

2019 LEARN WORKSHOP

Theme: *Strategies for Effective Independent Learning*

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Fostering Motivation, Metacognition, and Autonomy for Professional-Level Korean Learners



Introduction



- Definition of Learner Autonomy (LA)
- Teacher's Role in Fostering LA
- A Pedagogical Framework for LA
- Implementation of the Framework into an Advanced Korean Course Curriculum

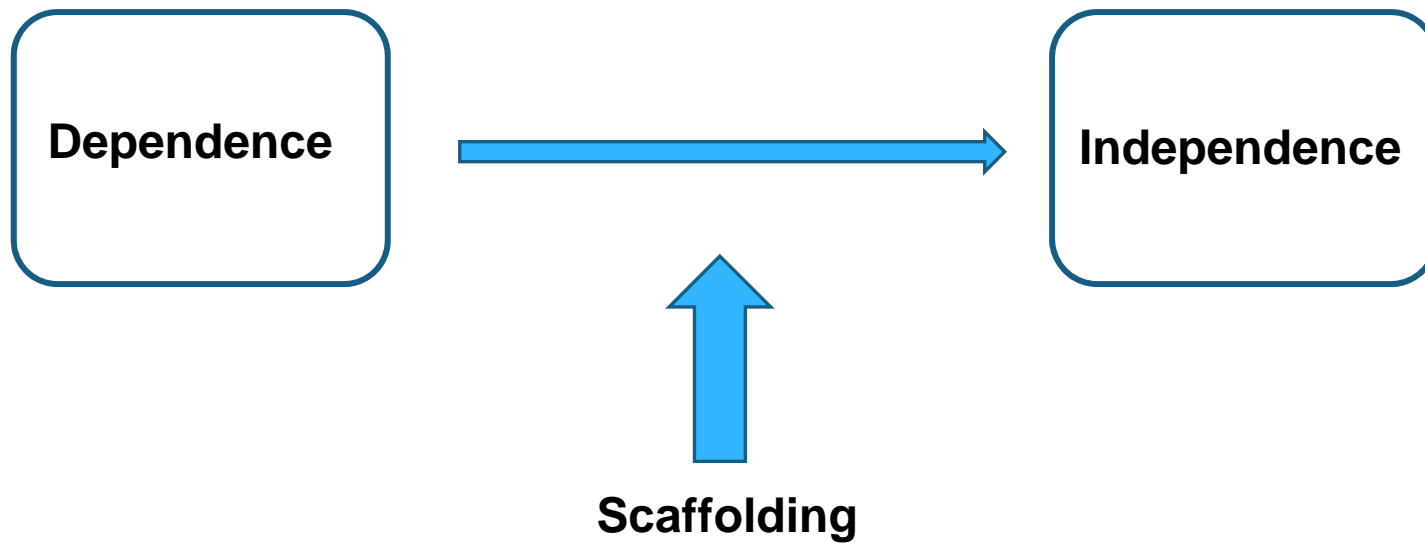
Definition of Learner Autonomy

- Autonomy is “the ability to take charge of one’s own learning.” (Holec, 1981)
- Autonomy is “a capacity – for detachment, critical reflection, decision-making and independent action.” (Little, 1991)

Teacher's Role to Build Up Learner Autonomy

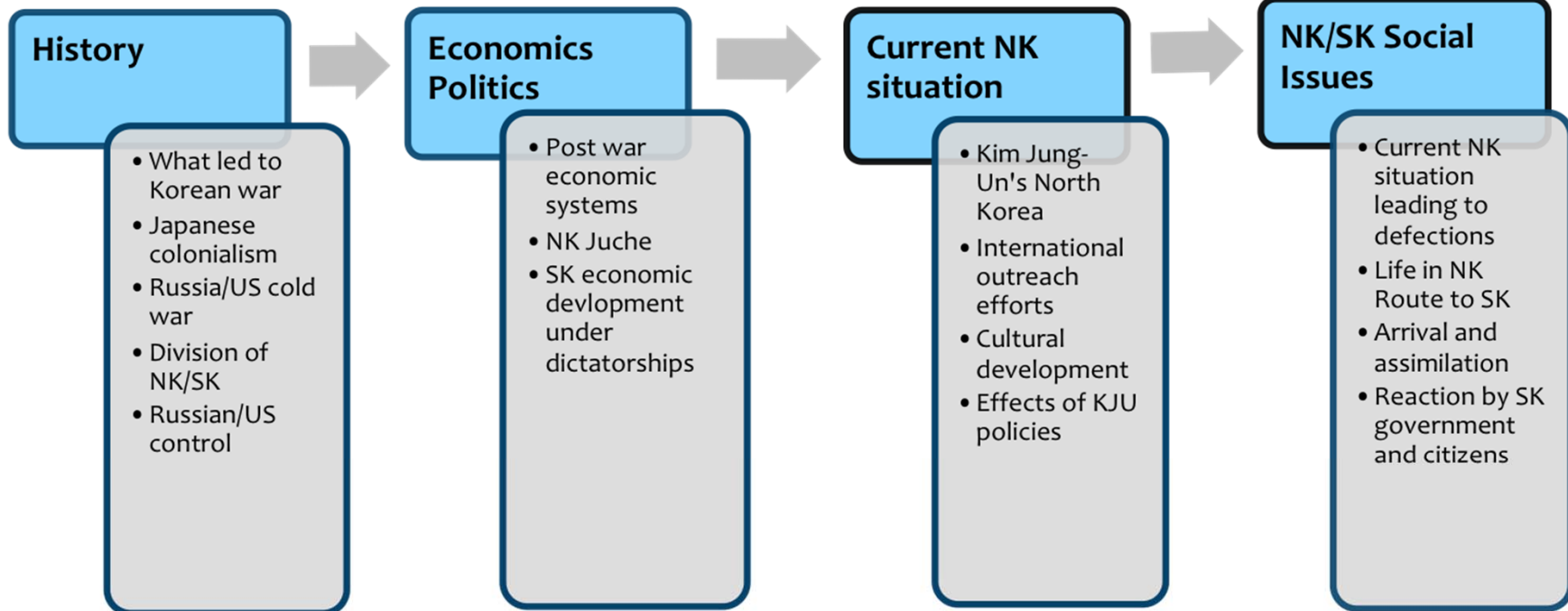
- Learner autonomy does not mean giving over the independent learning environment to learners.
- Teachers need to provide effective scaffolding to support learner autonomy.

Teacher's Role to Build Up Learner Autonomy

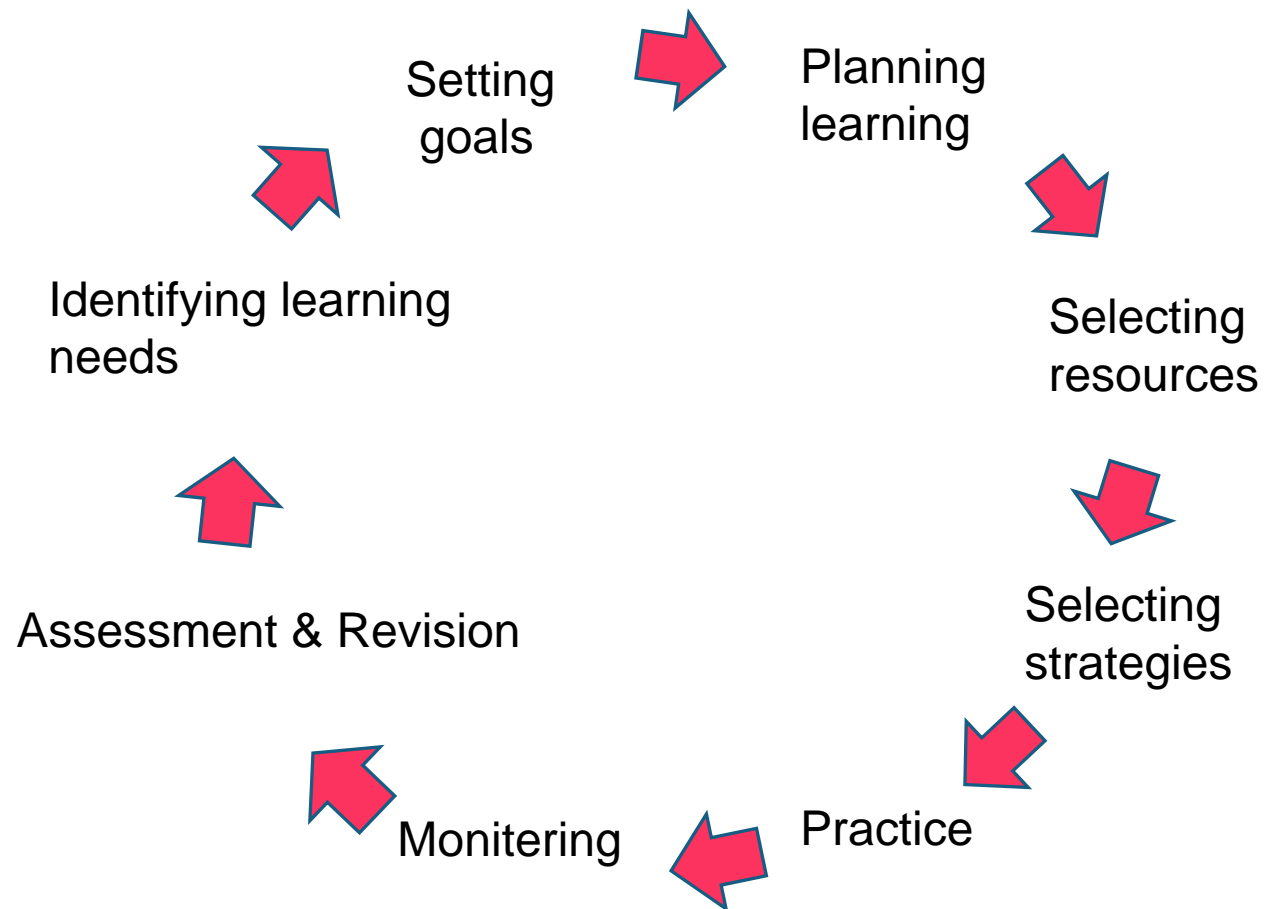


Advanced Korean Course Outline

Course Unit 1 (weeks 1 and 2)



Cycle of the Autonomous Learning Process (Reinders, 1997)



Stages I and II: Identifying Needs and Setting Goals

- Identifying needs and setting goals are important as the first step in understanding Ss' strengths and weakness, and helping them specify the outcomes they are aiming for.
- Conducting needs analysis to identify Ss' needs and goals.

Stage III: Planning Learning

- Planning learning involves making learning plans and allocating time to them.
- Students should be encouraged to make decisions on classroom practice.

Stage III: Planning Learning (Cont'd)

<Table 1. An Example of Planning Learning - Giving Students Choices of Which Position They Want to Take on the Issue for the Debate>

Issues	Affirmative Position	Negative Position
Korean reunification - bonanza or costly endeavor?	Korean unification will have a positive impact that brings not only stability, but also greater prosperity to the peninsula.	The cost of Korean unification would result in a heavier financial burden on South Korea.

Stage IV: Selecting Resources and Learning Strategies

- Have Ss select the authentic materials for the task.
- Ask Ss to come up with additional debate strategies that they came up with after watching how the panels from the target country employ different strategies in a TV talk show.

Stage V: Practice Debate Lesson



Pre-Debate

1. T tells the students that the class is going to have a debate and asks them to write a brief explanation of what they think a debate argument must include.
2. T asks Ss to collaborate to make answers to the claims that they wrote for the homework (the claim: *Unification can bring about more disruptive effects on the two Koreas*).
3. The class views the TV talk show (*All Night Live Discussion*) and will learn about the issue of Korean Unification:
 - What are the arguments/counter-arguments from the each side of the panels?
 - What are the strategies that the panels used for debate?
5. In group, Ss discuss the effective strategies in developing convincing arguments.

Stage V: Practice Debate Lesson



During Debate

1. T introduces the debate guidelines.
2. The class draws up a list of possible debate topics, deriving from the current political concerns. Then, one of the topics is selected. Students decide on which side (the affirmative or negative) they will be.
3. The class is divided into two debating teams of three students; one for the affirmative group and the other for the negative group, and the remaining two students will serve as audiences.
4. Each debate team needs to complete focused discussions on the various aspects of the debate, such as developing the main line of argument, assigning responsibility among individuals for researching particular aspects, etc.

Stage V: Practice Debate Lesson



During Debate

5. Class starts to debate and the structure of the debate includes:

- Constructive Argument Phase- Each side orally presents their constructive argument without interruption.
- Rebuttal Phase - Each side has the opportunity to challenge the constructive argument, and rebut statements based on logic and evidence.
- Class Interaction Phase - Each member of the audience has the opportunity to get involved in the debate by asking questions, making observations, pointing out areas of potential compromise, or expressing alternative positions that were not brought out during the debate.

Stage V: Practice Debate Lesson



Post-Debate

1. Upon completion of debate, Ss receive an evaluation rubric and MP3 audio files recorded for Ss' performance for self-assessment and peer-assessment.
2. Ss listen and comment on self and peer's oral performances.
3. As homework, Ss formulate their own position in an argumentative essay.

Stage VI: Monitoring

➤ Students need to develop the ability to monitor their own progress and revise their learning plans accordingly.

Stage VI: Monitoring

<Table 2. Students' Comments during the Student-Teacher Feedback Session>

Monitoring Progress

Student
Comments

My lack of advanced vocabulary led to difficulties communicating and producing speech. Verbal endings became confused often.

I understand everything, but I still can't speak well or practice high level thoughts in Korean.

I try my best to remain engaged during all discussions and tasks. If I don't understand something I ask for clarification.

I have not used my language for work over the last few years. So I know that I am rusty. I normally only get immersed in the language during language class.

I am good at contextual knowledge and derivative meaning from grammar but have to work to improve on grammar.

Stage VII: Assessment and Revision

➤ Students need to be given opportunities for alternative assessment additionally to achievement and test scores.

Stage VII: Assessment and Revision

<Table 3: Assessment Criteria for the Argumentative Essay>

Assessment Criteria	Descriptions
Organization	Logical, compelling progression of ideas in essay; clear structure which enhances and showcases the central idea or theme a
Main Points	Three or more main points are well developed with supporting details.
Introduction & Conclusion	Introductory paragraph contains detailed background. Conclusion summarizes the main topics without repeating previous sentences
Mechanics	Sentence structure is correct. Punctuation and capitalization are correct.

Stage VII: Assessment and Revision

<Table 4: Types of Comment for Self-Assessment>

Types of comment	Examples
Self-assessment	I think I've made an improvement because my revised essay provides more supporting details for the argument than the first one.
Self-assessment through comparison	Compared with my colleague A, my organization seems to be less logically connected.
Planning for improvement	For my next argumentative essay, I will work on making a smooth transition from one point to another.

Stage VII: Assessment and Revision

<Table 5: Types of Comment for Peer-Assessment>

Types of comment	Examples
Comparison	A's writing performance is better than B's because: A suggested two solutions to the issue and B gave only one.
Global evaluation	I like A's writing because A used correct sentence structures..
Specific evaluation	I think that A did not adequately explain the background of the issue in the introductory paragraph.
Suggestion	I feel that A should work on providing some background information and state the issue.

Conclusion

- Learner autonomy can take a variety of different forms depending on learning context.
- The overall classroom environment needs to value and encourage reflection and the student's own views and roles in the learning process.



**Questions?
Comments?**

REFERENCES

Holec, H. (1981). *Autonomy and Foreign Language Learning*. Oxford: Pergamon Press.

Little, D. (1991). *Learner autonomy 1: Definitions, issues and problems*. Dublin: Authentik.

Reinders, H. (2010). Towards a Classroom Pedagogy for Learner Autonomy: A Framework of Independent Language Learning Skills. *Australian Journal of Teacher Education*, 35(5).