedagogy for Learner Autonomy: A Framework of Independent Language Learning Skills" (will be sent to your e-mail). Get ready to ask questions to clarify any points, if needed.*

Session 6. Levels of Autonomy. Elements of Learner Autonomy

Activity 1. Answer the questions:

- Who can qualify as an autonomous learner?
- To what extent are you autonomous?
- Why should a learner be aware of him/herself as a learner?
- What decisions has a learner to make about their learning?

Activity 2. Watch the video https://www.youtube.com/watch?v=t15SreQAe4U and take notes to answer the following questions:

- What are the six approaches to LA?
- What is the teacher's role in LA?
- Which skills does the teacher need to foster LA?
- How do we foster learner autonomy?
- What are the five levels for encouraging learner autonomy?
- What is the learner's own process for autonomy?
- What are the eight stages in the self-directed learning process?
- What are the elements of the learning cycle in autonomous learning?
- What are the ideas and tools to foster LA in class?

Self-study:

- Revise all the material from the Methodology courses, Module 1 to do a test on the date due.
- Prepare the End-of-Module written assignments and the observation tasks (follow the *Assessment specifications* in Appendix B)
- Give feedback on the methodology courses you've studied this semester (for a sample ref. to Appendix C)
- Submit the feedback, Portfolio of guided observation tasks and Assignment 2 items by the date due.

Appendices

Appendix A. Learner Journal

To make a successful learner on this methodology course you need to:

- reflect on your learning experience
- exchange experiences with your group/course mates
- find out about different learning strategies
- explore other sources and resources
- try out different and new ideas.

The types of questions you should ask yourself after each session are:

- What was new for me?
- What did I learn?
- What did I find difficult?
- What did I find interesting?
- How can I use this information?
- How does this fit with my own experience as a school learner /university student?
- What do I want to know more about?
- Where can I find this information?
- Who can I work with to develop understanding of the material I learnt during this session?
- What am I going to do/try?

What to write in the Learner Journal?

In your Learner Journal, write the number and title of the training session, e.g.
Unit 1.1. Session 1: Affective Factors in Language Learning
Then, ask the questions (see above) of yourself and make notes here. The length of an entry should not exceed 200 words.

Appendix B. Assessment Specifications for Module 1

Assessment in this module consists of three components:

- Attendance and participation (25% of total for the module)
- Portfolio of guided observation tasks (20% of total for the module)

Individually, complete 9 observation tasks to demonstrate your understanding of the material learned in Units 1.1-1.3. Take part in the discussion of the results of the observation in methodology classes to show evidence of learning from the observation.

Assessment criteria	Weighting
Tasks completion (all tasks completed, deadline met)	5% (3%+2%)
Understanding of the material learned	5%
Evidence of learning from the observation	5%
Participation in the discussion of the results of observation	5%
Total	**20%**

- Two written assignments (55% of total for the module):

1. Cumulative check of understanding in the form of a multiple-choice test (10% of total for the module).
2. Portfolio containing three items (45% of total for the module). The portfolio is submitted as a Word document.

Assignment 1
Individually, do the test (20 items) to check your understanding after units 1.1–1.3 (10% of total for the module).

Assignment 2
Individually, create a portfolio containing the following items:

Portfolio items		Weighting
1	a personal account of your own language learning experience	15%
2	a set of recommendations aimed at developing learner autonomy in a specified group of schoolchildren	15%
3	a reflective report on key learning points	15%
Total		**45%**

Item 1
Write a personal account (between 350 and 400 words) of your own language learning experience addressing motivation, self-esteem, learning styles, learner strategies, interlanguage development stages; how much of your English knowledge has been learnt and how much acquired (15% of total for the module).

Assessment criteria	Weighting
Task fulfilment (number of words, deadline met)	5%
Evidence of the ability to reflect on the learning experience	10%
Total	**15%**

Item 2

In writing, give a set of 3-4 recommendations aimed at developing learner autonomy in a specified group of schoolchildren you observed at school. Base it on the learners' profile (age, strengths and weaknesses, level of English, learning needs, cultural background, L1) and refer to learner autonomy theories (15% of total for the module).

Assessment criteria	Weighting
Task fulfilment (requirements met, learners' profile description, deadline met)	5%
Evidence of the ability to make practical recommendations for developing autonomy in learners with reference to relevant theories	10%
Total	**15%**

Item 3

Write a reflective account of 3 to 5 most important learning points across units 1.1 – 1.3, including lesson observation. Explain why they are important and how they are relevant to you as a future teacher (15% of total for the module).

Assessment criteria	Weighting
Task fulfilment (number of key points, deadline met)	5%
Evidence of relevant reflection	10%
Total	**15%**

Appendix C. Student Feedback Slip

Unit: 1.3 Learner Autonomy
Date: _____

1. What did you enjoy most about the unit?

   _____
   _____
   _____
   _____
   _____
   _____
   _____
   _____

2. What is the most valuable thing you have learnt from the unit that you can use in your studying (knowledge or skills)?

   _____
   _____
   _____
   _____
   _____
   _____
   _____

3. Is there anything in the unit that you do not understand or needs further explaining? Please provide specific examples.

   _____
   _____
   _____
   _____
   _____
   _____
   _____

4. What did you learn from the unit that you anticipate using in your future work as a teacher?

   _____
   _____
   _____
   _____
   _____
   _____
   _____

5. What other specific comments do you have?

_____
_____
_____
_____
_____

Thank you.