

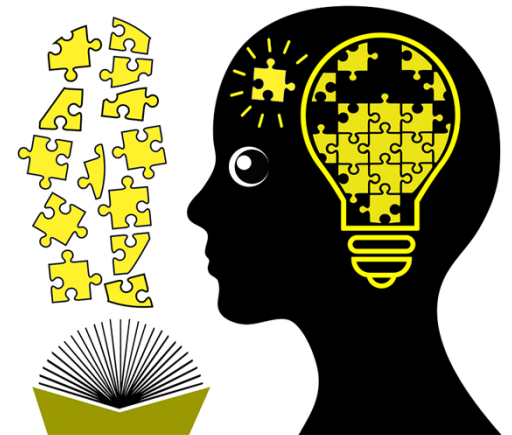
CASE STUDY: PROMOTE LEARNER AUTONOMY THROUGH 1-ON-1 LEARNING CONSULTATION

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OUTLINE OF PRESENTATION

- **Theoretical background**
 - Learner Autonomy
 - learning consultation service
- **WHO: learner profile**
- **WHAT & HOW**
 - Identify: learner's learning preferences
 - Tailor learning strategies
- **Reflections**



THEORETICAL BACKGROUND



“授之以鱼不如授之以渔。”

Give a man a fish and you feed him for a day. Teach a man to fish and you feed him for a lifetime.

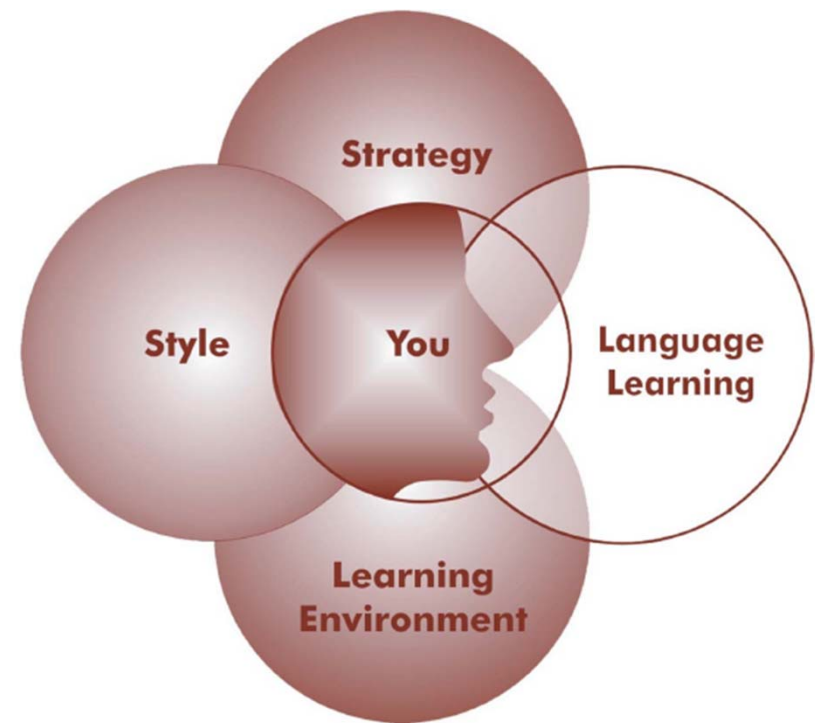
LEARNER AUTONOMY

- "Autonomy is the ability to [take charge of one's own learning.](#)" (Holec, 1981)
- "In order to help learners to assume greater control over their own learning **it is important to help them to become aware of and identify the strategies that they already use or could potentially use.**" (Holmes & Ramos, 1991, cited in James & Garrett, 1991: 198)
- "Autonomy is a situation in which the learner is totally responsible for all the decisions concerned with his [or her] learning and the implementation of those decisions. (Dickinson, 1994)

WHAT IS LEARNING CONSULTATION?

- LCS Counselors
- Learning Consultants in the sections
 - Full-time learning consultants
 - Part-time learning consultants

TEAM WORK matters!



LEARNER PROFILE: **WHO** & **WHY**

Look at the learner from different aspects

In LC training, we learned NOT take things at face value.
We learned to find cause behind the surface.

- what does he/she display in the classroom?
- What can we find behind the scenes?
- How to help him/her and promote learner autonomy?



ON THE SURFACE

The **first** one to answer questions

The **first** one to submit the quiz

Get frustrated when he cannot answer in 10 seconds

Over-organizing: need to arrange all the materials in his own way

Always look for approval or recognition from his teachers & peers

Appears dominant in class

Cannot remember words only 30 seconds later

Doesn't seem to know individual vocabulary

Not very open to try new strategies: polite but no implementation



BEHIND THE SCENES



People pleaser

Highly impulsive personality

Global learner (highly rely on context)

Little OCD by his own admission

Weak memory retention

Highly interested in culture

Thick boundary which needs to know why and how

Trust and competence are important

Highly Aware of the connections between the activities & learning objectives



TOOLS & STRATEGIES

General LC tools

- Knowledge:
learning preferences, cognition & memory, emotions & anxiety...
- Interview + Observation
- Active Listening
- **Partnership Building:** mutual trust
- **Team meeting:** information sharing
- Giving & Receiving **feedback**
- Advising + Coaching:
GROW Goal/Reality/Options/Wrap up



TOOLS & STRATEGIES

Learning strategies & activities

- **Cognitive**
 - Context-based literary translation
 - Reading drills with context
- **Metacognitive**
 - Visual reminder “take another look”
- **Affective**
 - Anxiety reduction
 - Patience & Empathy
 - Foster autonomy



NOW AND THEN



(September, 2017)

Start LC meeting

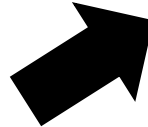
- Identify issues
- Assess the effectiveness of strategies



(mid November, 2017)

First Progress Evaluation

- On track BUT has a lot of issues in:
- Listening (clarification & speed)
 - Speaking: word order + fluency
 - Character differentiation
 - Word & phrases translation



(late March, 2018)

Second Progress Evaluation

On track and shows noticeable progress in:

- Listening (able to follow normal speed)
- Speaking: fluency & accuracy
- Reading: Gist + supporting details



(late June, 2018)

End-of-Training Evaluation

SPEAKING 2 & READING 2





REFLECTION & TAKEAWAY

Put yourself in other's shoes



- Empathy & patience
- Look at language acquisition from learner's perspective
- Think before you speak + No judging

Every learner has his/her own potential

- Individual differences
- Adult learning: Space + Time + Flexibility

Team work is the key for success



SURFACE: identify issues



BEHIND: find the cause



REMEDICATION:
tools & strategies