Transferring self-directed learning skills online

A structured awareness raising approach
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JALT 2020

21 November 2020

Overview

How do L2 learners use language learning strategies when collaborating with peers online?

— Self-regulation in language learning
— Structured awareness raising
— The context
— The study
— Discussion and implications

Self-regulation in language learning

Language learners need to become effective, aware and reflective participants in their learning processes

<div align="right">(Kilis & Yıldırım, 2018)</div>

— Awareness of the different steps, requirements and possibilities in the language learning trajectory
— Actively taking control

<div align="right">(Purpura, 2014)</div>

➔ Become autonomous

<div align="right">(Benson, 2011)</div>

Support

Awareness raising, integrated in a course of study

— explicit introduction of a range of learning strategies
— importance of social and affective aspects of language learning
— practical tools for making, implementing and evaluating one's learning process

(Kato & Mynard, 2016)

➔ structured awareness raising curriculum (SARC)

Advising in language learning

An integral process in promoting learner autonomy

— working with individual language learners on personally
   meaningful aspects of their learning

(Mynard & Carson, 2012)

— supporting learners in understanding themselves and the
   ways in which they learn

(e.g. Mozzon-McPherson, 2012; Mynard, 2018; Noguchi et al, 2018; Yamashita, 2015)

Promoting deeper-level reflective thinking which facilitates
the development of awareness and control over learning

SARC

An approach that
is flexible and sensitive
to each individual's
learning trajectory
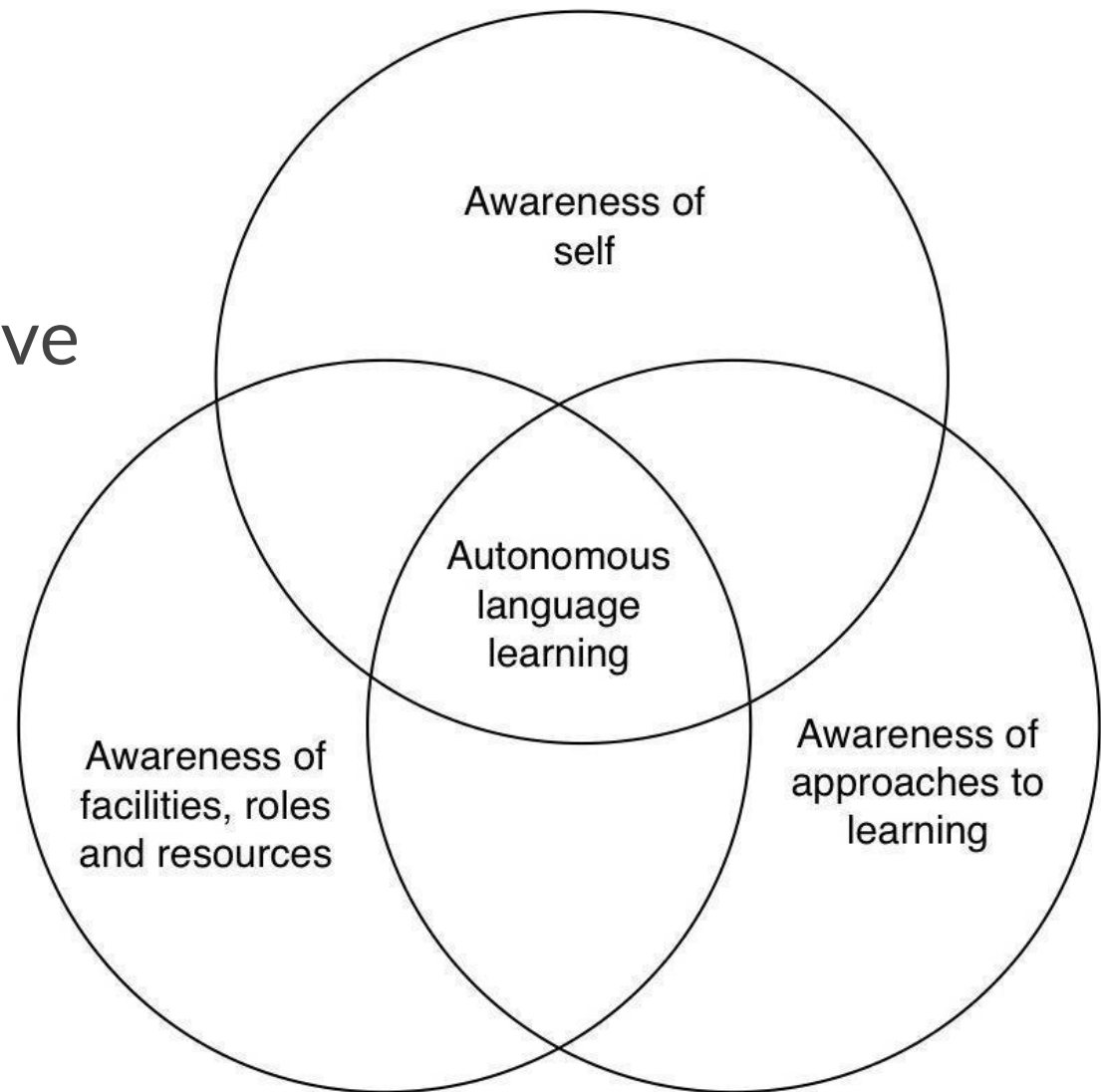
(Kato & Mynard, 2016, p. 243)

L2 learning strategies

Complex, dynamic thoughts and actions, selected and used by learners with some degree of consciousness in specific contexts in order to regulate multiple aspects of themselves

(a) accomplishing language tasks
(b) improving language performance so use
(c) enhancing long-term proficiency

(Oxford, 2017, p. 48)

Strategies that learners use can vary and are dependent on the learning context, socio-cultural background and learners' personal preferences

(Peeters, 2020)

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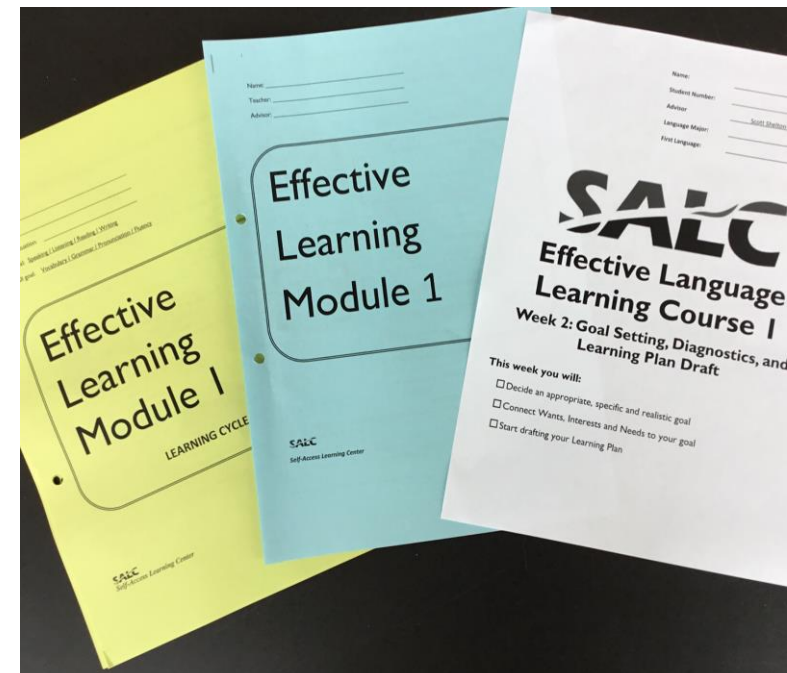# Self-Access Learning Center at Kanda University of International Studies

Effective learning modules

— Awareness raising through units of a module pack
— Weekly feedback from a learning advisor
— Face-to-face advising sessions

Participants generally meet the learning outcomes of the module and are able to use necessary strategies

(Curry et al., 2017)

SARC at KUIS

Introducing all strategies that learners might use, covers a large body of knowledge.

It can be made manageable as learners discover strategies and resources only when they apply to the particular learning goal they are working towards.

➔ Let learners experience language within a wider context
➔ Let learners observe and engage with others
➔ Let learners work together

Strategy support F-t-F

Online learning

What can educators do online?

1. explicitly teach strategies
2. have learners keep reflective study logs
3. prompt students to self-regulate
4. communicate with learners outside of the online environment
5. provide scaffolding, e.g. opportunities to support other learners and in turn be supported by them
6. provide opportunities for students to get help when needed

(Wandler & Imruale, 2017)

The GOOGLE Classroom project

GOOGLE Classroom as a peer interaction space
— Several prompts to motivate learners in module pack
— Connecting online and offline activities
— No learning advisors present online

N = 252
4 groups, depending on language major over two semesters

Data
Posts to GOOGLE Classroom: N = 957

Research Questions

1. How do L2 learners use strategies when collaborating with their peers online for effective learning purposes?

2. How do the strategies that are used online relate to the learning outcomes of the effective learning module?

Digital Conversation Analysis of online engagement + Social Network Analysis

(Farina, 2018; Peeters, 2018; Peeters & Mynard, forthcoming)

Results

St.1 19 Apr 2019   ⋮

(It's the task of P8, please reply if possible)

Hi! I'm **[Student 1]**
I'm trying to take TOIEC speaking and writing for the first time however, I'd like to ask how was the test like and what should I do at first. Please, give me ɑ tip thank you.

2 class comments

St.2 20 Apr 2019
Why don't you buy official TOEIC textbook??
I'm sorry I can't give you good comment😂😂

St.3 20 Apr 2019
You'll go to the building 6 on the second floor , there are sample of TOEIC TEST S&W . You can take free!
Why don't you try sample test?

Results

St.4   6 Oct 2019   ⋮

I think actually using Twitter is a very very good way for you guys!
Because there are many Twitter users who share grammar, vocabularies and useful phrases about English. Also, they probably help you to know global values, lifestyles overseas, or anything you might be interested in!

So, if you're interested in, I recommend you to looking for and follow them:)
You can search with "English/英会話", country's name you're interested in or something in Twitter.

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2 class comments

St.5   7 Oct 2019
I have never known that Twitter is good to learn languages, I will try it! Thank you for telling!

St.4   7 Oct 2019
I'm glad to hear that😎

Results

St.6 22 Apr

Hi! I'm   I major in Korean.KR
I really like K-POP! My favorite group is MONSTA X !
If you like K-POP or other music, please comment your favorite singer!🙆

3 class comments

St.7 22 Apr
I love Billie Eilish!!!!

St.8 22 Apr
I like MONSTA X too! I recommend GOT7😁

St.9 22 Apr
BOBBY IS THE BEST.

Results

Overall trends in the peer interaction process

Awareness of approaches to learning
planning, evaluating and orchestrating strategy use, brainstorming about strategies for tasks, and discussing goals and objectives

Awareness of facilities, roles and resources
evaluating resources, organising learning trajectory, managing materials and navigating the learning context
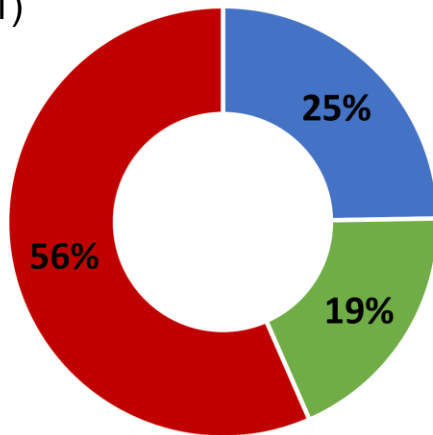
Awareness of self
paying attention to others, monitoring and evaluating performance, expressing positive emotions and gratitude, acknowledging, and sharing personal stories

(Peeters & Mynard, forthcoming)

Group 1 (CSK - semester 1)

(N = 61)

25%

19%

56%

Group 2 (English - semester 1)

(N = 78)

27%

29%

44%
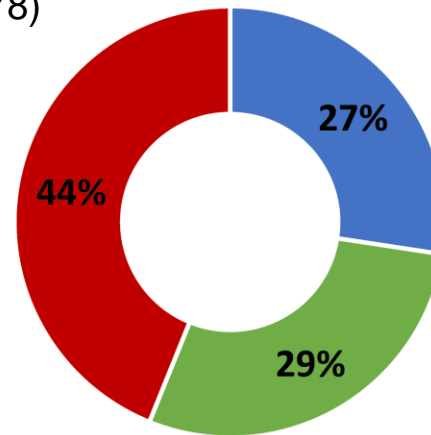
Group 3 (IC - semester 1)

(N = 39)

32%

30%

38%
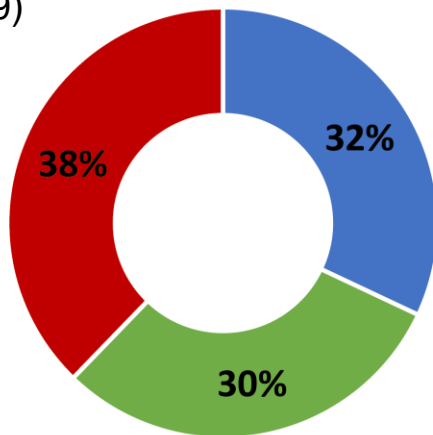
Group 4 (all - semester 2)

(N = 74)

28%

22%

50%

■ Awareness of approaches to learning

■ Awareness of facilities, roles and resources

■ Awareness of self

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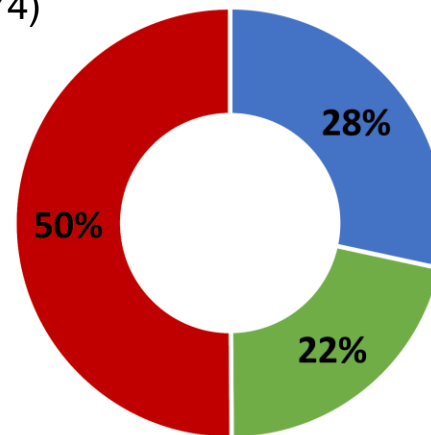
Discussion

Learners in all groups tend to use a set of strategies to
- connect with their peers
- exchange personal experiences and resources
- advise others on the opportunities, spaces and people at univ.

➔ they conceptualise ideas, provide reasoning for their actions, exhibit a willingness to understand others and activate their own knowledge when dealing with tasks

➔ they generate and maintain motivation by creating a positive environment for others, growing accustomed to the context of higher education, as well as activating supportive emotions, beliefs and attitudes.

Discussion

Learners establish a common ground

—   keeping a record of resources, strategies and approaches to learning

—   building a place where they have access to the resources, strategies, approaches and evaluations of others

—   connecting with their peers to exchange personal experiences and advise others on the opportunities at univ.

They exhibit a willingness to understand others and activate their own knowledge when dealing with the tasks while generating and maintaining motivation by creating a positive environment for all.

Implications

Learners can achieve the learning outcomes of the SARC

Online peer interaction and advising in language learning can mutually benefit from one another as learners' online engagement keeps them actively discussing and thinking through their actions and plans on a daily or weekly basis, while advising sessions can help them reflect accurately and help them set out and follow up on learning plans.

Follow-up: a need to foster more in-depth discussions between peers about both planning and learning gains.

Conclusion

Autonomous learners do not only have to have the **ability** and **freedom**, but also the **desire** to control their learning

<div align="right">(Benson, 2013, Ushioda, 2011)</div>

Goal: developing co-ownership

<div align="right">(Peeters & Pretorius, 2020)</div>

Advising in language learning + online peer interaction equals active engagement with others on a regular basis + being supported to critically approach the plans you make and the goals you want to achieve.

<div align="right">(Peeters & Mynard, forthcoming)</div>

Thank you very much

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