Enhancing Self-Monitoring System in Language Learners

DLIFLC
Sun Young Park
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.

<table>
<thead>
<tr>
<th>What I know</th>
<th>What I want to know</th>
<th>What I have learned</th>
</tr>
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<tbody>
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</table>

- Definition & benefits
- Elements of self-monitoring
- Activities and strategies
- Implementing self-monitoring
- Others: ________________________
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 & Eliis, 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, carless errors, not follow assignment directions

• Have trouble evaluating their own performances and have difficulty appropriately distributing effort and academic planning

(Lloyd & Landrum, 1990; Shapiro, et al., 2002)
Some Activities and Strategies
• Frequency count procedures

<table>
<thead>
<tr>
<th>Date: Time: 8:55-10:45</th>
<th>Interval number (interval length: 15 min)</th>
<th>TOTAL No intervals behavior observed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1  2  3  4  5  6  7  8</td>
<td></td>
</tr>
<tr>
<td>Y/N</td>
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</tbody>
</table>
Learning environment

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

<table>
<thead>
<tr>
<th>Distractors</th>
<th>V</th>
<th>I can adjust it by...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Noise (people, music, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Your thoughts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Room Temperature</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cell phone, tv, &amp; gadgets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Light</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Locations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Etc.</td>
<td></td>
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</tbody>
</table>
• 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

<table>
<thead>
<tr>
<th>% of mastery</th>
<th>Goals/ Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Identify the author’s attitude/tone toward the issue in the text and historical references used relevant to the author’s points.</td>
</tr>
<tr>
<td></td>
<td>2. Identify historical references used in the text relevant to the author’s point</td>
</tr>
<tr>
<td></td>
<td>3. Identify a rhetoric structure of the discourse and its purpose in TL.</td>
</tr>
<tr>
<td></td>
<td>4. Identify culturally loaded expressions and their effect on audience/ readers?</td>
</tr>
<tr>
<td></td>
<td>5. Generate the profile of the audience/readers (e.g., political, age, gender, professional, geographical, etc.)</td>
</tr>
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<td></td>
<td>Etc.</td>
</tr>
</tbody>
</table>
1. Please read each statement below and mark your response.

a) How would you rate your performance?

- Better than my expectation
- As expected
- Below my expectation

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

- Strongly
- Agree
- Disagree
- Strongly disagree
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.

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.

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?

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Effectiveness (1: most - 5: least)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using mental imagery</td>
<td>x</td>
</tr>
<tr>
<td>Creating semantic fields</td>
<td></td>
</tr>
<tr>
<td>Creating a mind-map</td>
<td></td>
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<tr>
<td>Using repetition</td>
<td></td>
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<tr>
<td>Using flash cards</td>
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<tr>
<td>Learning them from the context</td>
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<tr>
<td>Recording and listening to them</td>
<td></td>
</tr>
<tr>
<td>Creating synonyms or antonyms</td>
<td></td>
</tr>
<tr>
<td>Learning them through derivation</td>
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<td>Etc...</td>
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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
- Choose a self-monitoring schedule and cues
- Teach procedures to students
- Conduct a periodic accuracy checks
- Monitor progress
- Fade the self-monitoring
Identify & Define a target behavior to self-monitor

Create a form of recording self-monitoring data

Choose a self-monitoring schedule and cues

Teach procedures to students

Monitor progress

Conduct a periodic accuracy checks

Fade the self-monitoring plan

(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.
Identify & Define a target behavior to self-monitor

Create a form of recording self-monitoring data

Choose a self-monitoring schedule and cues

Teach procedures to students

Monitor progress

Conduct a periodic accuracy checks

Fade the self-monitoring plan

(Lane, Menzies, Bruhn, & Crnobar 2011)
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References


