



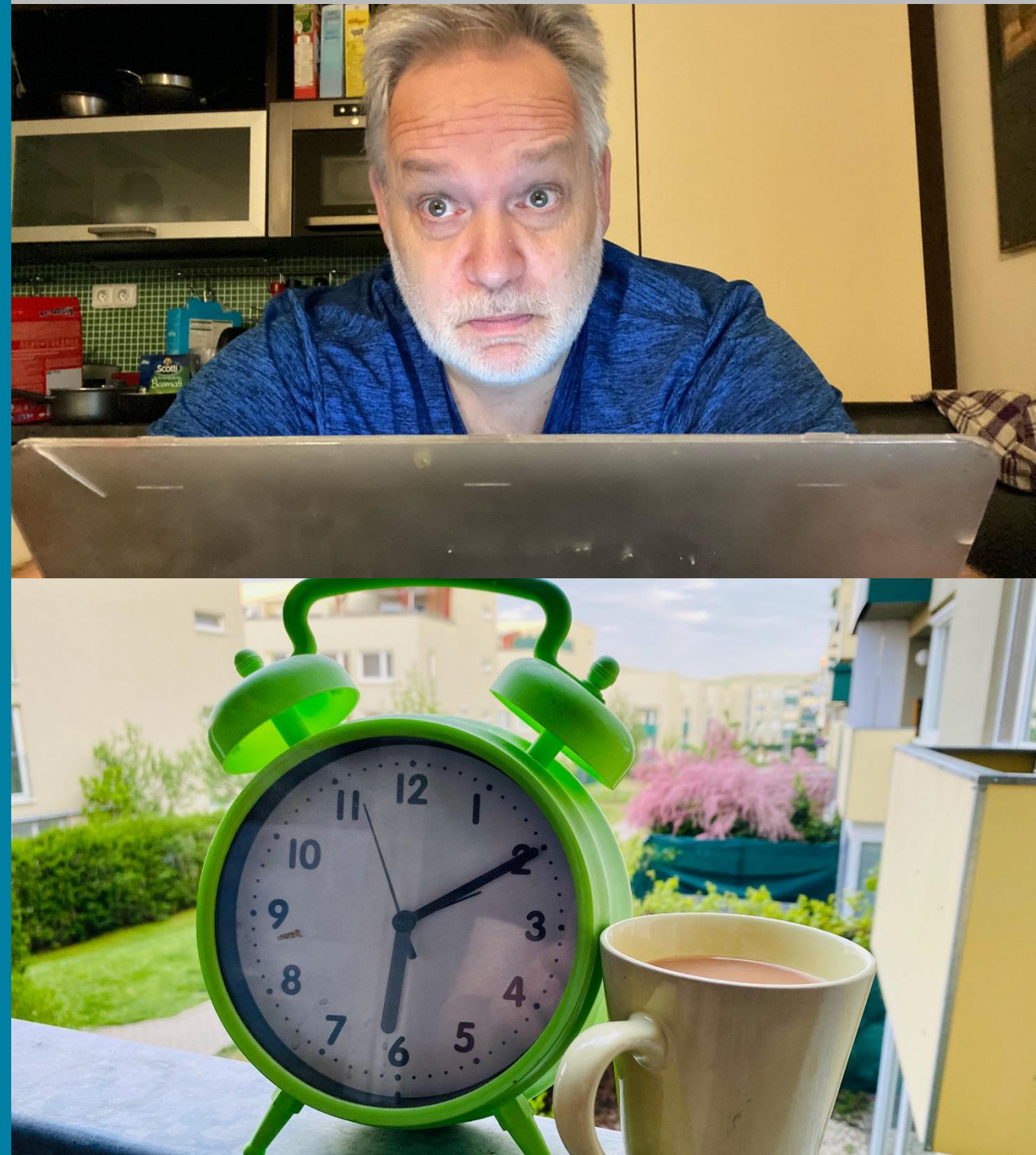
Pearson

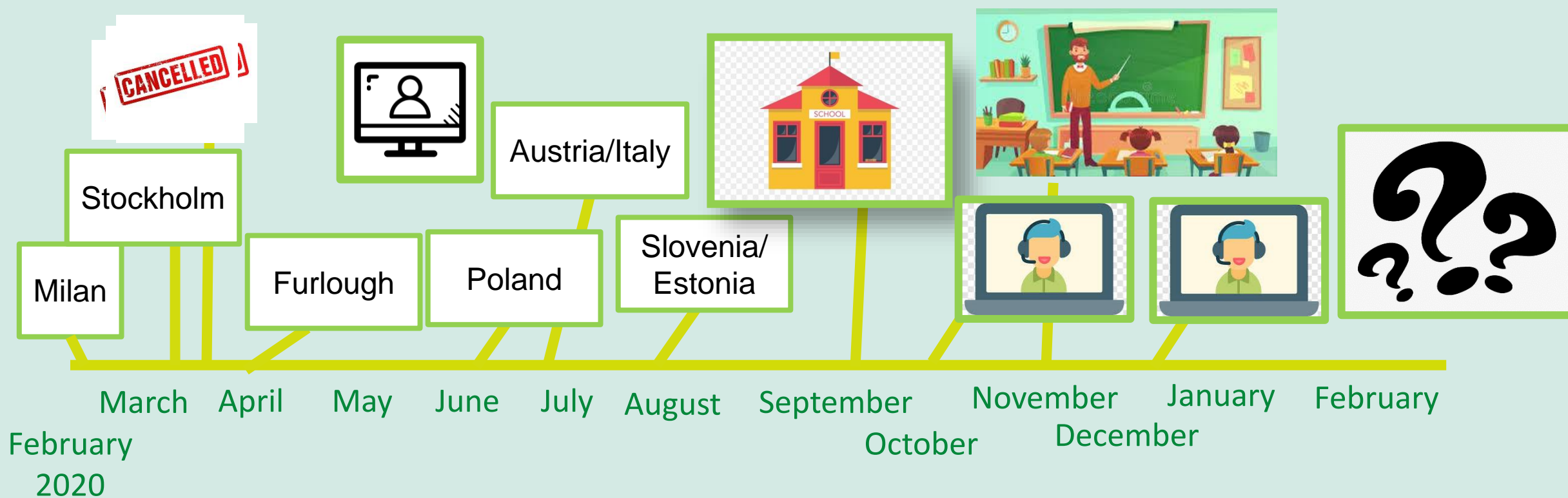
# Embracing Isolation by Enhancing Student Autonomy

Phil Warwick

March 2021

 Pearson





*SO WHAT HAVE I LEARNT?*

# *SO WHAT HAVE I LEARNT?*

- Teaching is a great profession when your students are motivated
- Some students really enjoy studying from home rather than going to school
- Initially students miss classmates rather than lessons – then they start missing the lessons
- Teenage students studying from bedrooms don't like cameras (and neither do I)
- Teachers seem to give a lot more homework
- Tests make up a lot of online classes
- 21<sup>st</sup> Century Learning Skills get dumped very quickly
- One or two apps (e.g. Kahoot and Quizlet) get used too frequently
- Final year students panic about the school leaving exams
- Everything gets boring after a while
- Autonomy is very important
- Students need training to become more autonomous

# Hybrid Learning

*Students move from face-to-face to online learning with no change to the syllabus*

*Students switch between face-to-face and online a regular basis (e.g. one week on and one week in )*

*Some students learn online while classmates are in school*

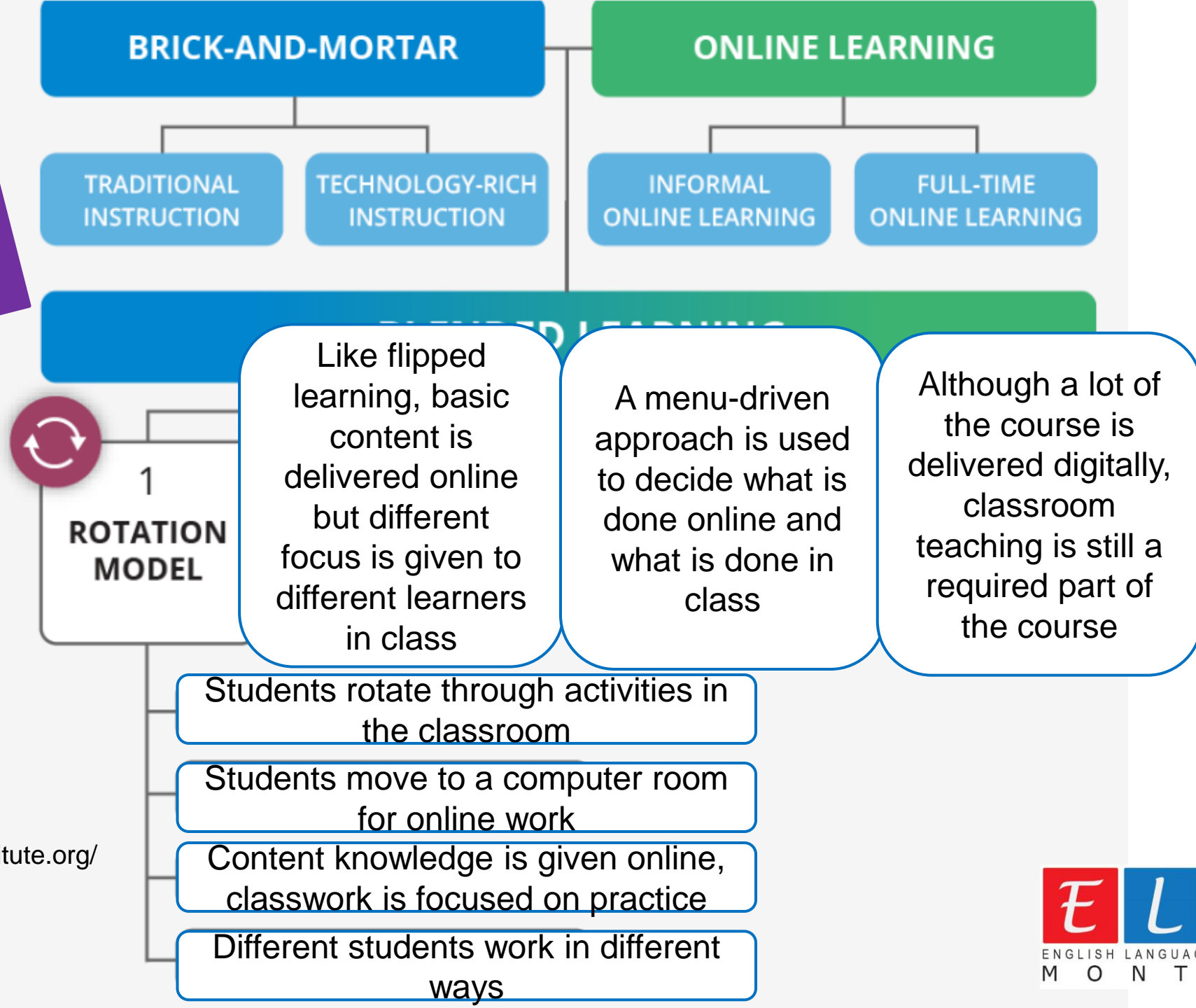
**Synchronous learning**-  
*where all students learn in real time together, some in class and others online*

**Asynchronous learning** –  
*where learning can happen at any time and therefore at different times for classmates*

**Blended learning** is about applying distance learning with in class teaching  
whereas **Hybrid learning** is about finding the best approach regardless of the medium

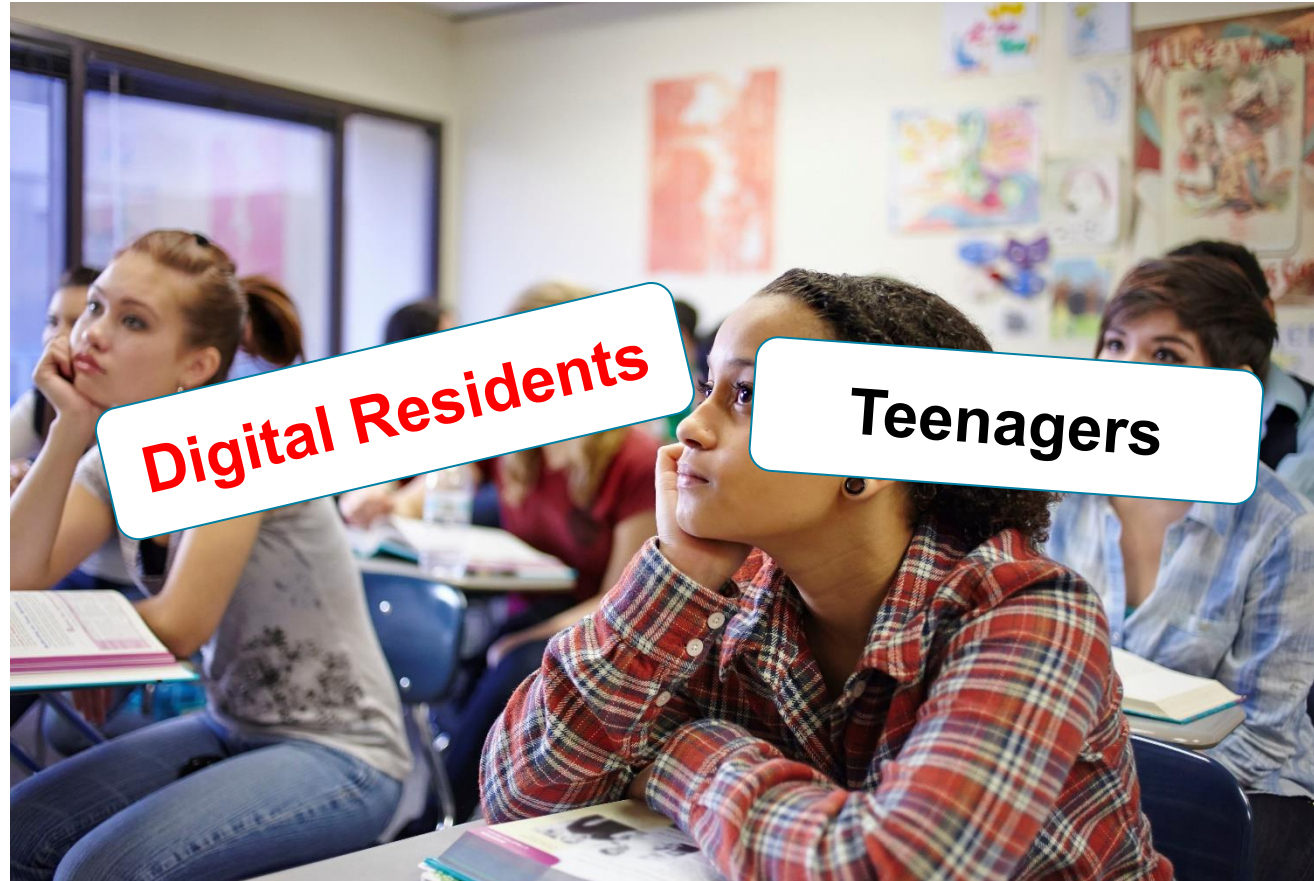


# BLEND ED LEARNING



<https://www.christenseninstitute.org/>

**We have 21st century students taught by 20th century teachers using 19th century methods, sometimes in 18<sup>th</sup> century buildings!!!**



**But what about our students?**

## *WE MIGHT HAVE TO TALK PC.....*

- I have a really old **PC** that runs Windows 98.
- My sister was arrested by **PC** Jones
- We can't say things like that any more, it's not **PC**!
- Around 6**pc** of the Czech population are foreigners with residence permits.
- The world was very different **PC**

**PRE-COVID**

# Schools are boring and irrelevant say students





# Yale University – January 2020

**Stage 1** - a survey of 21,678 US high school students

**Stage 2** - "experience sampling" study with 472 high school students in Connecticut

*From the Yale Center for Emotional Intelligence and the Yale Child Study Center*

# Yale University – January 2020

In the online survey, students were asked to "*think about the range of positive and negative feelings you have in school*" and provide answers in **three open text boxes**.

They were also asked to rate on a scale of **0 (never) to 100 (always)** how often they felt **10 emotions: happy, proud, cheerful, joyful, lively, sad, mad, miserable, afraid, scared, stressed and bored**.

*From the Yale Center for Emotional Intelligence and the Yale Child Study Center*

# Yale University – January 2020

In the open-ended responses, the most common emotion students reported was **tired** (58%)

The next most-reported emotions -- **all just under 50%** -- were **stressed**, **bored**, **calm**, and **happy**.

The ratings scale supported the findings, with students reporting feeling **stressed** (79.83%) and **bored** (69.51%) the most.

*From the Yale Center for Emotional Intelligence and the Yale Child Study Center*

# Yale University – January 2020

In the second study of 472 students, an ‘experience sampling’ study was conducted, where they reported their feelings at distinct moments during the school day.

These momentary assessments told the same story:  
**High school students reported motions *negative*  
*feelings* 60% of the time**



# We need to make our students more autonomous



Sometimes it's easier to describe what autonomy is **not**:

Autonomy is not a synonym for self-instruction.  
*(Autonomy is not limited to learning without a teacher.)*

In the classroom context, autonomy does not entail an abdication of responsibility on the part of the teacher.  
*(It is not a matter of letting the learners get on with things as best they can.)*

On the other hand, autonomy is not something that teachers do to learners.  
*(It is not another teaching method.)*

Autonomy is not a single, easily described behaviour.

Autonomy is not a steady state achieved by learners.

*David Little 1990*

Learner autonomy is:

*‘The ability to take charge of one’s own learning’* — Henri Holec (1981)

Determine the objectives

Define the contents

Select methods and techniques

Monitor the procedure of acquisition (rhythm, time, place etc.)

Evaluating what has been acquired

Learner autonomy is:

*‘A learner's capacity to take responsibility for their learning, which involves planning, the selection of materials, monitoring learning progress and self-assessment.’* – Phil Benson 2007

Benson's five principles for achieving autonomous learning:

- 1 active involvement in student learning
- 2 providing options and resources
- 3 offering choices and decision-making opportunities
- 4 supporting learners
- 5 encouraging reflection

*‘When learners succeed in developing autonomy, they not only become better learners, they also become more responsible and critical members of society’* – Phil Benson



# In order to be effective we need to:

1. Identify Starting Points
2. Monitor Improvement
3. Evaluate Effectiveness



# AUTONOMY: LEVELS OF IMPLEMENTATION

NUNAN 1997



LEARNING GOALS ARE HIGHLIGHTED

LEARNERS SELECT GOALS FROM A CHOICE

LEARNERS MODIFY & ADAPT GOALS

LEARNERS CREATE THEIR OWN GOALS

LEARNERS GO BEYOND THE CLASSROOM

AWARENESS

INVOLVEMENT

INTERVENTION

CREATION

TRANSCENDENCE

# How does autonomy change with age?



# Cognitive Development

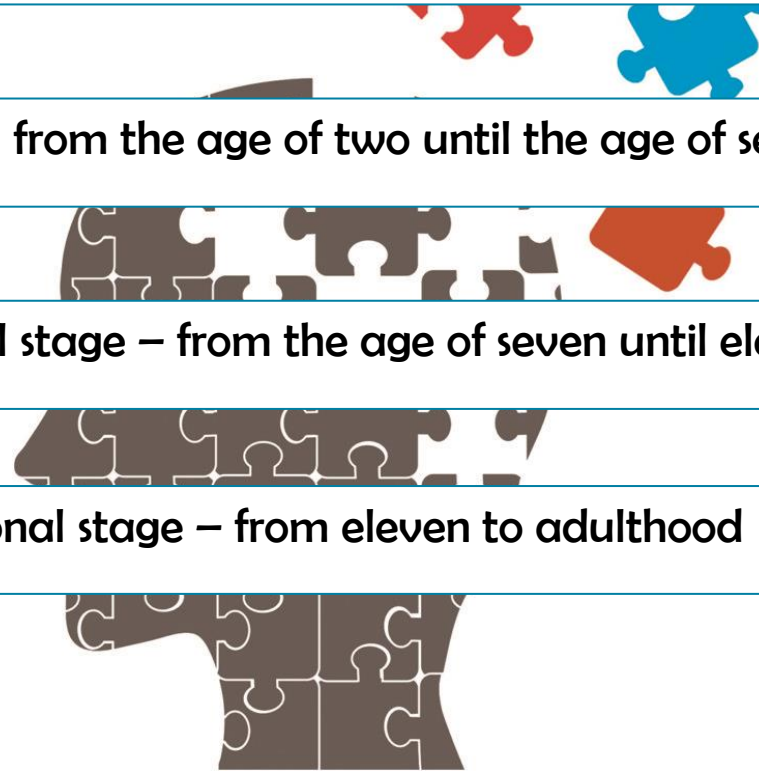


1. Sensomotoric stage – from the birth up to the age of two.

2. Preoperational stage- from the age of two until the age of seven.

3. Concrete operational stage – from the age of seven until eleven

4. Formal operational stage – from eleven to adulthood





The linguistic aim in preschool period is somehow subordinate to a healthy overall development of a child in general, and second language teaching should conjointly go with the contributions to the VYLs' general personality development in all domains (cognitive, affective and psychomotor).

WHAT  
DO  
YOU  
THiNK?





Should make sure that students leave the class with a smile on their face



Should make sure students feel comfortable in an English only environment and can function at a basic level



Should build on the foundation from Primary and students should leave secondary with an operational level of English



Should exploit their students' knowledge of English to make them independent learners

# Natural context for learning



**Learning through engagement in meaningful experiences**

**Learning through play**

**Learning through representing**

**Learning through reflection**

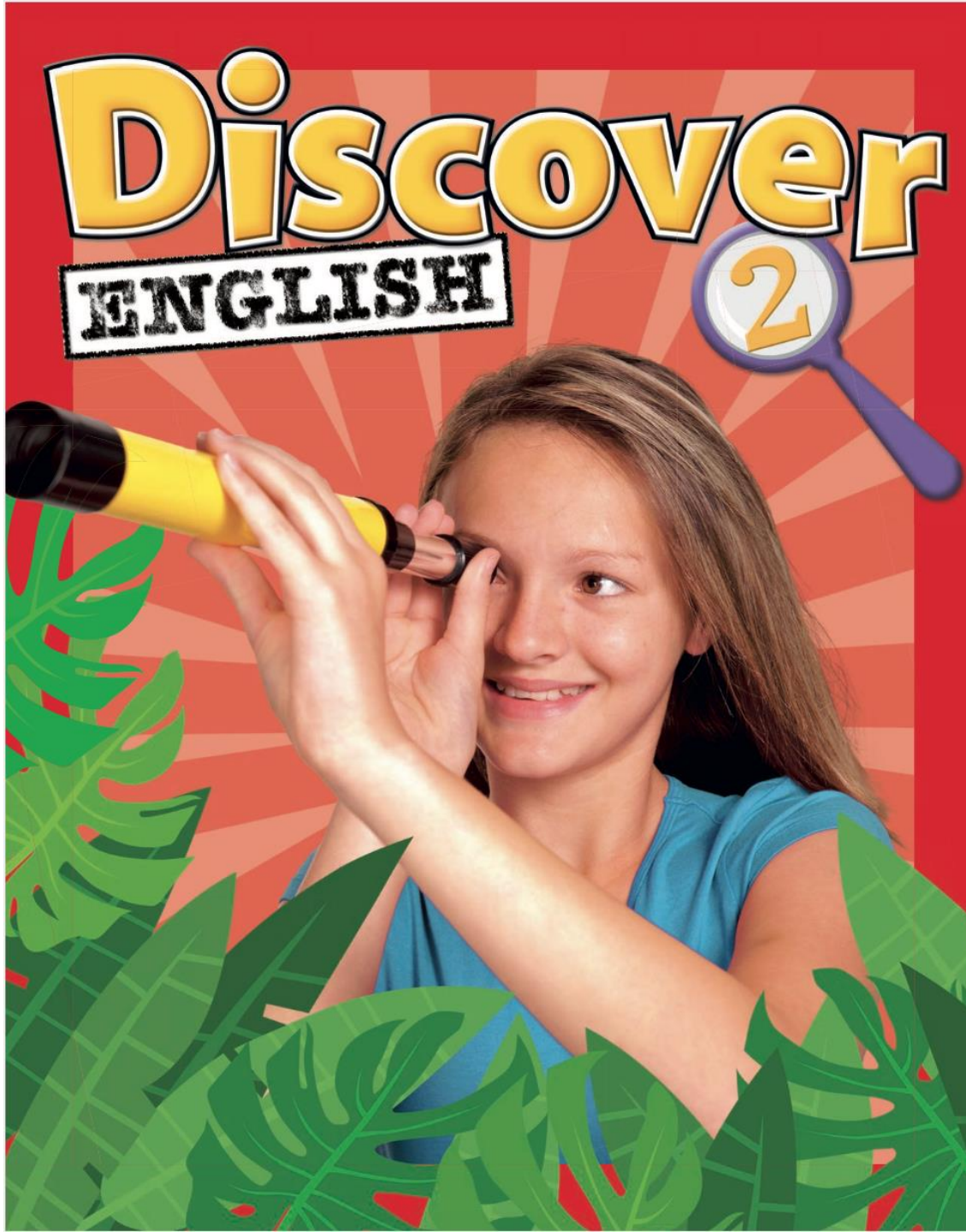
**LOTS**

**HOTS**





Make  
Your  
choice







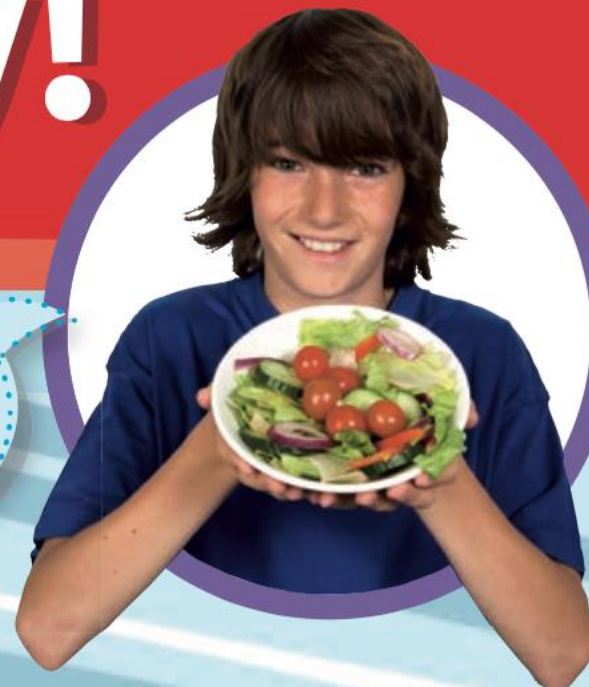
# I'm Hungry!

Discover **5** extra words. Go to the inside back cover.

sandwiches fruit 7 salad crisps biscuits  
water cheese fizzy drink sausages eggs meat  
fish potatoes beans bananas strawberries  
onions carrots bread rice chocolate

**3** Find these containers in the picture and circle.

plate bowl glass packet can



**2** Which food do you like? Tell a friend.

*I like strawberries, but I don't like fish!*

## It's Healthy Food Day at school today.

Katie Hi Ben. What's that? I'm hungry!

Ben It's a Chinese **Dish**.

Ravi Is there any **Chicken** in it?

Ben No, there isn't any meat, but there are a lot of vegetables. It's **Really** good for you!

Katie Can I have a plate of stir-fry and some **Chips** please?

Ben Yes. Here you are.

Katie Thanks ... Yum! It's **Great**!

Monica Hi everyone. Have you got a fizzy **Pineapple Juice** Ben? I'm thirsty.

Ben No, but we've got some **Milkshakes**.

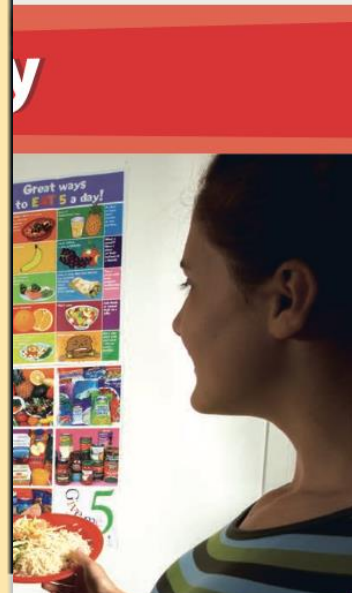
Monica Smoothies?

Ben Yes. We've got banana smoothies and strawberry smoothies. They're **Really** healthy.

Ravi Delicious!

Monica OK. A strawberry smoothie, please. I can have it with my chocolate. **Drink It**

Ravi Oh Monica!



## Healthy Food Day at school today.

Hi Ben. What's that? I'm hungry!

It's a Chinese stir-fry.

Is there any meat in it?

No, there isn't any meat, but there are a lot of vegetables. It's very good for you!

Can I have a plate of stir-fry and some rice, please?

Yes. Here you are.

Thanks ... Yum! It's fantastic!

Hi everyone. Have you got a fizzy drink, Ben? I'm thirsty.

No, but we've got smoothies. Smoothies?

Yes. We've got banana smoothies and strawberry smoothies. They're very healthy.

Delicious!

OK. A strawberry smoothie, please. I can have it with my chocolate.

Oh Monica!

Pineapple Juice

Chicken

Chips

Drink it

Really

Milkshakes

Great

Dish



## Grammar

countable and uncountable nouns

We can count **countable** nouns:  
one onion two onions

We can use **a / an** with singular countable nouns:

I've got **an** onion.

This is **a** strawberry.

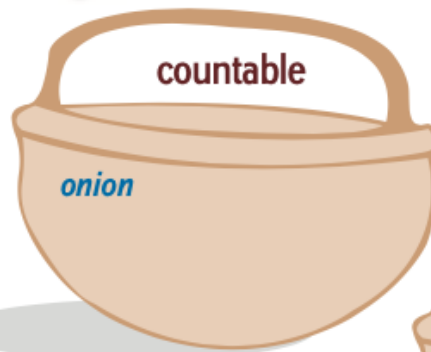
We can't count **uncountable** nouns:  
I like rice. This is water. (no plural)

## Grammar

can count c  
onion two  
use a /  
an onion  
strawb  
unt  
This is

4

Complete the baskets. Use words from page 17.



4 Complete the

countable

onion

rice

od. Which ones can be plural? Tick

Countable	Uncountable
onions	
fish	
sausage	

## FUN FACTS

In every chocolate bar there are about **eight** insect legs. **Yuk!**

## FUN FACTS

In every chocolate bar there are about **eight** insect legs. **Yuk!**

Rick Is there <sup>1</sup> **any** bread?

Reg Yes, there's <sup>2</sup> \_\_\_\_ bread. Oh no, it's an old sock! There isn't <sup>3</sup> \_\_\_\_ bread in here.

Rick Is there <sup>4</sup> \_\_\_\_ meat?

Reg No, there isn't, and there isn't <sup>5</sup> \_\_\_\_ fish.

Rick Are there <sup>6</sup> \_\_\_\_ vegetables?

Reg I

2

3

Rick

8

Play the memory game.

Spea

7 W

Exercis

8 Pl

A I've got some cheese.

B I've got some cheese and an apple.

C I've got some cheese, an apple and some fish.

A I've got some cheese.

B I've got some cheese and an apple.

C I've got some cheese, an apple and some fish.



does chocolate contain insect legs

- Vše
- Obrázky
- Zprávy
- Videa
- Více
- Nastavení
- Nástroje

Přibližný počet výsledků: 6 140 000 (1,12 s)

According to ABC News, the average **chocolate** bar **contains** eight **insect** parts. Anything less than 60 **insect** pieces per 100 grams of **chocolate** (two **chocolate** bars' worth) is deemed safe for consumption by the Food and Drug Administration. Allergists say most foods **contain** natural contaminants. 2. 4. 2012

www.nbcnews.com › healthmain › chocolate-allergies-lin...

## Chocolate allergies linked to cockroach parts - NBC News

O vybraných úryvcích • Zpětná vazba

### Lidé se také ptají

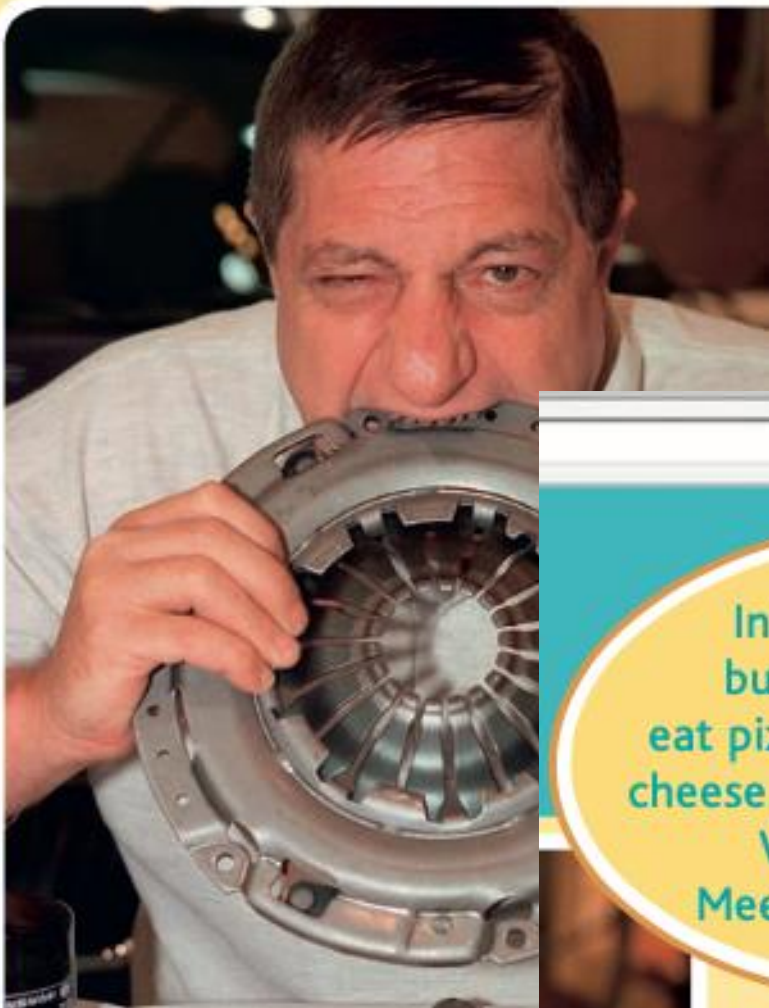
- Does chocolate contain insects?
- Are there really cockroaches in chocolate?
- What bugs are in chocolate?
- Does Cadbury chocolate contain insects?

Zpětná vazba



# Discovery Web

## Are you hungry? Then read this!



K

W

L

In the USA they eat  
burgers. In Italy they  
eat pizza. In France they eat  
cheese ... and planes. Planes?  
We aren't joking!  
Meet Mr Mangetout ...



## Michel Lotito - Wikipedia

Michel Lotito was a French entertainer, born in Grenoble, famous for deliberately consuming indigestible objects. He came to be known as Monsieur **Mangetout** ("Mr. Eat-All").

**Other names:** Monsieur Mangetout

**Died:** June 25, 2007 (aged 57); Grenoble, ...

**Known for:** Eating unusual objects

**Born:** June 15, 1950; Grenoble, France

[www.flight-delayed.co.uk](http://www.flight-delayed.co.uk) › blog ▾ Přeložit tuto stránku

## Monsieur Mangetout - The man who ate an airplane

6. 7. 2018 — Monsieur **Mangetout** - The man who ate an airplane ... Over time, this talent led to his stage name of 'Monsieur **Mangetout**' or 'Mr Eat-All'.

[www.ripleys.com](http://www.ripleys.com) › Weird News ▾ Přeložit tuto stránku

## The Man Who Ate An Airplane Piece By Piece

2. 4. 2019 — Michel Lotito was also known as Monsieur **Mangetout** (Mr. Eat-All) for his unique ability to eat all sorts of inedible objects with ease.

[www.guinnessworldrecords.com](http://www.guinnessworldrecords.com) › ... ▾ Přeložit tuto stránku

## Strangest diet | Guinness World Records

15 June 1950) of Grenoble, France, known as Monsieur **Mangetout**, ate metal and glass throughout his ... Mr Lotito died of natural causes on June 25, 2007.

[www.youtube.com](http://www.youtube.com) › watch

## FRANCE: MONSIEUR MANGETOUT WILL EAT ANYTHING ...



He is Monsieur **Mangetout** and as his name implies, he eats almost ...

Michel Lotito is also known as Monsieur ...

24. 7. 2015 ... Nahráno uživatelským AD Anchiem



## Speaking

5 Work with a friend. Look at Mr Mangetout's shopping trolley. Ask and answer.

TV water cheese bike  
plane egg bread

A Are there many eggs?  
B No, there aren't. There aren't many eggs.



3 Choose the correct answer.

- 1 There isn't much / aren't many bread with this bike.
- 2 How much / How many planes are there in

much / aren't many metal in

f / much food in Mr Mangetout's

no TV sandwiches. There isn't any TVs.

many cheese is there

f / much people like

Use Are there many or

eggs?  
head?  
ter?  
anas?

Mr Mangetout's



- A Are there many eggs?  
B No, there aren't. There aren't many eggs.

## Listening

6 1.29 Listen. What is the girl doing?

7 1.30 Complete the questions with much or How many. Then listen again with the answers.

- 1 How much meat is there?
- 2 \_\_\_\_\_ onions are there?
- 3 \_\_\_\_\_ carrots are there?
- 4 \_\_\_\_\_ rice is there?
- 5 \_\_\_\_\_ computers are there?

## Speaking

8 How much of this food do you eat in a week? Complete the table for you.

Food / Drink	You
salad	_____ bowls
crisps	_____ packets
fizzy drinks	_____ cans
sandwiches	_____ plates

9 Complete the table.

A How much  
B How many

## Writing

10 Imagine you are cooking a special meal for your family. What food is there? How much? Write sentences.

There are a lot of potatoes. There's some salad, but there isn't much...

## Listening

6 1.29 Listen. What is the girl doing?

7 1.30 Complete the questions with much or How many. Then listen again and match with the answers.

- 1 How much meat is there?
- 2 \_\_\_\_\_ onions are there?
- 3 \_\_\_\_\_ carrots are there?
- 4 \_\_\_\_\_ rice is there?
- 5 \_\_\_\_\_ computers are there?

a one  
b two  
c a lot

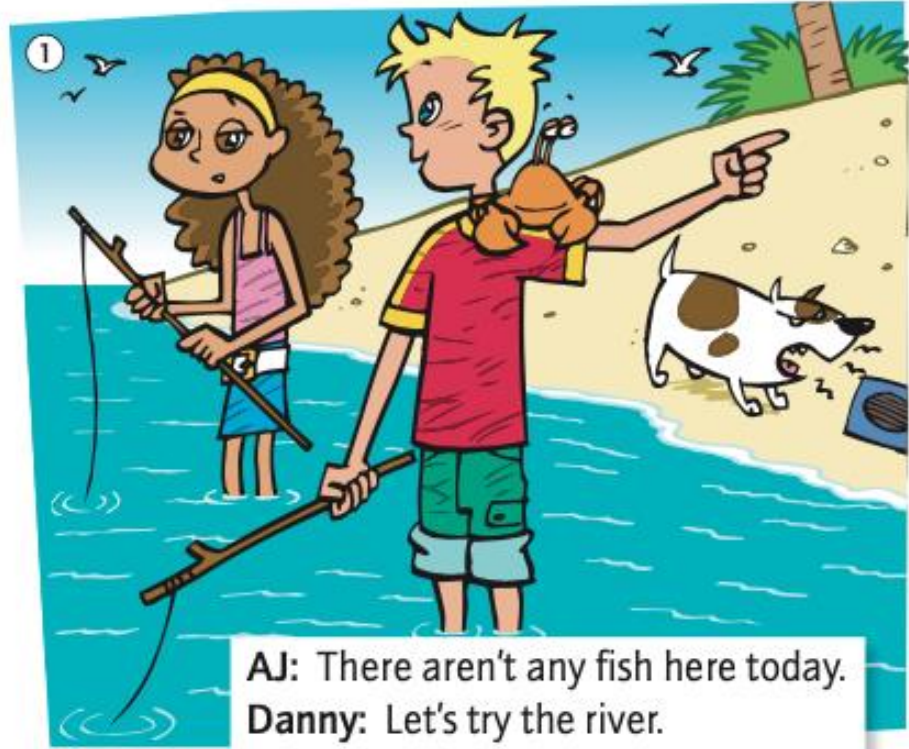
## Writing

10 Imagine you are cooking a special meal for your family. What food is there? How much? Write sentences.

There are a lot of potatoes. There's some salad, but there isn't much...



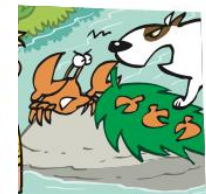
# 2<sup>c</sup> Adventure Island



**AJ:** There aren't any fish here today.  
**Danny:** Let's try the river.

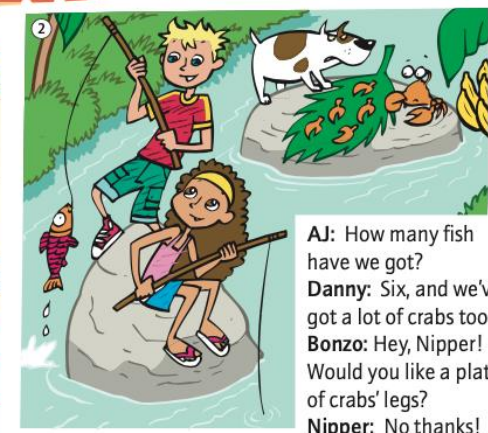


...y fish here today.  
...e river.

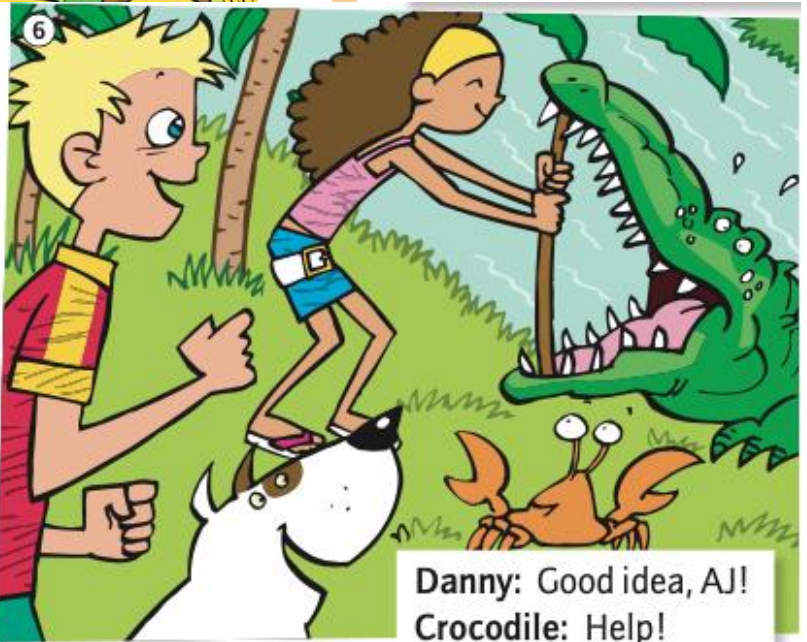


us.  
...e coconut

g!  
hair, AJ.



**AJ:** How many fish have we got?  
**Danny:** Six, and we've got a lot of crabs too.  
**Bonzo:** Hey, Nipper! Would you like a plate of crabs' legs?  
**Nipper:** No thanks!



**Danny:** Good idea, AJ!  
**Crocodile:** Help!



**Bonzo:** Oh no! A mouth with legs!  
**Crocodile:** Yum! I love hotdogs!



### 3 Can you read Nipper's notes?

#### Nipper's Notes

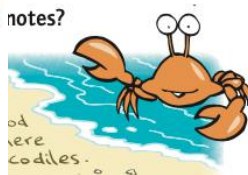
There isn't much food on the island but there are a lot of crocodiles.



any fish in the sea today.  
find much food in the

e juice.  
want crabs' legs.  
ot some fruit.  
gry when he sees the

notes?



1 Listen and read. What is 'the mouth with legs'?

6 Practise the dialogue. Change some of the

eggs meat fish  
banana strawberry  
bread rice chicken

A Can you pass me?  
B Here you are!

7 Draw five words. Put the memory game!

7 Draw five words. Put the memory game!

4 Act out the Adventure Island cartoon with your friends.

**Functions:** offers and requests

5 Listen and complete. Then listen, check and repeat.



Nipper 1 Can you pass me 2 some insect juice, please?

Bonzo 3 you are!

Nipper Thank you. Mmm... delicious! Can I 4 a banana too, 5 ?

Bonzo Yes, of course. And would you 6 a crab's leg?

Nipper No, 7 . But 8 like a hotdog!

## Fun Zone

7 Draw five containers. Write the five words. Put the cards face down. Play the memory game!



plate



can

## 2 Circle the food words.



## Grammar

### 3 Complete the dialogue.



## Grammar

### 3 Complete the dialogue.



1, I like fish and chips. Have you  
2 fish and chips?  
3. I've got some delicious shark  
4 chips.  
5 hmm... 6 there any salad?  
7 are 8, but there 9 a  
10 stir-fry.  
11 What about biscuits? 12 there  
13 scuits?  
14 ere 15, but there 16  
17 chocolate insects or there's 18  
19 stic octopus ice cream.  
20 thanks, Maurice. I'm not hungry!

### 4 Look at the picture and complete the sentences. Use *much*, *many* or *a lot of*.



- There aren't many crisps, b  
sandwiches.
- There is
- There's ice cream
- How
- Is there
- How

## Pronunciation /ə/

### 5 Listen and repeat.

## Pronunciation

### 5 Listen and repeat.



I'd like some  
and a glass



I'd like some potatoes, onions and cheese  
and a glass of water, please!



## Functions

6 Order the sentences.

Girl like Would some water you?  
Would you like some water?

Boy Yes, please.

Girl you Can pass me please a biscuit?

Boy Of course.

Girl please Can have too a banana I?

Boy you are Here.

Girl Thank you!

## Functions

Order the sentences.

like Would some water you?

Would you like some water?

Yes, please.

you Can pass me please a biscuit?

Of course.

please Can have too a banana I?

are Here.

Thank you!

## Function

Listen and  
dialogue.

eat  
a picnic.

hungry.

You're 2 \_\_\_\_\_  
hungry, Monica.

Ravi Look! There are 3 \_\_\_\_\_ people from  
school.



## Song

8 1.35 Complete the song. Use these words.  
Then listen and check.

can eat (x2) hungry like pass  
smell taste some

## The Fast Food Song

1 Can I take your order please?  
Let's 2 \_\_\_\_\_ to the beat  
A pizza slice a pizza slice  
3 \_\_\_\_\_ chips and chicken and  
A burger, a burger

Some chips and chicken and a  
You 4 \_\_\_\_\_ it, you love it  
You know you really want it  
5 \_\_\_\_\_ me a pizza  
Whenever I'm in town (mm mm)

Yummy and exciting  
6 \_\_\_\_\_ so inviting  
Driving me crazy  
7 \_\_\_\_\_ to the bone

bone

lick

re

of

lead and sing.

ood.

le and uncountable

d any.

many / a lot of.

and requests.

## The Fast Food Song

1 Can I take your order please?  
Let's 2 \_\_\_\_\_ to the beat

A pizza slice a pizza slice  
3 \_\_\_\_\_ chips and chicken and a pizza slice  
A burger, a burger

Some chips and chicken and a pizza slice  
You 4 \_\_\_\_\_ it, you love it  
You know you really want it

5 \_\_\_\_\_ me a pizza  
Whenever I'm in town (mm mm)

Yummy and exciting  
6 \_\_\_\_\_ so inviting  
Driving me crazy

7 \_\_\_\_\_ to the bone

I think of you and lick my lips  
You've got the 8 \_\_\_\_\_ I can't resist  
Can't resist – can't resist  
Let's 9 \_\_\_\_\_ to the beat!



## Checklist



- I can talk about food.
- I can use countable and uncountable nouns.
- I can use *some* and *any*.
- I can use *much* / *many* / *a lot of*.
- I can make offers and requests.

☐  
☐  
☐  
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☐  
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☐  
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☐



# 2<sup>e</sup> Discover Cult

(A)

Hi! I'm Phoenix and I'm from the USA. We celebrate Thanksgiving on the last Thursday in November. We eat a special meal with our family and friends.



We eat a lot of food, but there aren't any vegetables. My grandma always cooks a turkey and we eat it with some cranberry sauce and potatoes. Then we have pumpkin pie. It's delicious!

(B)

Hi! I'm Molly and I'm from the UK. In my school we celebrate a lot of different festivals, but my favourite is Pancake Day. It's in February or March and we always make pancakes with sugar and lemon in the school kitchen. There isn't much sugar on my pancakes, but I like a lot of lemon juice on them. Would you like one? Pancake Day is fun!



(B)

Hi! I'm Molly and I'm from the UK. In my school we celebrate a lot of different festivals, but my favourite is Pancake Day. It's in February or March and we always make pancakes with sugar and lemon in the school kitchen. There isn't much sugar on my pancakes, but I like a lot of lemon juice on them. Would you like one? Pancake Day is fun!



## Project

### Festival Food

3 Think about your favourite festival. Complete the factfile. Tell a friend.

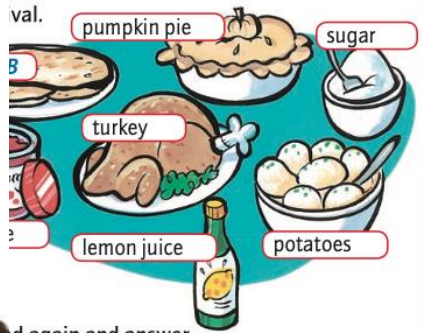
Name of festival:	
When:	
Food we eat:	
Who we eat it with:	
We like it because:	

4 Now describe your festival and draw the food.



ing

1.37 Read and listen. Match the food with the festival.



Read again and answer.

What is Thanksgiving Day?  
 When is Thanksgiving Day?  
 What do people celebrate Thanksgiving?  
 What do people give presents?  
 When is Pancake Day?  
 What does Molly do in the school kitchen on Pancake Day?  
 How much sugar on her pancakes?

## Project

### Festival Food

3 Think about your favourite festival. Complete the factfile. Tell a friend.

Name of festival:	
When:	
Food we eat:	
Who we eat it with:	
We like it because:	

4 Now describe your festival and draw the food.



# Improving Learner Autonomy

**Social and Affective Strategies**

**Metacognitive Strategies**

**Teacher roles and support**



# Improving Learner Autonomy

What do I want my students to learn?

What do my students already know?

How is their knowledge and thinking changing over time?

How aware are they of this change?

What can I do to help them learn?

What evidence do I have that they are improving?





## Look at your own learning routines. Which strategies for learning do you use? For example:

**Dare to guess;** make use of clues around you, if you don't know the exact word use a synonym. If you don't know the word you are looking for, it is okay to make a guess. It doesn't matter if you are wrong!

**Dare to be wrong!** Dare to take risks. Learning languages includes situations that may be confusing. We can all learn from our mistakes.

**Dare to ask!** There are no stupid questions.

**Desire to communicate!** You must have a strong desire to get some meaning across. You can use body language, gestures, and facial expressions.

**Look for patterns** in the language and analyse them to find form in the language.

**Make use of** memory techniques.

**Be aware of** meaning in different situations. The same message can be said in many ways. Find the appropriate way.

**Take advantage of ALL** opportunities for using the foreign language. Use the foreign language in the classroom, as well as everywhere else that you can.

# Social and Affective Strategies

## Social Strategies

### A. Asking Questions:

- Asking for clarification or verification
- Asking for correction

### B. Cooperating with Others:

- Cooperating with peers
- Cooperating with proficient users of the target language

### C. Empathizing with others

- Developing Cultural Understanding
- Becoming Aware of Other's Thoughts and Feelings

Oxford (1990)



## Affective Strategies

### A. Lowering your Anxiety:

- Using Relaxation, Breathing Exercises or Meditation
- Using Music
- Using Laughter

### B. Encouraging Yourself:

- Making Positive Statements
- Taking Risks Wisely
- Rewarding Yourself

### C. Taking your Emotional Temperature

- Listening to your Body
- Using a Checklist
- Keeping a Language Learning Diary
- Discussing your Feelings with Someone else

# Metacognitive Strategies

- Planning
- Directed Attention
- Selective Attention
- Self-Management
- Self-Monitoring
- Problem Identification
- Self- Evaluation

O'Malley and Chamot (1990)

What roles do  
you perform as  
a teacher?

Student

Disciplinarian

Authority

Entertainer

Assessor

Controller

Time-keeper

Planner

Coach

Technician



# **Authentic Teachers**

**Ready to converse with students outside the classroom topic**

**Prepared to admit mistakes**

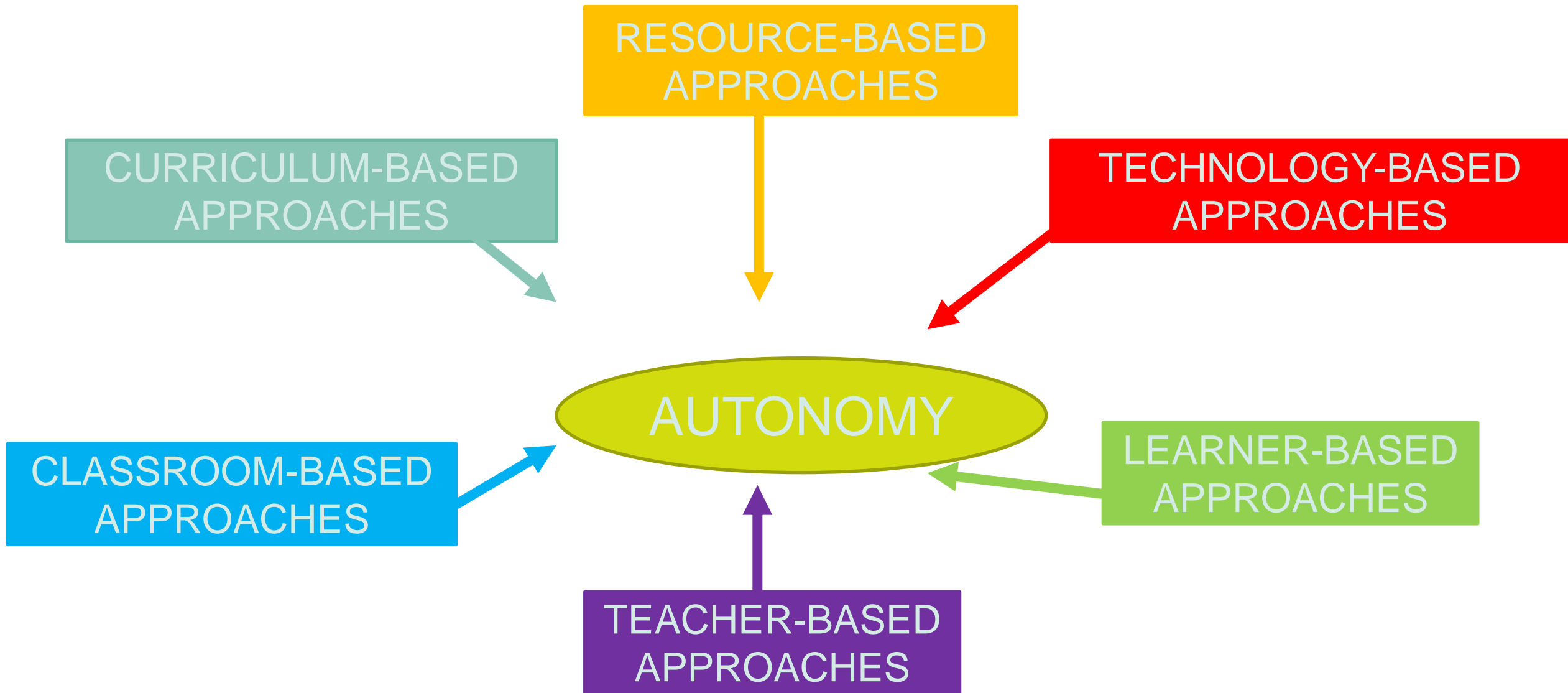
**Prepared to laugh and engage naturally**

**Willing to share some aspects of their life**

**Treat all students equally but not the same**

**Listen to students**

**Support**



# Profile of a Successful Autonomous Learner

- Methodical and Disciplined
- Logical and Analytical
- Reflective & Self-Aware
- Curious, Open and Motivated
- Flexible
- Interdependent & Interpersonally Competent
- Persistent & Responsible
- Venturesome & Creative
- Confident with a Positive Self-image
- Independent and Self-Sufficient
- Good Information Seeking and Retrieval Skills
- Knowledge and Skill at Learning Processes
- Can Develop & use Criteria for Evaluating



**THANKS  
FOR  
LISTENING**