

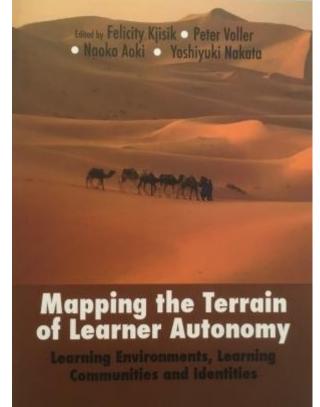
English Autonomously

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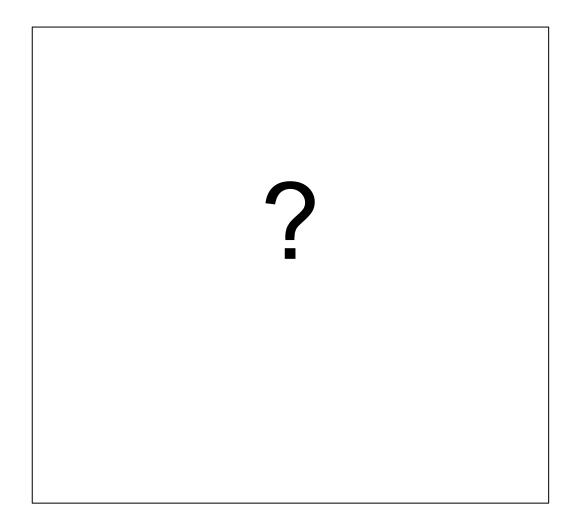
First session outline

- Autonomous learning mapping the terrain
- English autonomously describing the course









Why are you here?

How do you picture **autonomous learning?**

Mapping autonomous learning

www.menti.com code: 5840 0495

What is autonomous learning?



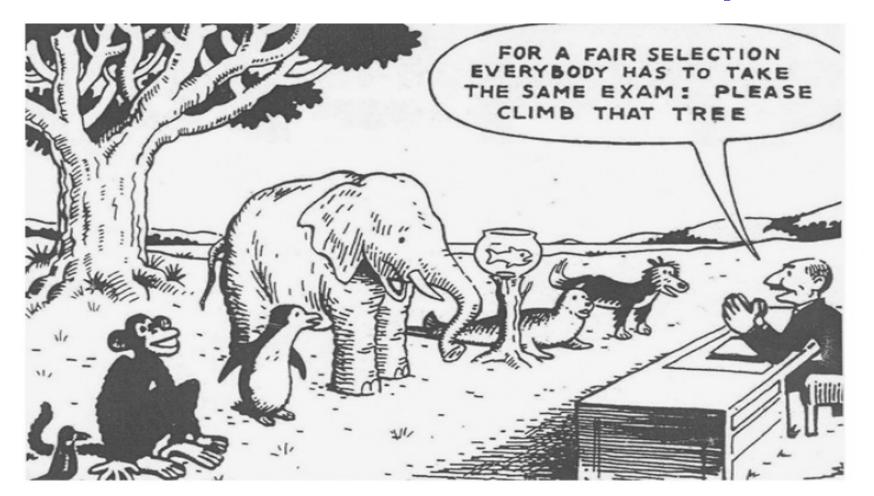
ENGLISH AUTONOMOUSLY autonomous learning

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

"Autonomy is drawing together the threads of self-assessment, goal-setting and reflection…" (Little, 1991)



personalized learning



ENGLISH AUTONOMOUSLY community learning



ENGLISH AUTONOMOUSLY self-assessment

Where are you?



SWOT ANALYSIS

1.1.2.1.2.1

ENGLISH AUTONOMOUSLY self-assessment tools

	Helpful to achieving the objective	Harmful to achieving the objective
Internal origin (attributes of the organization)	Strengths	Weaknesses
External origin (attributes of the environment)	Opportunities	Threats

		AI	A2	B1	B2	C1	C2
UNDERST	Listening	Ecan row option filmal ar words and with busic plan and areas weight option and areas areas and and an areas of a second and around in a concrete surround log when provide option showly and all areas.	E can made related physics cand the higher of frequency structures have point at the any constraints of the structure of an experiment of the structure (e.g., vary basics provided and family information, dropping frequency and experiment of a struc- earth. The main point is chart, chart, simple structure (e.g.)	I can understand the main points of data related and speaks on final lar matter on again-type means the disk work, where i, is sure, or a larse understand the main point of many ratios or TW programmas one construct affairs or topics of promotion by profile ideal interest when the data way is relatively show and clear.	I can understand as beeded op och a of her to see and failes: way, a couple is lines of a generative provided the topps is a uncertainty formilar. Four understand most TV means and a servert failer programmers. I can understand the empirity of filmse instandardalialest.	I can understand entended sporch even when its in our darky stratuted and when a la factorization and only upplied and an signal data supicity. I can and our signal data supicity.	I have no difficulty is sudarstanding any kind of spoke kargang, shahar I ivo or brandard, even side a di surada affa at sativa sporé previde di hava senartine te get famikar with the assent.
A N D I N G	Rading	E can understand familiar name s, works and uny simple or stances, for example on melos and pestars or in catalogues.	I can mad vary chost, simple to its - I can find ope off is, put distabile information in simple overy dy you to its indicate advanti consents, puroperture s, mennes and intents bites and I can understand doot simple personnel letters.	I can understand to its cluster onsist mainly of high frequency or verying or job-related by gravity. Can ordered and the description of events, finding sand wishes in personal latters.	E can read a the les and in perts conserved with costs opperary yield and is shift in the writers adopt particular at thats or viewpeints: E can understand cost supporting like in sy prose.	I can understand long and a simplex fair sub-and library to its a approximiting distinctions of sigls. I can subserve and speed should not it be and longer taskwised instructions, we schem they do not relate to my field.	I can mail with non-similarly difference of the with minipage, is including abstract unstantially or injustical by some in sur- undo as manusals, openink and anticles and ilterary works.
S P E A K I N G W R I T I N G	Spoken Interaction	I can introduct in a simple wavy provided the other process is proposed to an part or replace at things at a down reate of speaks and help one formal at a shar from trying to only it an add and an over simple que of an only areas of instantiate and or one wavy familiar topics.	Economous in a triangle or and reaction table coupling or simple and driven exceedings or of information on familiar typic of and antivities. It can be add or very distribution of the language, were though if and though work of mongh if and though the other and an anonghe to how the construction going my self.	I can deal with most situations likely traverise whild thread ling is a near an where the language is optime. For an enter support of late conversation con- topics that are families, of proceeds intervent optimisation oversigns for (ag., family, holding, such, movel and correct a sector).	I can interact with a degree of fluorosy and operatoricly that turks or gular latts in other with only opposite excitable product I can take an off up parties down obsets in facts for contact, and modeling for and outsiding my since-	I can suppose systel through and quartaneously so these times to device sourching for suppose time. It can not larguage through a sufficient solution result and approximation and approximation formula in ideas and opinions with part of one and provident solution and did by to threas of other speakers.	I can take part affordhes dy is any new ran fan er discovin and havra goed familia dy with idential mper noises and out quisiforms. I can apper noise yill famthy ad averyon faint dual out family ad averyon faint dual out family ad averyon faint aread fan difficulty to sime duby that other people name having a series of it.
	Spoken Production	fram nor simple pleases and contenents for describe scherel live and people filmess.	I can use a series of photoes and sentences to describe in simple to one my finally and other particle, firming conditiones, my advantioned has lagraned and my par senter mestres and job	I can constant tplus one in a simple way increding to describe any rise are and works, eng downs, hope a so and analytics. I can build by give runs one and a plantices for explosions and plant. I can examine a sloryer rolate the plat of a book or film and describe my runs time.	I can present the ar, datalled description on a wide range of only parts rolate fitteness and a distance. Lean on plant of a distance of the second second second description on topical issue giving the alward ages and disa dearts gets of starious optimes.	I can prove it doer, ditailed descriptions of complex subjects in again for our bit more, door doping particular points and reauding off with an appropriate conclusion.	I can prove it a dear, statewhy-fooring description or againstii is a dyle appropriate to be constrate and with an effort two legical strateties which holps the rearistic to be a dear and remember significant point.
	Writing	E can write a chart, simple perture, for an optimismal in anding helicity generating. From (Blin- forms with personal data)s, for mample mating not many, material data in the start, for material data in the start of the registration form.	I can write short, simple note a and mesoa grounds ing to matters in one or dimension in a model of the set of the set of the set of the set of a set of the set of the set of the set of the set of the set of the set of the set of the set of the set of the set of set mesone for some thing.	E can write simple connected text on topic orbital are familiar or of personal interaction. Loss write personal latter dearrilling experience and improvisions.	I can write a loar, data if nd to at one wide maps of subject to obtain the my intervation from write and one of or my relationships and information or giving reasons in support of or against a particular point of view. If one write a latter highlighting the proceed significance of events and empiriments.	I can inspress myor K in clear, well- effective transferred in the second species of view of come length. I can view be and complete subject to in a latter, an even y ar on prest, matching which I cound for the her the solitent issues. I can solit a type appropriate to the reacher in mind.	If can write along amountily throwing to at in- an appropriate cycle. Lean write complex- communication of the second second second second communications of the second second second second which helps the maniput to notice and community conditional priorit. To service community conditional priorit. To service memorality significant priorits. To service memorality significant priorits. To service memorality significant priorits. To service memorality significant priorits.

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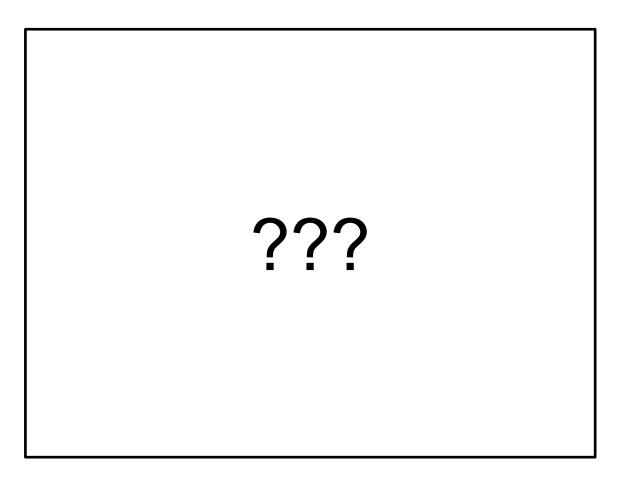
ENGLISH AUTONOMOUSLY needs analysis

Speaking (15%) Reading (20%) Writing (40%) Listening (15%)

(-) the skills you see yourself needing most at pro-		
LANGUAGE FOCUS	NOW	FUTURE
READING		
reading academic articles or texts		
reading literature		
reading text on the Internet		
reading newspapers or magazines	_	_
reading advertisements and public information		_
WRITING		
writing essays, reports		
writing academic articles/papers creative writing	-	
writing curriculum vitae	-	
writing a diary		
writing formal letters		
filling in forms		
writing informal letters		
writing texts on the Internet		
writing memos and messages	-	
writing newspaper articles		
writing scholarship, grant proposals	-	
writing for talks and presentations		
LISTENING	-	
listening to lectures, talks, presentations		
listening to conversation, discussions		
listening to entertainment (e.g. TV, films, drama)		
listening to interviews		
listening to news on TV, radio		
listening to songs, music		
listening on the Internet		
listening on the telephone		
SPEAKING		
olding social conversation	-	
aking part in group discussions (e.g. tutorials)		
aving interviews		
lving talks and presentations		
olding telephone conversations		
attending meetings		
ommunication when travelling (e.g. airports, hotels)		

ENGLISH AUTONOMOUSLY language learning history

What have you already experienced?





ENGLISH AUTONOMOUSLY language learning history

Language learning history

My "English-learning journey" has started when I was 15 and I got to a grammar school. At the elementary school I had learned German so when I came to high school English was new for me. After a half year I found out that there were not enough people in my year who was learning German. There were two consequences from this situation. We would have troubles taking A-level from this language because teaching would not be provided for such a small number of students and the second impact was that we needed to get to level B2 at English in the next 3 year.

As I realized I would need English for the whole life and especially at the university simultaneously with high school I started to attend language school. The first year was kind of easy but I knew that if I wanted to take the A-level at level B2 (or if I had to) I had to work harder. For the next year I enrolled in a course not with other students but with adult working people and for much harder level. It was a great motivation for my self-summer studying because I would like to look so stupid in front of all these people. I think it was very good decision because the people in the course where much more motivated than students in the previous course because there were paying kind of lots of money for it and on the other hand they needed the language mostly for their work, so I could feel a great learning space. I also had one of the best English teachers there. I passed the A level with a grade 1. As I became a university student, I think my English was on the downgrade. At the faculty of Economics in Banska Bystrica we had very interesting English teacher and the lectures very great, but I did not have enough contact with the language outside of school. I decided to got back to learning by myself...many times. I tried a lot of methods but each time I gave up because of lack of motivation or my frustration of learning again something that I had already known or whatever?

Last year when I have stared my master's degree programme, I decided to become a member of ESN community. I made a couple of great friends who I am still in contact with and my talking ability got a little better. This summer I spent in the USA which was a big test for me and my English. After a lot of communication in English in the States I know what I should

ENGLISH AUTONOMOUSLY community and communication

Google calendar

facebook.com/englishautonomously/

cjv.muni.cz/en/english-autonomously/





ENGLISH AUTONOMOUSLY community learning

REGARDLESS OF ENGLISH...

- What are you good at?
- What do you like doing?

ENGLISH AUTONOMOUSLY community learning

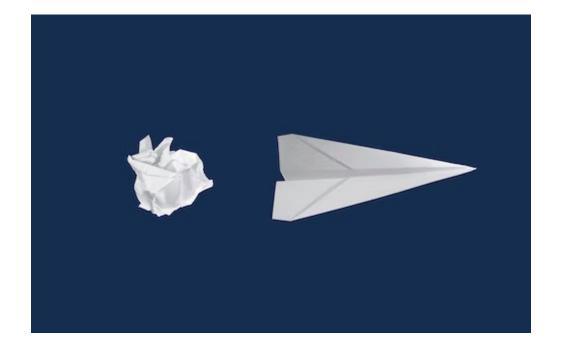
What activities did you talk about?



ENGLISH AUTONOMOUSLY peer learning

What can we do together to improve our English?

hw: Think about the how...



ENGLISH AUTONOMOUSLY core values

- students are in charge
- learning about learning is important
- English is a tool and means of communication
- students and teachers learn from each other



ENGLISH AUTONOMOUSLY learning cycle

What have you learnt recently?

How did you do that?



ENGLISH AUTONOMOUSLY learning cycle

doing practising reflecting thinking

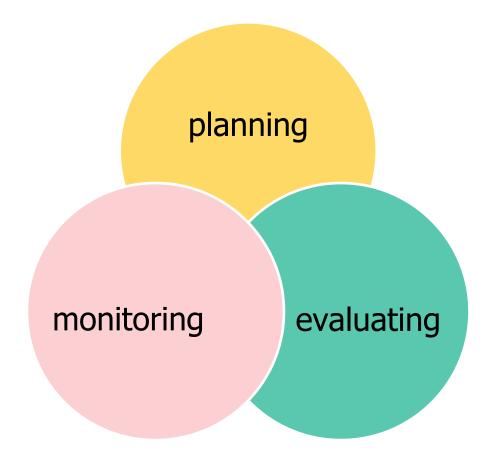
illustrative video

Experiential Learning: How We All Learn Naturally

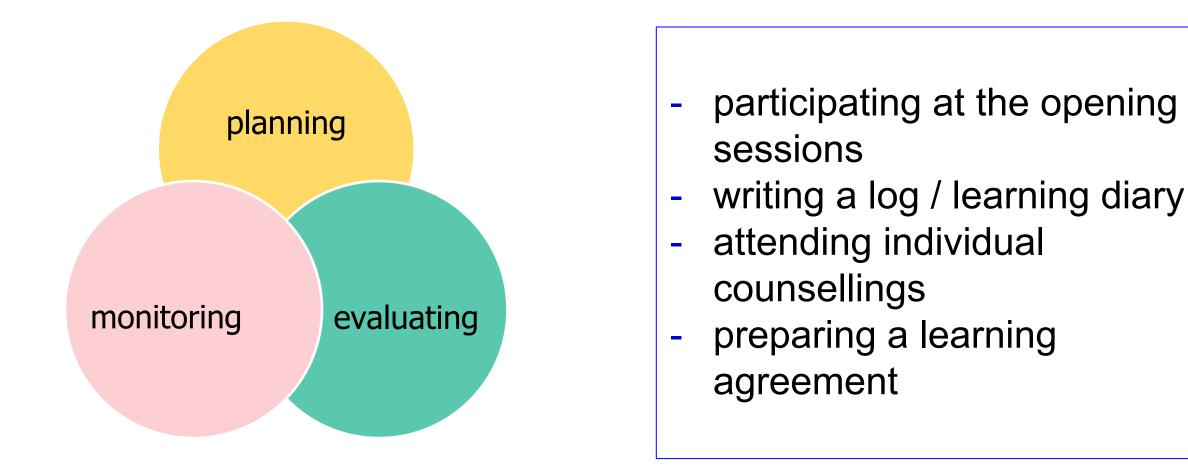
Masaryk University Language Centre, Faculty of Arts

Kolb's learning cycle

metacognition for autonomous learning



ENGLISH AUTONOMOUSLY metacognition and course structure





ENGLISH AUTONOMOUSLY regular modular course structure

- students plan activities
- students choose materials and methods
- differentiation ensured for each student
- teachers provide support
- teachers ask questions and listen



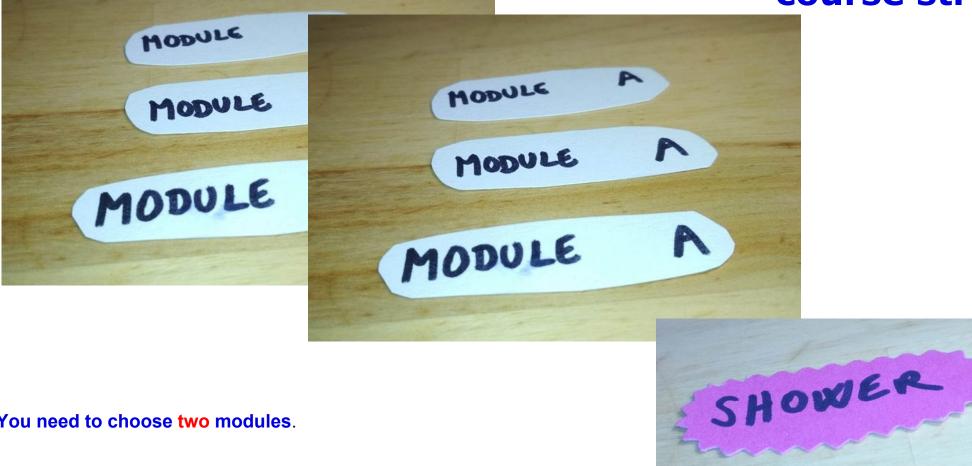
ENGLISH AUTONOMOUSLY metacognition and course structure



learning agreement

log, learning journal, vlog...

course structure



You need to choose two modules.

numerical course structure

intro sessions	= 4 hours
3 advising sessions	= 1 hour
module A	= 10 hours
module B	= 10 hours
showers	= ?
log writing	= ?
individual activities	= ?
2 ECTS	= 50 hours

checklist

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

- I know what to do with my language learning history.
- I know where to find information on places and people.
- I understand the structure of the course.
- I know what advising/counselling is.
- I know what a module/shower is.

course structure

Question time: Ask each other about the things you did not understand about the course structure...

ENGLISH AUTONOMOUSLY summary of EA principles

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

ENGLISH AUTONOMOUSLY schedule

- 2nd introductory session, 1st March planning
- 1st ind. advising/ counselling sessions,6/3-10/3 bring your agreement/study plan
- 2nd ind. advising sessions in April monitoring
- 3rd ind. advising sessions in the exam period evaluation

to do list - before next time (1st March)

- work on self-assessment and reflection (SWOT)
- Write your Language Learning History +
- read descriptions of the modules and showers, think about your preferences and choose at least 2 modules and some showers



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

ENGLISH AUTONOMOUSLY bibliography

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Picture sources: unsplash.com