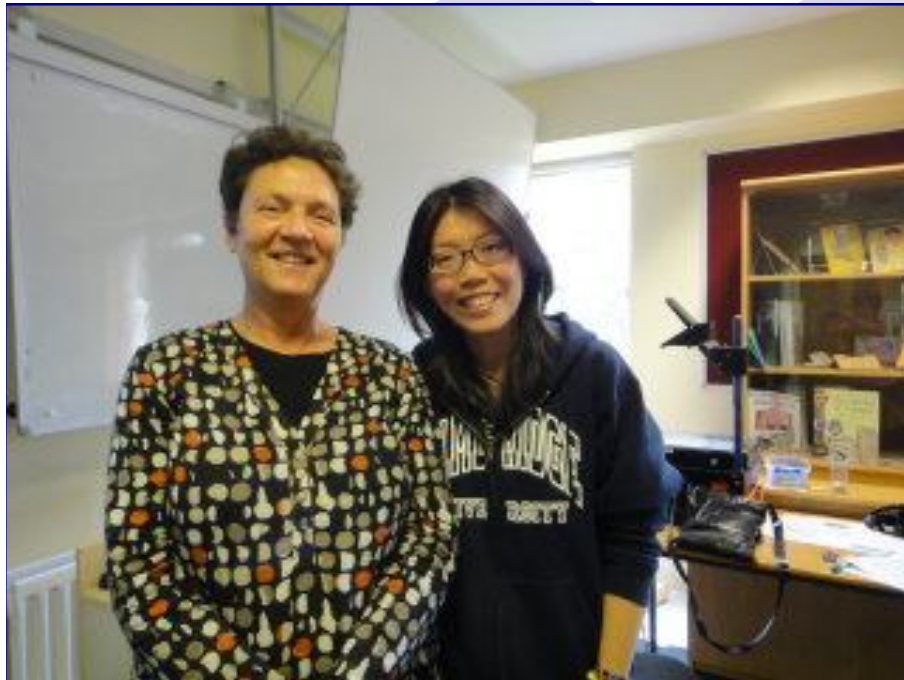


Learner's Autonomy- Learners Can Do Themselves



Presented by
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Some questions to think...

Q1: What is your role as a teacher?

Q2: How much opportunity do you have to decide what/how to teach your learners?

Teacher-centered approach	Where are you?	Learner-centered approach
I have all the information.	_____	The syllabus and what needs to be achieved are there for us to share.
It is my job to transmit knowledge to you.	_____	I am here to facilitate and assist your learning.
I am responsible for your learning.	_____	You are responsible for your learning.
As a professional, it is my job to make all the decisions.	_____	As an adult, I trust you want to learn and will take responsibility for it.

Good Learners

Bad Learners

◎ **Reflect on their learning and make decisions about it.**

◎ **Blame teachers or the course book for poor results.**

◎ **Take responsibility for their learning and their progress.**

◎ **Expect the teacher to be responsible for their learning and their progress.**

◎ **Know why they are learning English and try to stay motivated.**

◎ **May have little enthusiasm for learning English.**

◎ **Know how to study effectively.**

◎ **May think they know more than the teacher.**

◎ **May not know how to study effectively.**

Some strategies to help...

- **Classroom English**
- **Share information**
- **Ask learners to identify their strengths and weaknesses**
- **Tell learners how you see it**
- **Take yourself out of the picture**
- **Be consistent**

Provide Various Learning Strategies

- **Cognitive strategies:** help learners process input, and transform and apply L2 knowledge.
- **Affective strategies:** learners create positive attitudes and stay motivated.
- **Sociocultural-interactive strategies:** help learners with communication, sociocultural contexts and identity.

A Model of Metacognition

- Preparing and planning for learning
- Selecting and using strategies
- Monitoring learning
- Orchestrating strategies
- Evaluating learning

A Model of Metacognition

A MODEL OF METACOGNITION

preparing and planning for learning

evaluating learning

selecting and using strategies

Metacognition

orchestrating strategies

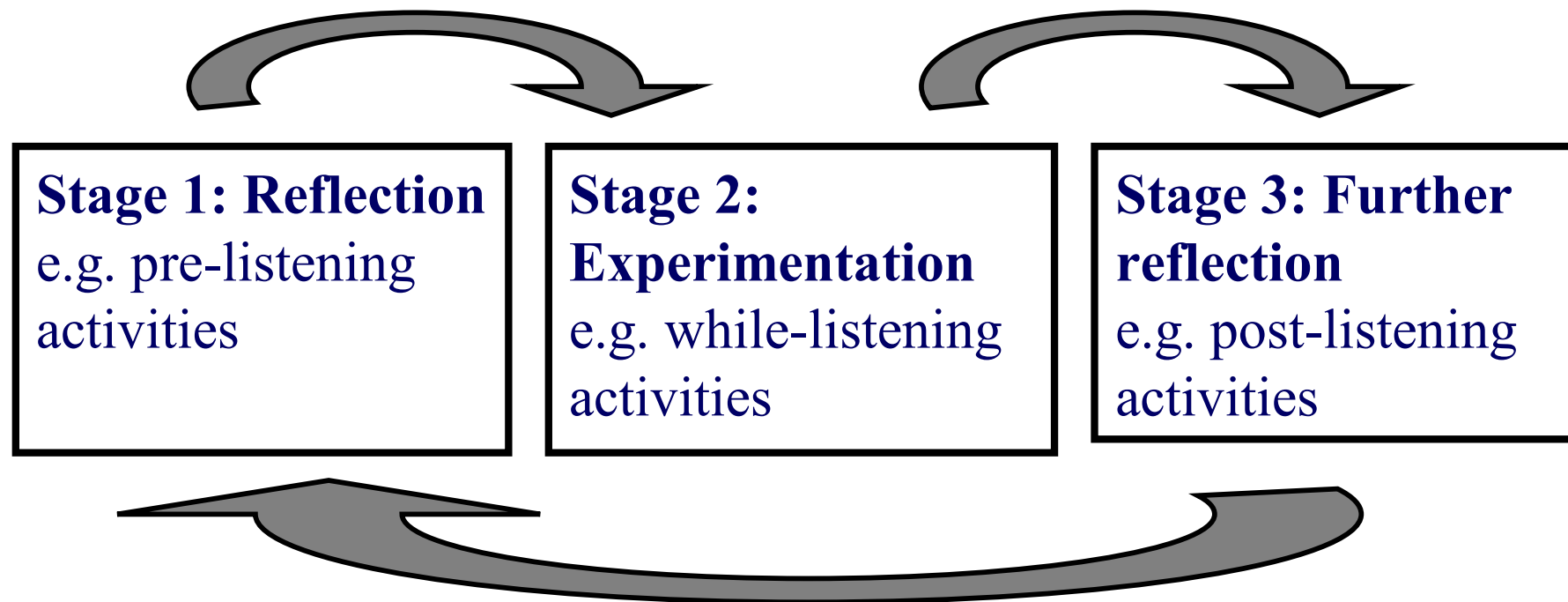
monitoring learning

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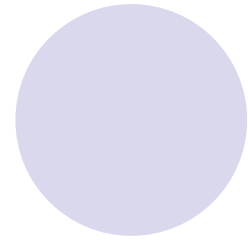
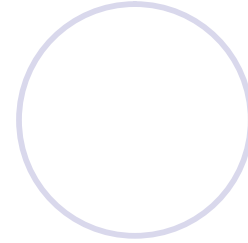
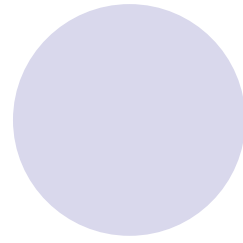
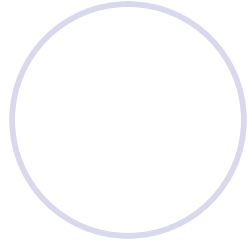
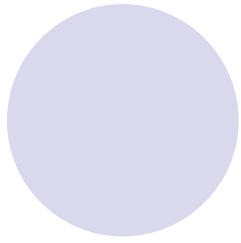
A practical example- A Listening Task

- **Lead-in**
- **Pre-task work (optional)**
- **Select clear task**
- **Play recording or students read text**
- **Feedback on task**
- **Reflection: Could they do the task?**
- **Conclude**

The Plan-do-review Model



Adapted from Ellis, 1999b



Thank you!