

# Enhancing Self-Monitoring System in Language Learners

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# Agenda




- Definitions & Benefits



- Process of Self-monitoring



- Activities & Strategies



- Implementing Self-monitoring



# K-W-L

- Individually fill out the K & W columns in the K-W-L chart below.
- In pairs, share your chart with each other.

What I know	What I want to know	What I have learned
		<ul style="list-style-type: none"><li>• Definition &amp; benefits _____</li><li>• Elements of self-monitoring _____</li><li>• Activities and strategies _____</li><li>• Implementing self-monitoring _____</li><li>• Others: _____</li></ul>

## Self-Regulated Learners...

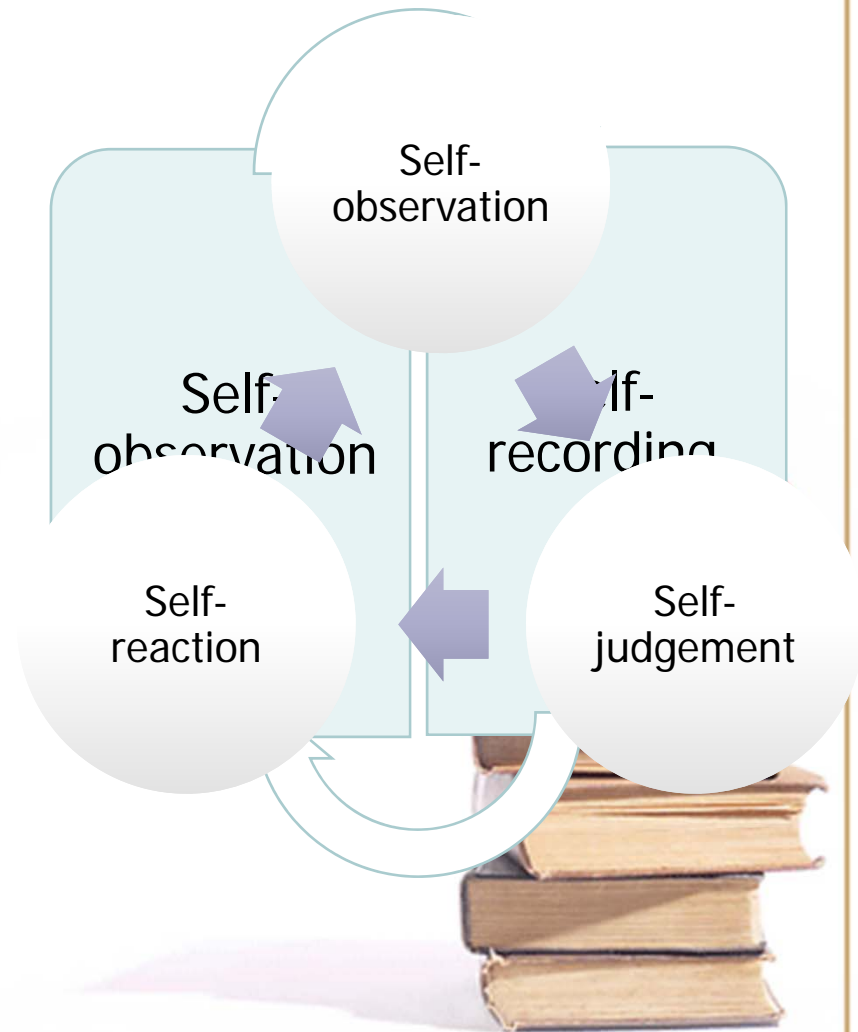
- “Are metacognitively, motivationally and behaviorally active participants in their own learning”
- “Use their abilities, strategies, and the regulation of their environment as part of the achievement process”



(Zimmerman, 2005; 1989)

# Self-Monitoring

- “Is a process to direct attention and enhance metacognitive awareness of some aspect of our cognitive and behavior functioning”
- “Enables students to assess their progress and make necessary changes to ensure goal attainment”
  - Self-monitoring of attention
  - Self-monitoring of performance



(Bandura, 1986; Zimmerman & Ellis, 2000; Zimmerman, 1989)

# Benefits

## Effective SM

- Help to develop self-regulation
- Improve all students' learning in a variety of settings
- Increase academic engagement and enhance academic skills across content areas
- Foster the development of student self-control
- Students who self-monitored displayed greater self-efficacy, motivation and achievement.

## Poor SM

- Make frequent, careless errors, not follow assignment directions
- Have trouble evaluating their own performances and have difficulty appropriately distributing effort and academic planning



## Some Activities and Strategies



- Frequency count procedures

Date:	Interval number (interval length: 15 min)								TOTAL No intervals behavior observed
Time: 8:55-10:45	1	2	3	4	5	6	7	8	
Y/N									



## Learning environment

- In terms of your learning environment, what distracts you? How can you change the situation for better?

<b>Distractors</b>	<b>V</b>	<b>I can adjust it by...</b>
<ul style="list-style-type: none"><li>• Noise (people, music, etc.)</li><li>• Your thoughts</li><li>• Room Temperature</li><li>• Cell phone, tv, &amp; gadgets</li><li>• Light</li><li>• Locations</li><li>• Time</li><li>• Etc.</li></ul>		



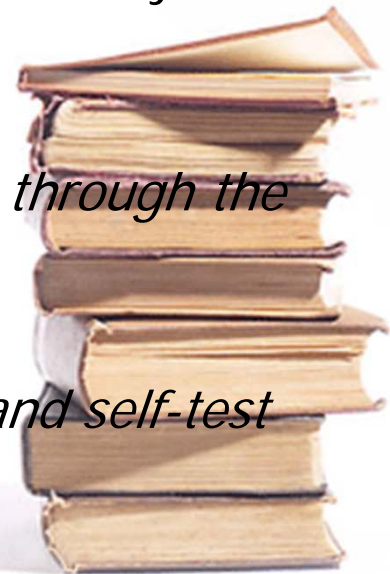
- Goal setting and Planning

- e.g.) Reading texts & vocab study**

- Go over the reading questions.
    - Estimate how much time you need to read and complete the activities.
    - Estimate how much time you need to create and study a vocabulary list.

*“I estimate that I need \_\_\_\_\_ minutes to go through the text and do the activities.”*

*“ I think I need 20 minutes to memorize and self-test vocabulary learned.”*



## • Self-reflection and evaluation

e.g.)

- How much did you understand the text?
  - 100 % 70-80 % 50% 20-30 % 0%
- Was your time estimation correct? Y/N
- How was your attentiveness? (1: attentive at all - 10: not attentive at all): \_\_\_\_\_
- How was your performance in general?

←—————→

Very Satisfactory    somewhat satisfactory    not satisfactory

- If any, what were the linguistic errors/mistakes you produced during this activity?
- What areas/skills do you think you need to improve for better performance?
  - Vocabulary
  - Grammar
  - Socio-culture
  - Socio-linguistics
  - Rhetoric structure
  - Reading Strategies
  - Reading speed
  - Others: \_\_\_\_\_

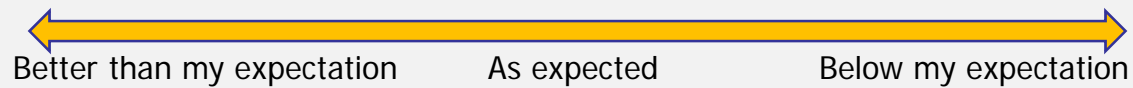


## Student Assessment form

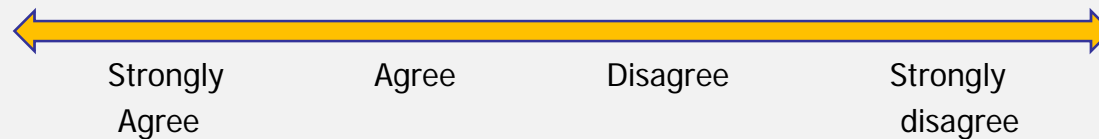
<b>% of mastery</b>	<b>Goals/Objectives</b>
	1. Identify the author's attitude/tone toward the issue in the text and historical references used relevant to the author's points.
	2. Identify historical references used in the text relevant to the author's point
	3. Identify a rhetoric structure of the discourse and its purpose in TL.
	4. Identify culturally loaded expressions and their effect on audience/ readers?
	5. Generate the profile of the audience /readers (e.g., political, age, gender, professional, geographical, etc.)
	Etc.

1. Please read each statement below and mark your response.

a) How would you rate your performance?



b) The self-assessment form affect my test preparation time effectively.



## 경향신문

### [녹색세상]말뿐인 '회용품 줄이기'

이미경 환경재단 상임이사

입력 : 2019.05.30 21:01 | 수정 : 2019.05.30 21:02

날씨가 심상찮다. 더위도 안 타고 자연에 순응하자 주의라 평생 에어컨 없이 살았는데 작년엔 찌죽을 것 같은 공포심에 한 대 들여놓고야 말았다. 올해는 5월 초부터 햇살이 예사롭지 않더니 첫 폭염주의보가 5월15일 광주에서 울렸다. 사상 최악의 폭염을 기록한 지난해에도 폭염주의보는 7월15일에 발령되었건만 올해는 두 달이나 빨라졌다. 그새 광주에는 두 번째 폭염주의보가 내렸다. 우리나라만 그런 게 아니다. 미국 남동부 플로리다주, 조지아주 등도 벌써 40도에 육박하여 역대 5월 기온의 최고치를 갈아치우고 있다. 지난 26일 일본 홋카이도 사로 마에서도 기온이 39.5도까지 올라 역대 5월 최고기온을 기록했다. 미 국립기상청(NWS)을 포함, 국내외 과학자들도 올해 지구 평균기온이 역대 기록을 경신할 것으로 내다보고 있다. 기록이 한번 깨지면 우연이지만 매년 깨지면 변화가 된다.

이산화탄소 등 온실가스가 대기에 계속 쌓이면서 이런 기상이변은 계속될 텐데, 대기 중 이산화탄소량이 지난 11일 1958년 관측 이후 처음으로 415ppm을 돌파하며 인류 역사상 최고점을 기록했다. CNN에 따르면 심지어 호우 사피엔스에서 인류가 진화한 80만년 만에 가장 높은 CO2 농도란다. 이런 빅뉴스가 우리나라에서는 해외로 퍼져서 스쳐 지나갔다는 것도 놀라운 일이고, 최근 3년간 이산화탄소 농도가 되레 증가했다는 것도 심각한 일이다. 세계 196개국과 2015년 파리에서 열린 기후변화 당사국 총회에서 지구 평균기온 상승을 산업화 이전 대비 1.5도 이하로 제한하자고 협약까지 했는데 말이다.

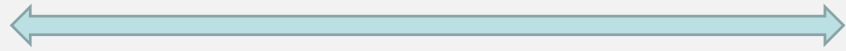
폭염을 앞두고 정부에서는 전기요금을 한시적으로 인하하겠다는 이야기가 나오고 있다. 한전 통계에 따르면 작년 1인당 전기 소모량은 역대 최고기록을 세워 2000년과 비교해 무려 2배나 됐다. 유럽이나 미국, 일본보다 많이 썼고, 가격이 OECD 주요 국가 중 가장 싼 것은 알려진 사실이다.

<기후변화의 정치학>의 저자 앤서니 기든스는 기후변화 문제가 그 심각성에 비해 왜 해결에 진전이 없는지 쉽고 간결하게 이야기한다. 소위 기든스 패러독스라고 일컬어지는데, 지구온난화의 위험은 직접 손으로 만져지는 것이 아니고, 우리 일상생활에서 거의 감지할 수 없기에, 아무리 무시무시한 위험이 다가온다 한들 우리 대부분은 그저 가만히 앉아서 기다릴 뿐이라는 것이다. 심리학 실험실에서 말하는 마시멜로 효과와 마찬가지로, 사람들은 보통 미래에 얻을 수 있는 더 큰 보상보다 지금 당장 얻을 수 있는 작은 보상을 더 선호하기 때문이다. 그래서 각성된 시민의 자발성에만 기대는 것은 충분하지 않다고 말한다. 대신에 기후변화에 대한 대응은 문제가 국내적이건 국제적이건 간에 언제나 정치적 관점으로 바라보아야만 실질적인 대책이 '실행'될 수 있다는 것이다. 즉 중요한 것은 실제로 변화를 일으킬 정책과 제도



## First

- a. I understand the main idea and supporting info.
- b. I used repair strategies while reading this selection
- c. I can explain the main ideas(s) of the text to someone else
- d. I can detect the author's tone/attitude to the issue and provide its linguistic cues or cultural references.
- e. I am confident in my performance.

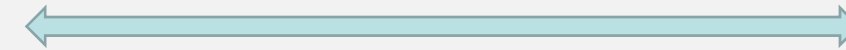


0%  
confident

100%  
confident

## Second

- a. I understand the main idea and supporting info.
- b. I used repair strategies while reading this selection
- c. I can explain the main ideas(s) of the text to someone else
- d. I can detect the author's tone/attitude to the issue and provide its linguistic cues or cultural references.
- e. I am confident in my performance.



0%  
confident

100%  
confident

<http://news.khan.co.kr/print.html?t=1559230361795>

- Strategy Use

- When you study vocabulary for Unit 10, what strategies have you used? Please fill out the chart below.
- What strategies have you found the most effective and least effective?

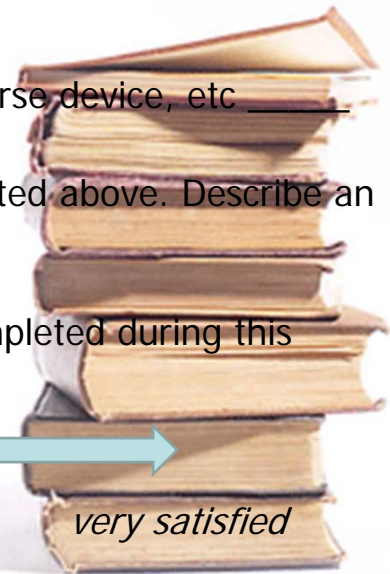
Strategies	x	Effectiveness (1: most – 5: least )
Using mental imagery		
Creating semantic fields		
Creating a mind-map		
Using repetition		
Using flash cards		
Learning them from the context		
Recording and listening to them		
Creating synonyms or antonyms		
Learning them through derivation		
Etc.....		

## Reflection worksheet

1. Think about the speaking task you just completed and explain what strategies or processes you did correctly.
2. Think about the speaking task you just completed and explain what strategies or processes went wrong.
3. What caused you to do well or to do poorly on the speaking tasks you just completed?
4. What skills or areas are you finding difficult?
  - Vocab, collocations, syntax, register, fluency, accuracy, discourse device, etc \_\_\_\_\_
5. Specifically, what will you do to improve your speaking performance you listed above. Describe an exact plan.
6. How satisfied are you with your performance on the speaking task you completed during this session?

←—————→

*not satisfied*                      *somewhat satisfied*                      *pretty satisfied*                      *very satisfied*





# Implementing Self-monitoring

Identify & Define behavior target to self-monitor

Create a form of recording self-monitoring data

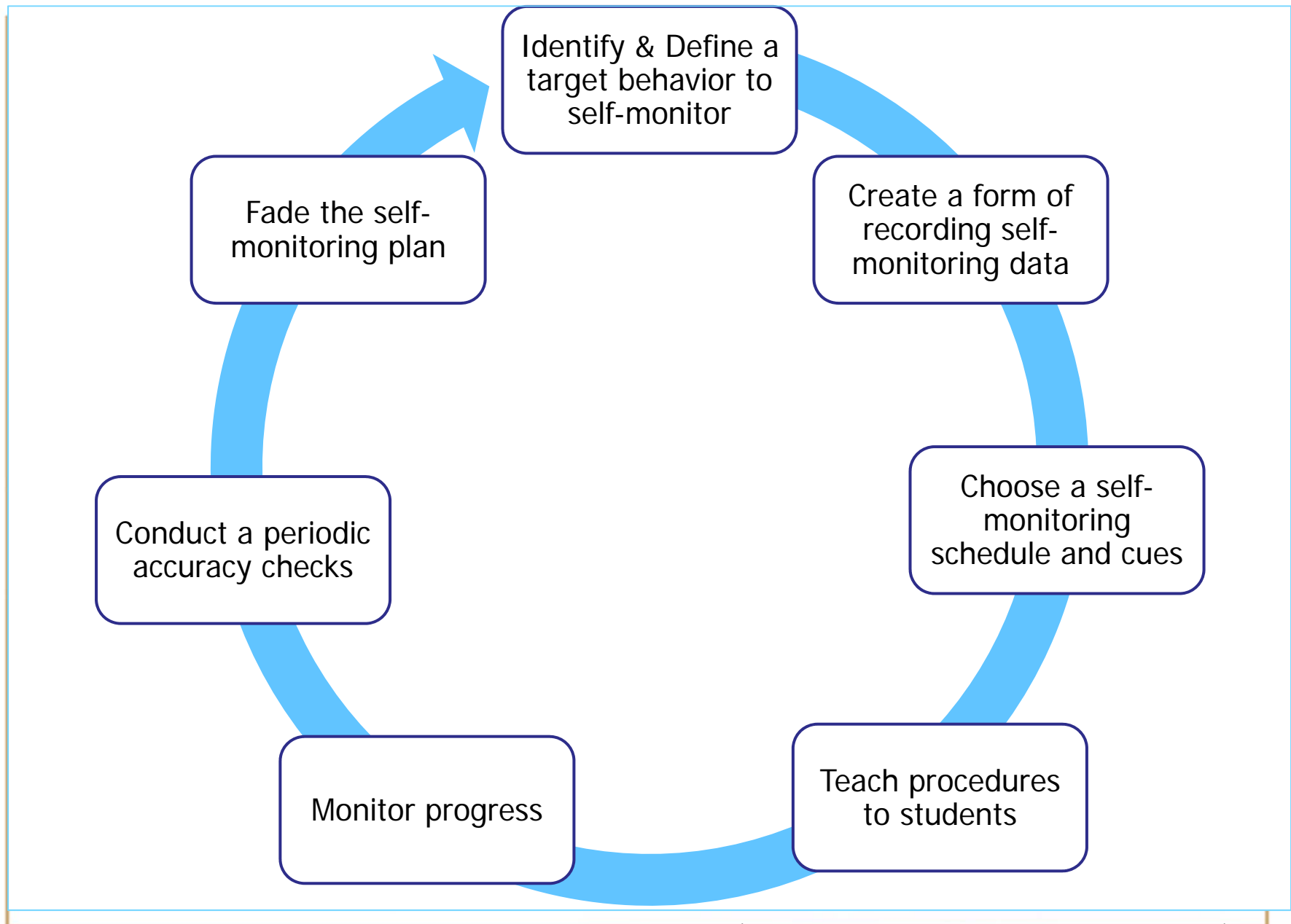
Teach procedures to students

Conduct a periodic accuracy checks

Choose a self-monitoring schedule and cues

Monitor progress

Fade the self-monitoring



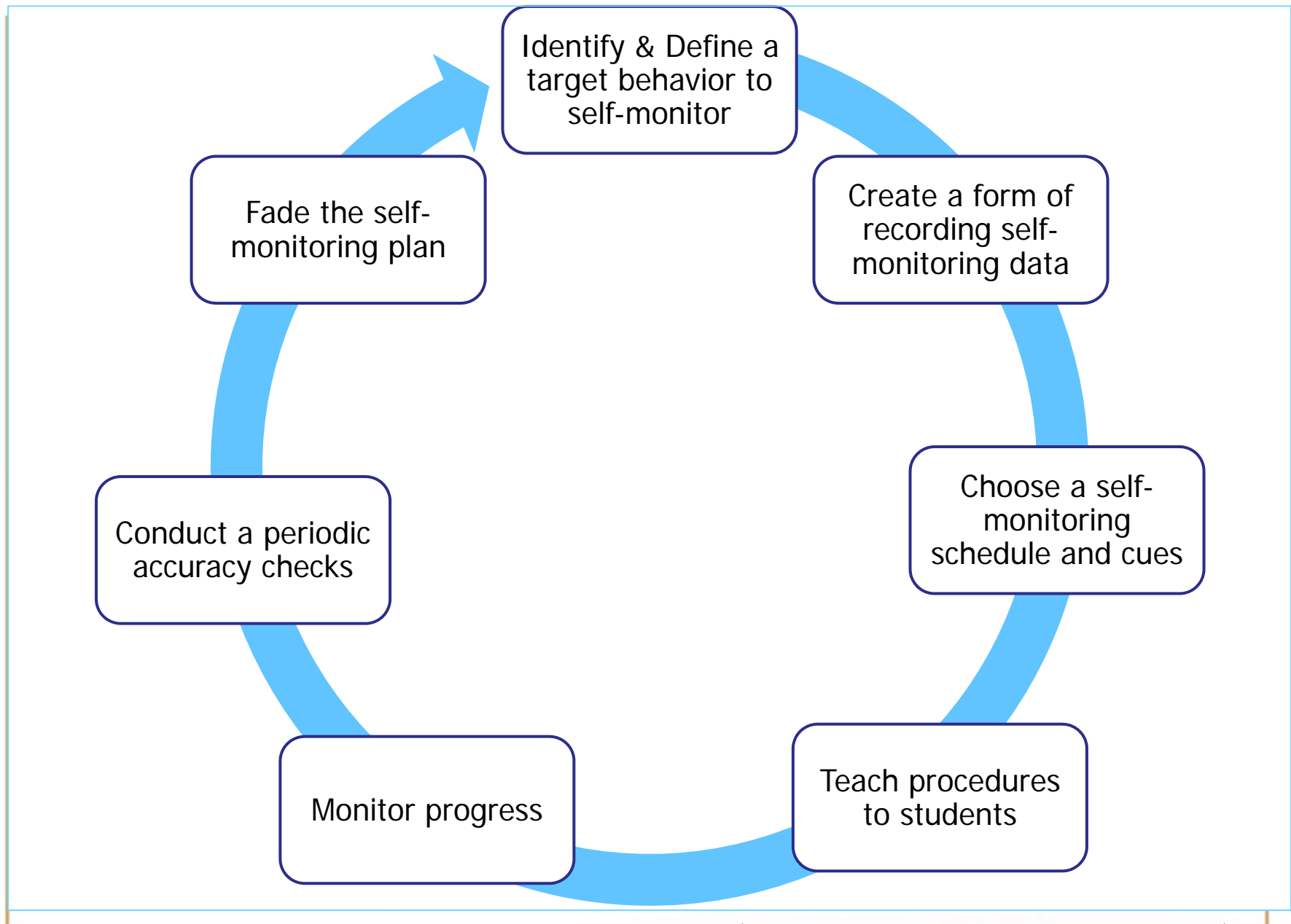
( Lane, Menzies, Bruhn, & Crnobori 2011)

# Application



- Think of your current student or class.
- How can you teach a self-monitoring strategy using the 7 phases?
- Individually plan your strategy instruction, followed by sharing your ideas with your peer.





( Lane, Menzies, Bruhn, & Crnobori 2011)

## Self-Assessment

What I know	What I want to know	What I have learned	What I want to research
		<ul style="list-style-type: none"><li>• Definition &amp; benefits _____</li><li>• Process of self-monitoring _____</li><li>• Activities and strategies _____</li><li>• Implementing self-monitoring _____</li><li>• Others: _____</li></ul>	

# References

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