

Semi-Autonomous Learning Hours: What Works?

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Semi-Autonomous Learning Hours: What Works?

Overview:

- Brief Review of Literature
 - Successful Independent Learner Profile
- Semi-Autonomous Learning Hours: DLI-W Context
- Current Pilot Study
 - Semi-Autonomous Hours Best Practices
 - Results
 - Implications
- The Way Forward
- Potential Role of Academic Counseling



Semi-Autonomous Learning Hours: What Works?

Literature Review: Successful Independent Learner Profile

- Chooses one's own goal and purpose
- Decides what materials are appropriate
- Selects appropriate materials, and methods
- Identifies purpose in organizing and carrying out tasks
- Chooses criteria for evaluation

Requirements:

- Self-awareness
- Resourcefulness
- Inquisitiveness



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Semi-Autonomous Learning Hours: What Works?

What it is	What it's NOT
1. Focused, objective-driven lesson review	1. Unstructured/anything goes period
2. Independent study hour: topic of relevance to, or of interest to students	2. "Study Hall" (i.e., chit chat time, any unproductive use of time)
3. Researching additional information in aid of homework completion	3. Homework completion per se (HW should be completed at home; workbook/sheet; exercises)
4. Student-driven but teacher moderated lesson discussion; teacher should be present in the classroom	4. Unsupervised lesson review without the teacher present in the classroom



Semi-Autonomous Learning Hours: What Works?

Skills Focused on During Independent Learning:

- Receptive Skills: **Reading** (Magazines, books other than textbooks); **Listening** (Music preferred)
 - Note: Students reluctant to engage in social interaction

Important Considerations:

- Learner responsibility
- Teacher Role

(Pickard 1995, 1997; Yap 1998; Benson 2007; Nguyen 2009; Erturk 2016)



Semi-Autonomous Learning Hours: What Works?

The Current Pilot Study

May 2017 Survey

1. My class observes semi-autonomous hours. (a) YES (b) NO
2. How often does your class observe semi-autonomous hours? (a) 2 hours daily (b) less than 2 hours daily (c) other (please specify)_____
3. My class uses semi-autonomous hours to: (a) Do homework (b) review lesson for the day (c) do research (d) go over action plan on monthly progress report (e) other (please specify)_____
4. My teacher provides guidance during semi-autonomous hours. (a) YES (b) NO
5. Benefits of semi-autonomous hours to my language training. Please list the benefits.

How can we make semi-autonomous hours more effective, and responsive to your needs?



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Semi-Autonomous Learning Hours: What Works?

Findings: Survey 1 (2017)

11 Languages : 29 Students : 19 Instructors

Results: Students	Results: Teachers
Q1: Practice? Yes 83%	Q1: Practice? Yes ~89%
Q2: How often? a) 2hours daily b) less than 2 hours daily c) please specify Varies: > 80% less than 2 hours; 30 mins/day; 30 mins but not everyday (twice a week at most); when requested;	Q2: How often? a) 2hours daily b) less than 2 hours daily c) please specify Varies: everyday: 1 hour; 2 hours; 30 mins; sometimes
Q3: How being used? Varies: a) Review b) Research	Q3: How being used? Varies: Ss ask further explanation; independent study
Q4: Teacher Guidance? 93% Yes; sometimes	Q4: Teacher Guidance? ~89% Yes;
Q5: Benefits Makes lesson more accessible; b) undiscernible (not known)	Q5: Benefits time to decompress; internalize lesson; there's not enough time to cover syllabus (if strictly observe SaH)
Recommendations (students and teachers) strict implementation; reduce (not enough time to cover core lesson)	



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Semi-Autonomous Learning Hours: What Works?

Findings: Survey 2 (2019)

12 Languages : 32 Students : 20 Teachers

Results: Students	Results: Teachers
Q1: Practice? ~80 Yes	Q1: Practice? ~85% Yes
Q2: How often? Varies: 30 mins; not often enough; 1 hour daily; sometimes	Q2: How often? Varies: 30 mins every other day; 1 daily; when requested; no time for SA
Q3: How being used? Varies: review; research; lesson integration;	Q3: How being used? Varies: ss ask clarification; self-study; ss look for more information on grammar on the web; ss review and preview lesson
Q4: Teacher Guidance? ~85 Yes	Q4: Teacher Guidance? 100 Yes (those who answered yes to Q1)
Q5: Benefits: decompress; review on own pace; self-correct; self-study; organize what was learned; helps with vocab memorization; reflection	Q5: Benefits: internalize lesson; opportunity to ask Qs from T;
Recommendations (students and teachers): -like it as it is--don't change it; 6 contact hours too much; DLPT type practice; more than 30 mins SA time; spend it at home; not enough time to complete the training syllabus.	



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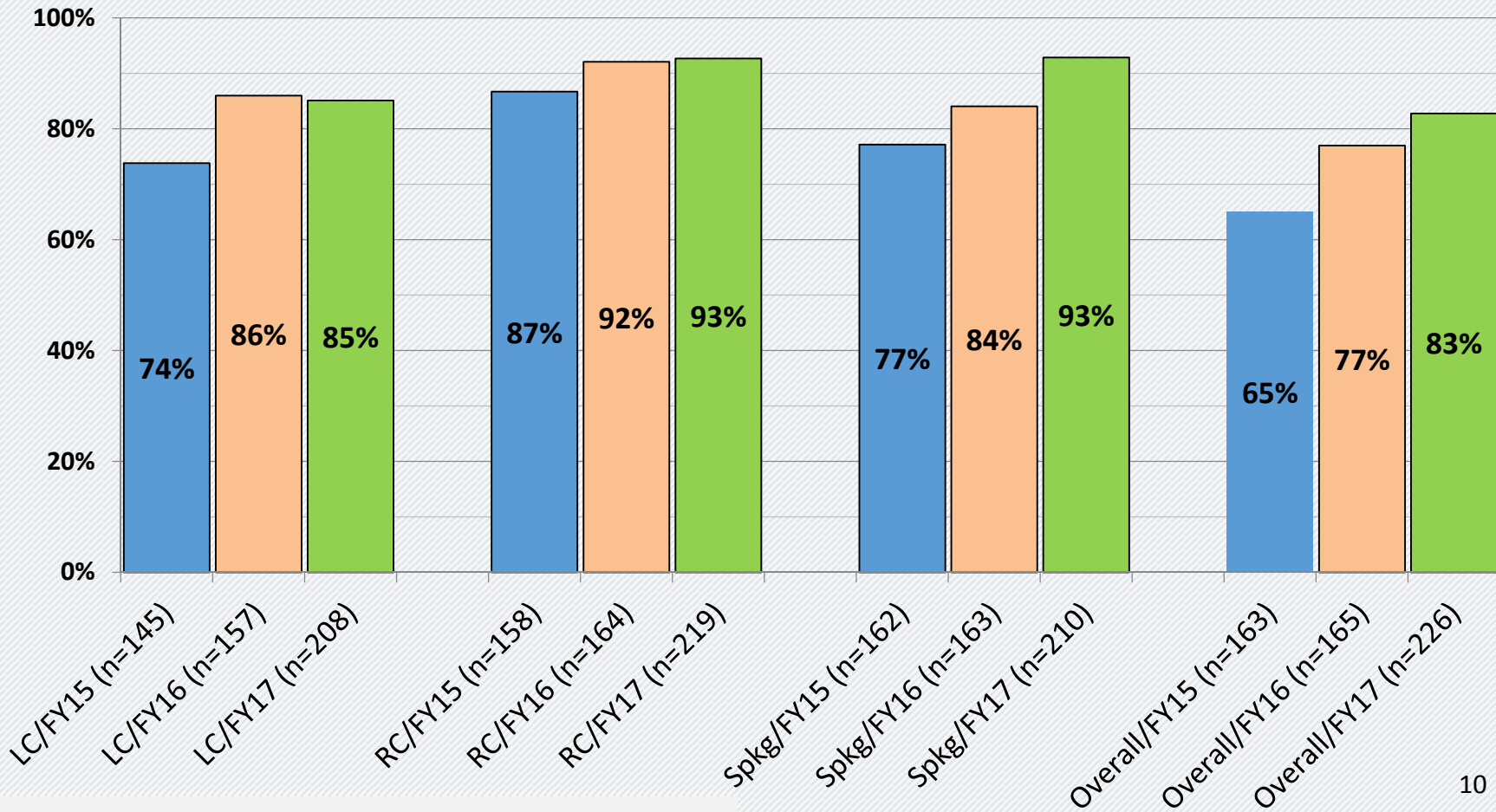
Semi-Autonomous Learning Hours: What Works? Hindi Program

Test Date 1	DLPT Listening Level Out	DLPT Reading Level Out	Speaking Level Out
09-Aug-17	1+	2+	2+
09-Aug-17	1	1+	1+
09-Jun-17	1	1	1+
09-Aug-17	1+	1+	1+
11-Aug-17	1+	2+	1+
01-Jun-18	3	2+	1+
01-Jun-18	3	3	2
14-Sep-18	1+	3	2
14-Sep-18	2	2+	2
14-Sep-18	1+	2	1+
14-Sep-18	2+	3	1+
08-May-19	3	3	2+
08-May-19	3	3	2



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FY15 / FY16/FY17 Proficiency Results

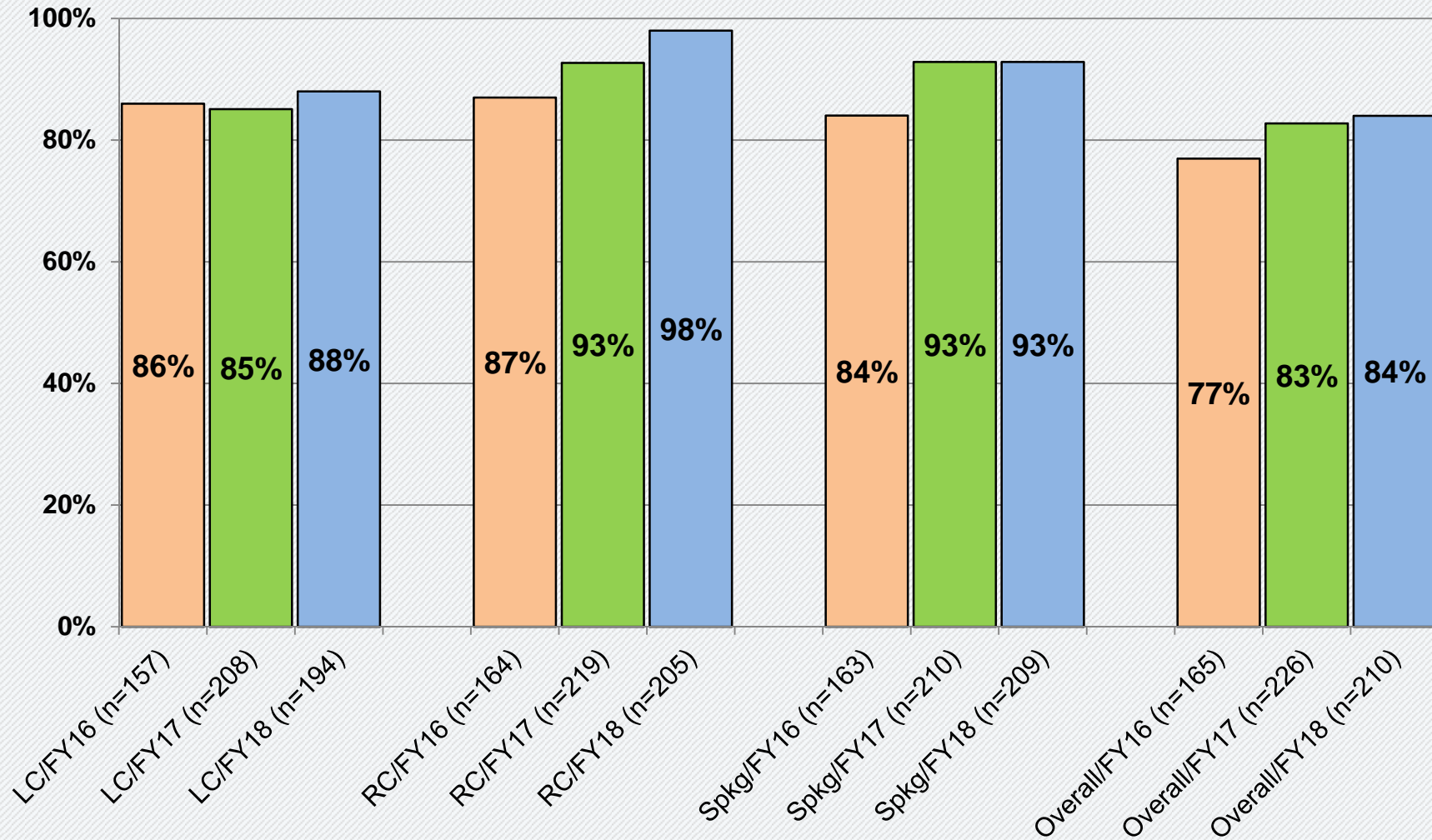


NOTE: Data does not include AFPAK-



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FY16/FY17/FY18 Proficiency Results





Semi-Autonomous Learning Hours: What Works?

Implications:

Objective accomplished?

Students/teachers understand what semi-autonomous hours is?

Academic gains?



Semi-Autonomous Learning Hours: What Works?

The Way Forward:

- Teaching approach that develops and cultivates independent learning
- Link between Independent Learning and Learning Styles
- Help Student Identify “what works”
 - Create robust and dynamic list of recurring topics/issues common to students, and design ways to address them
- Potential Role of Effective Academic Counseling



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The Potential Role of Meaningful Academic Counseling

DEFENSE LANGUAGE INSTITUTE-WASHINGTON OFFICE PERIODIC ASSESSMENT REPORT

PART 2 - PROFICIENCY ASSESSMENT

DESCRIPTION	CANNOT DO	MARGINAL	CAN DO	N/A*
Speaking				
Simple short conversations			✓	
Ask simple questions			✓	
Cope with basic survival situation			✓	
Narrate in the present				✓
Narrate in the past				✓
Narrate in the future				✓
Do physical descriptions				✓
Give instructions or directions				✓
Report facts about current events				✓
Cope with survival situation with a complication				✓
Support opinion				✓
Hypothesize				✓
Discuss an abstract topic				✓
Cope with an unfamiliar situation				✓
Listening				
Understand speech about basic survival needs			✓	
Understand simple questions			✓	
Understand main ideas			✓	
Able to follow instructions			✓	
Understand speech on concrete topics				✓
Understand supported opinion				✓
Understand hypothesizing				✓
Understand abstract topics				✓
Reading				
Able to read short, simple text with limited accuracy			✓	
Understand main ideas			✓	
Able to read simple authentic material			✓	
Understand main ideas & details				✓
Able to read variety of authentic materials on unfamiliar topics				✓
Comprehend supported opinion				✓

PART 3 -- INSTRUCTOR COMMENTS & RECOMMENDATIONS (please indicate student's specific strength(s) and areas he/she needs to improve):

Strengths:

- grammar knowledge
- reading
- speaking

Needs Improvement:

- vocabulary
- movement verbs
- listening
- spelling



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The Potential Role of Meaningful Academic Counseling

DEFENSE LANGUAGE INSTITUTE-WASHINGTON OFFICE PERIODIC ASSESSMENT REPORT

ACTION PLAN/RECOMMENDATIONS

(please provide concrete activities to be completed by the student within a specified period of time based on the strengths and areas that need improvement, indicated in the previous section)

#	Activity	Dates	
		From	To
	To fill the charts with verbs of movement; making short stories; preterite verb of motion draw pictures.	08.12.16	09.12.16
PART 3- COMMENTS (optional)			

SUPERVISOR COMMENTS & RECOMMENDATIONS:

Instructor signature & date

End-of-training goal (per TO)
Current *estimated* ILR rating

Speaking	Reading	Listening
0+/1	0+	0+/1

Progress Towards Goal ILR Rating (check one)

- Student will probably meet goals
- Too early to tell if student will meet goals
- Student may not meet goals

<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
_____	_____	_____

* The student is a Refresher student and does not have formal testing goals

Supervisor signature & date 2-16

STUDENT COMMENTS (signature acknowledges monthly counseling session):

has tailored our program such that my results have been amazing to me. She continues to push me towards success.

I have received the following course syllabus this month:

- _____ Initial course syllabus (first month only)
- _____ Revised course syllabus (if one is updated)

Student signature & date



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Meaningful Academic Counseling: Going beyond the symptoms

What meaningful academic counseling requires:

Speaking	Listening	Reading	Fluency*
Topic	Topic	Topic	Grammatical
Grammar	Details	Details	Cultural
Vocabulary	Main Idea	Main Idea	Verbal
Speech rate	Vocabulary	Vocabulary	
Pronunciation	Speech rate/speed	Ability to contextualize	
Intonation/Inflection	Language Variations/register	Grammatical complexity	
Text produced	Ability to contextualize	Type/genre and length of material	
*Overall sociolx and communicative competence	Grammatical complexity		
*(Hymes 1966) (Canale and Swain 1980)	Type/genre and length of material		*How would we define fluency?



Individualized Learning Plan (ILP)

A personalized learning plan for a student of foreign language that requires the following:

- Identification of specific area of study.***
- Statement of a specific realistic objective achievable and measurable within a given time.***
- Action plan on how to achieve the objective as stated.***
- Mode of evaluation for accuracy; based on such evaluation, a determination is made whether the learner needs to stay on the same topic, or start a new one.***



Autonomous Learning and Individualized Learning Plan

Suggested ILP Format

- Objective:
 - Specific
 - Measurable at given time
- Plan of action:
 - Steps to be taken to achieve the objective within a time frame
- Evaluation:
 - Means to find out whether or not objective was achieved
 - Means to ensure quality and accuracy of what was learned
 - Determination whether or not the learner may proceed to other topics, or stay on the same one and work further.



Semi-Autonomous Learning Hours: What Works?

WAKAS!

MGA KATANUNGAN?