Individualized Learning Plan as a Way to Develop Learners' Professional-Level Language Proficiency

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DISCLAIMER:

Individualized Learning Plan as a Way to Develop Learners' Professional-Level Language Proficiency

- A long-term immersion in the target language country in combination with a well-organized language training program promise to promote learners to professional-level language proficiency

- Not all language learners have the luxury to access these means

- A highly individualized learning plan (ILP) could function as an effective way to enable Ss to move from ILR 2/2+ (Limited working proficiency) to ILR 3/3+ (Professional working proficiency) and beyond

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This presentation will discuss the designing of individual learning plan (ILP) from several perspectives:

- 1: conducting learner diagnostics

- 2: establishing learning objectives

- 3: proposing specific learning strategies

- 4: designing de-fossilization activities

- 5: monitoring and assessing progress

- 6: teachers' role

1: Conducting learner diagnostics

*A language class typically consists of students with different learning   styles, needs, diverse linguistic and cultural backgrounds.

*What is learner diagnostic assessment? (Leaver 2005)

*Learning styles are the general approaches, for example, global or analytic, auditory or visual, that students use in acquiring a new language or in learning any other subject (Oxford 2001).

*E&L questionnaire

*One-on-one interview

*Student self profile

2: Establishing learning objectives

*Setting learning objectives is a key element in L2 learning and teaching

* Short-term/Long-term

* General/specific

* Qualitative/Quantitative

3: Proposing specific learning strategies

* Learning strategies are defined as specific actions, behaviors, steps, or techniques, such as seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task, uses by students to enhance their own learning (Scarcella and Oxford 1992).

*Six kinds of learning strategies by Oxford (1990)

       Cognitive

       Metacognitive

       Affective
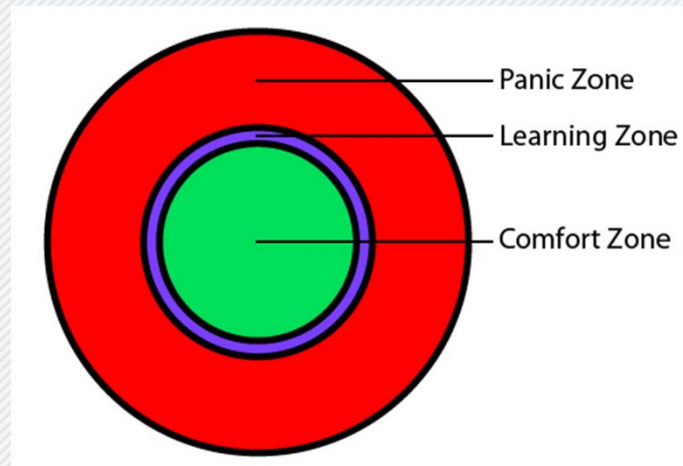
       Social

       Compensation

       Memory

3: Proposing specific learning strategies (Cont.)

*The Strategy Inventory for Language Learning (SILL)

* Time management

* Stepping out of comfort zone:

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3: Proposing specific learning strategies (Cont.)

*use higher level activities (Blooms Taxonomy;) instead of passive receptive skills to promote higher order thinking abilities
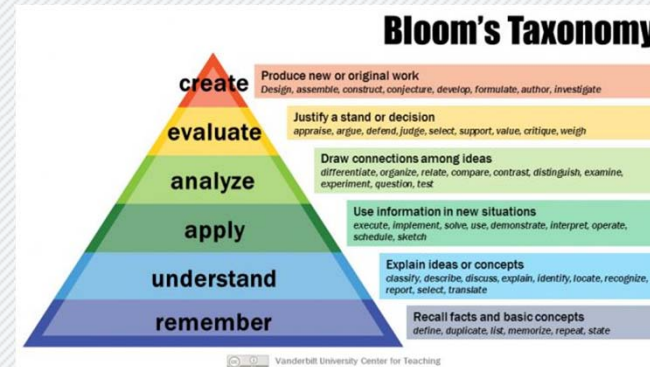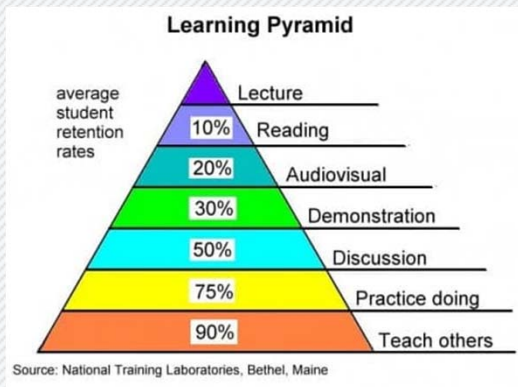
*increase language input by engaging in more extensive reading and listening when at higher proficiency levels, develop precise understanding; at lower levels, general overall understanding is sufficient.

*design authentic activities (e.g, writing email messages or leaving phone messages) for practice of the forms in contexts

4: Designing de-fossilization activities (Leaver 2002, 2005)

* Functional fossilization

*Instruction-fostered fossilization

*Domain fossilization

*Affective fossilization

*Strategic fossilization

5: Monitoring and assessing progress

*time on task

*self regulation and autonomy

*on-going self-assessment

*proficiency tests

6: Teachers' role

Five Teaching Styles

Style	Description	Advantage	Disadvantage
Expert	Possesses knowledge and expertise that students need. Strives to maintain status as an expert among students by displaying detailed knowledge and by challenging students to enhance their competence. Concerned with transmitting information and ensuring that students are well prepared.	The information, knowledge, and skills such individuals possess.	If overused, the display of knowledge can be intimidating to inexperienced students. May not always show the underlying thought processes that produced answers.
Formal authority	Possesses status among students because of knowledge and role as a faculty member. Concerned with providing positive and negative feedback, establishing learning goals, expectations, and rules of conduct for students. Concerned with the "correct, acceptable, and standard ways to do things."	The focus on clear expectations and acceptable ways of doing things.	A strong investment in this style can lead to rigid, standardized ways of managing students and their concerns.
Personal model	Believes in "teaching by personal example" and establishes a prototype for how to think and behave. Oversees, guides, and directs by showing how to do things, and encouraging students to observe and then to emulate the instructor's approach.	The "hands on" nature of the approach. An emphasis on direct observation and following a role model.	Some teachers may believe their approach is "the best way," leading some students to feel inadequate if they cannot live up to such expectations and standards.
Facilitator	Emphasizes the personal nature of teacher–student interactions. Guides students by asking questions, exploring options, suggesting alternatives, and encouraging them to develop criteria to make informed choices. Overall goal is to develop in students the capacity for independent action and responsibility. Works with students on projects in a consultative fashion and provides much support and encouragement.	The personal flexibility, the focus on students' needs and goals, and the willingness to explore options and alternative courses of action to achieve them.	Style is often time consuming and can be ineffective when a more direct approach is needed. Can make students uncomfortable if it is not used in a positive and affirming manner.
Delegator	Concerned with developing students' capacity to function autonomously. Students work independently on projects or as part of autonomous teams. The teacher is available at the request of students as a resource person.	Contributes to students perceiving themselves as independent learners.	May misread students' readiness for independent work. Some students may become anxious when given autonomy.

Grasha (1994)

Questions?

Reference

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