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Workshop: April 1, 13:30-14:15

Affective, Cognitive, Metacognitive, and Practical Tools for Supporting Teachers in Promoting Learner Autonomy

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Welcome and thank you for joining us today in our workshop! You will find in this *toolbox* 4 tools which we hope you will find to be useful and engaging in your own teaching/learning context. The main aim of our workshop it to introduce you to examples of the tools we use in our own advising work, with the hope that you may also find them to be effective ways to lead your learners to reflect and discover more about their goals and motivation for learning. As the workshop is short, we have also provided further examples of the advising strategies that we will have introduced to you today. For more detailed information and a much deeper examination of the use of tools in advising in language learning, please refer to the publications listed below.

Thanks again for joining us today!

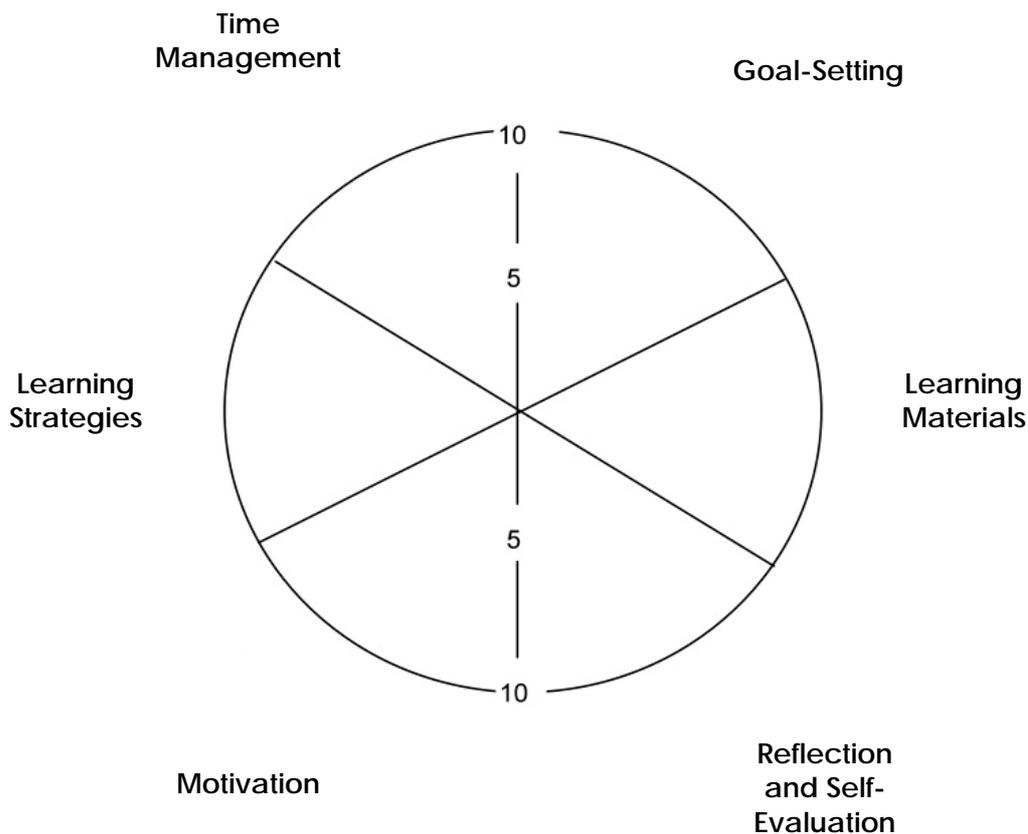| Abstract |
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| **Affective, Cognitive, Metacognitive, and Practical Tools for Supporting Teachers in Promoting Learner Autonomy**

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During this workshop, the presenters will share a range of tools that can be used to facilitate dialogue and promote reflection on learning. These tools take the form of worksheets and activities which can be used in class or outside class to promote learner autonomy. Some examples of the tools include (1) the *Confidence Building Diary* (Finch, 2004) where students note positive aspects of their language learning in order to build confidence (Shelton-Strong & Mynard, 2018), and *The Wheel of Language Learning* (Yamashita & Kato, 2012), where students self-evaluate self-directed learning skills and reflect on their current levels of satisfaction for learning. The tools vary in focus; Affective Tools focus on the emotional and motivational side of learning; Cognitive Tools are concerned with strategies and ways to learn; Metacognitive Tools encourage learners to think more deeply about the overall process and progress of their language learning; and Practical Tools help students to document their learning in order to take stock and evaluate their progress (Kato & Mynard, 2016). The tools were developed by learning advisors in a university context in Japan and many have been tried and tested with Japanese learners of English. The presenters encourage participants to examine and try some of the tools during the session and comment on whether they could be used in different contexts with different learners. |

References

Finch, A. (2004). *English reflections: An interactive, reflective learner journal. Daegu, South Korea: Kyungpook National University Press.*

Kato, S., & Mynard. J. (2016). *Reflective dialogue: Advising in language learning*. New York, NY: Routledge.

Ludwig, C., & Mynard, J. (Eds.) (2019), *Autonomy in language learning: Advising in action* (Republished originally 2012). Hong Kong: Candlin & Mynard ePublishing.

Mynard, J, & Carson, L. (Eds.) (2012), *Advising in language learning: Dialogue, tools and context.* Harlow, UK: Longman.

Shelton-Strong, S. J., & Mynard, J. (2018). Affective factors in self-access learning. *Relay Journal, 1*(2), 275-292.

Yamaguchi, A. et al. (2019). Creative tools that facilitate the advising process. In C. Ludwig & J. Mynard (Eds.) (pp. 113-137), *Autonomy in language learning: Advising in action*. Hong Kong: Candlin & Mynard ePublishing.

Yamashita, H., & Kato, S. (2012). The Wheel of Language Learning: A tool to facilitate learner awareness, reflection and action. In J. Mynard & L. Carson (Eds.), A*dvising in language learning: Dialogue, tools and context* (pp. 164-169). Harlow, UK: Longman.

The Wheel of Language Learning

Task 1: Where are you now?

The following wheel consists of 6 areas which are important to consider when becoming a successful learner. What is your level of satisfactrion in these 6 areas?

The centre of the Wheel is '0', which means you are not satisfied at all. The outer edge of the Wheel is '10', which means you are completely satisfied. Look at each area and rank your current level of satisfaction.

Time Management

Goal-Setting

Learning Strategies

Learning Materials

10

5

5

10

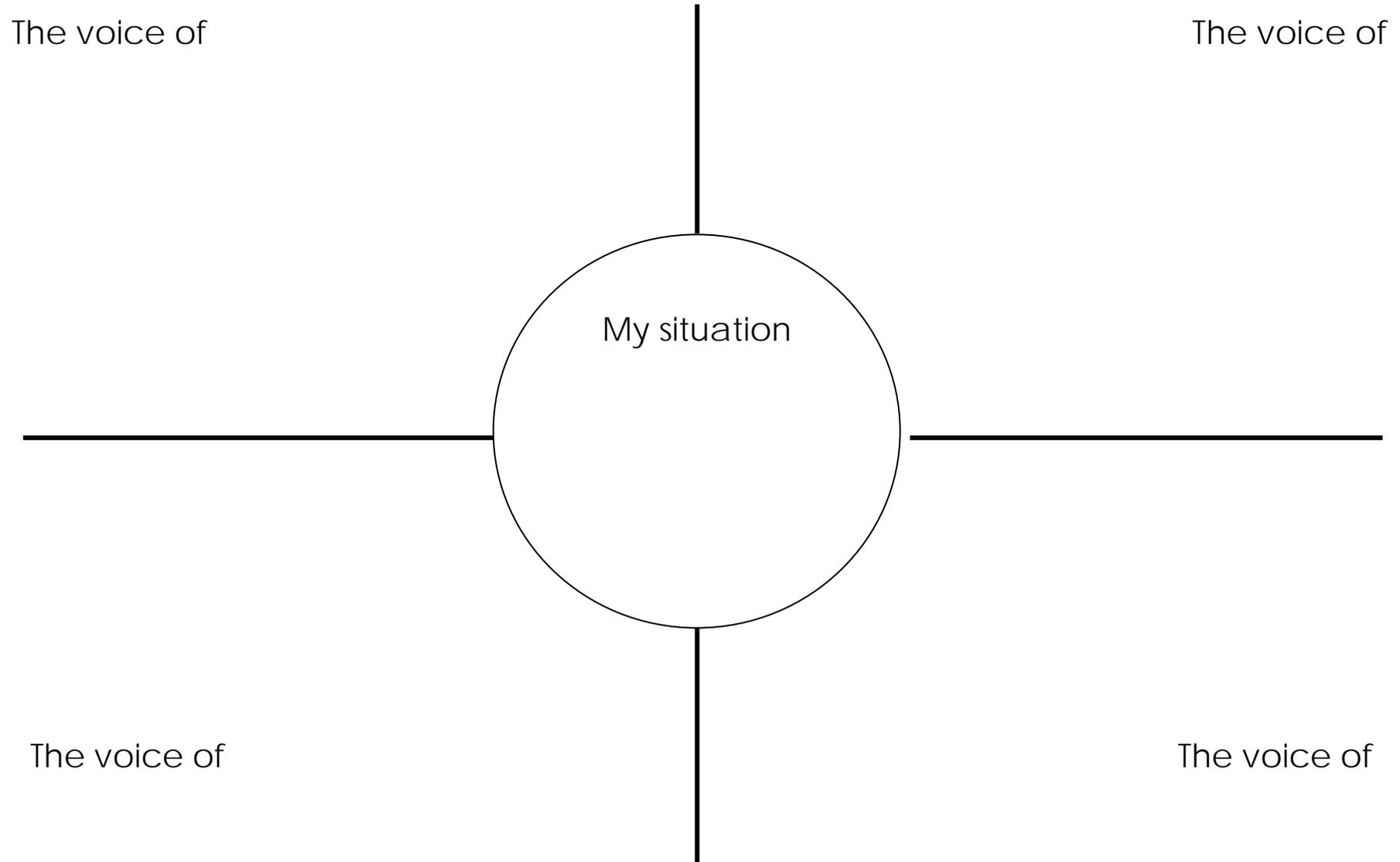**Reflection and Self-Evaluation**

Motivation

Task 2: What would you like to work on?

Now, identify one or two areas that you want to improve the level of satisfaction.

- Why did you choose those areas?
- What action will you take?
- What kind of support do you need to take that action?
- By when will you take action?
- If you could improve those areas, how would lit affect other areas?

From Kato, S., & Mynard, J. (2016). Reflective dialogue, Advising in language learning (p. 42). New York, NY: Routledge

Viewpoint Switching Sheet

The voice of

The voice of

My situation

The voice of

The voice of

Confidence-Building Diary

Tell yourself everyday about something **GOOD** and **POSITIVE** related to studying or using English. This will <u>increase your confidence</u> and <u>motivate</u> you to continue through even the most difficult times.

In this diary, write something good and positive about using your English. Think about how that makes you **feel** about your ability to use English:

> **Day 1**: *"I <u>went</u> to the English Lounge and <u>enjoyed</u> talking with a teacher and other students. I <u>was able to</u> use some of the new words I learned in our conversation in class the next day!"*
> *"<u>I felt happy</u> and it helped me realize my progress."*

	<u>"GOOD" & "POSITIVE"</u> things about English study
Day 1	Activity: Feelings:
Day 2	Activity: Feelings:
Day 3	Activity: Feelings:
Day 4	Activity: Feelings:
Day 5	Activity: Feelings:

Reflection

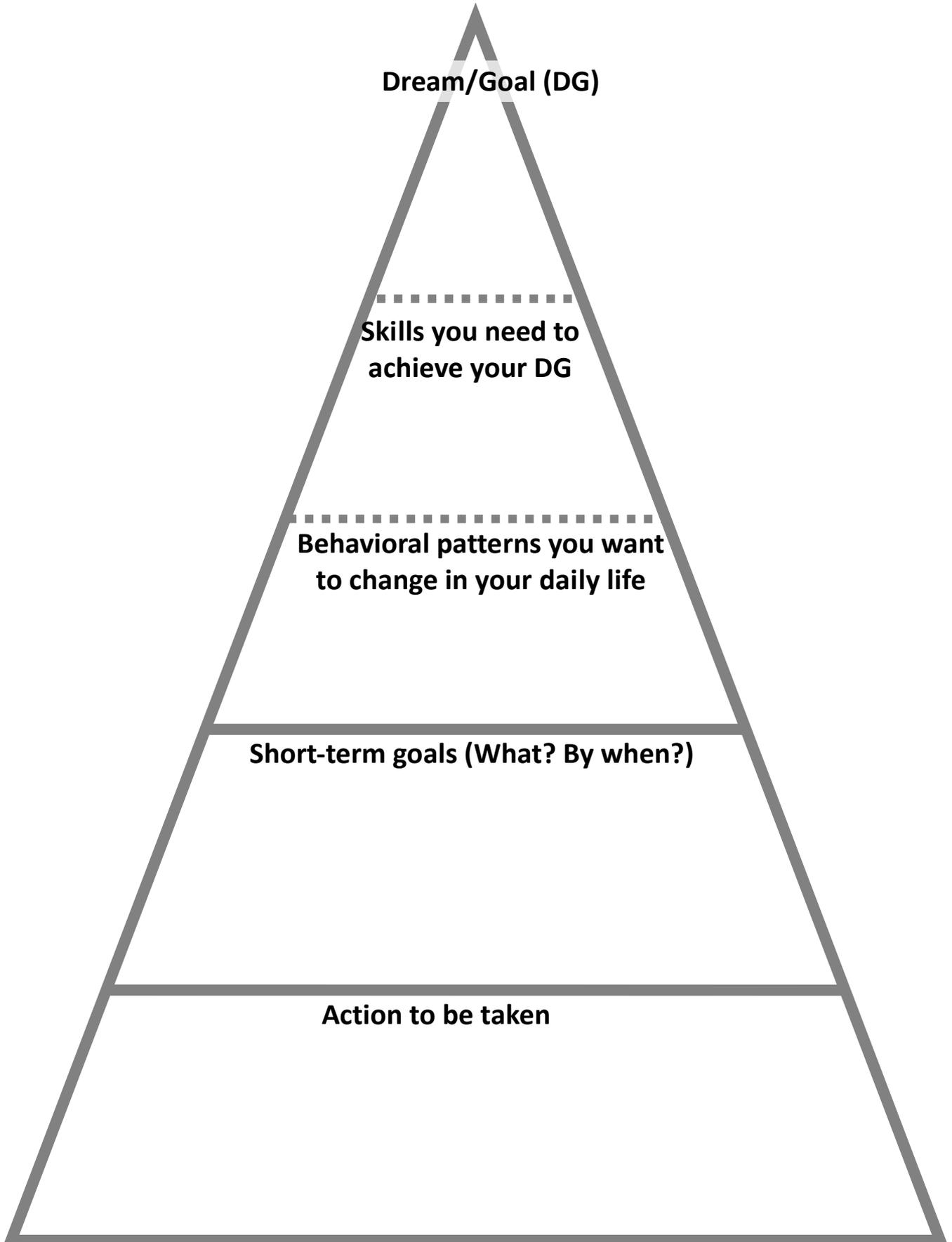1. Did the confidence-building diary motivate you? Why or why not?
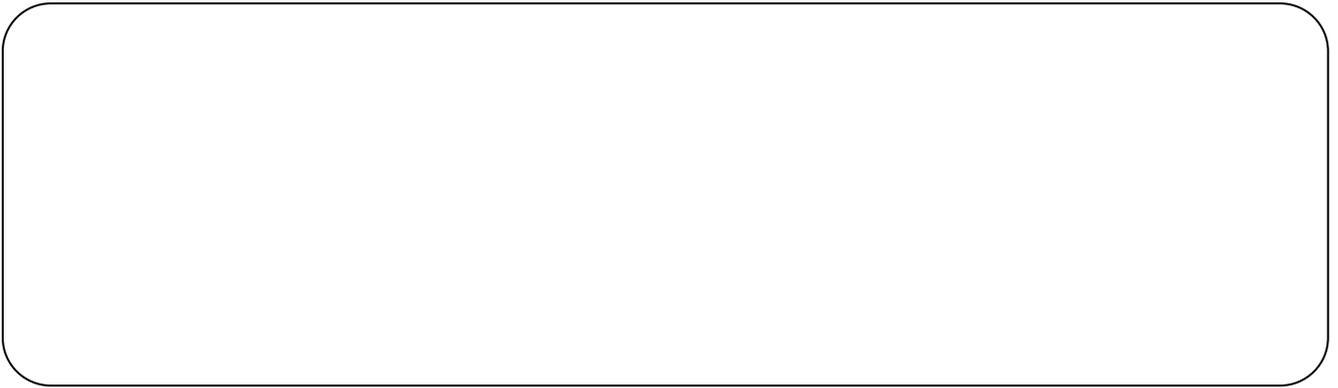
2. Other than the confidence-building diary, what can you do to help yourself to maintain a positive attitude when you are learning a new language?
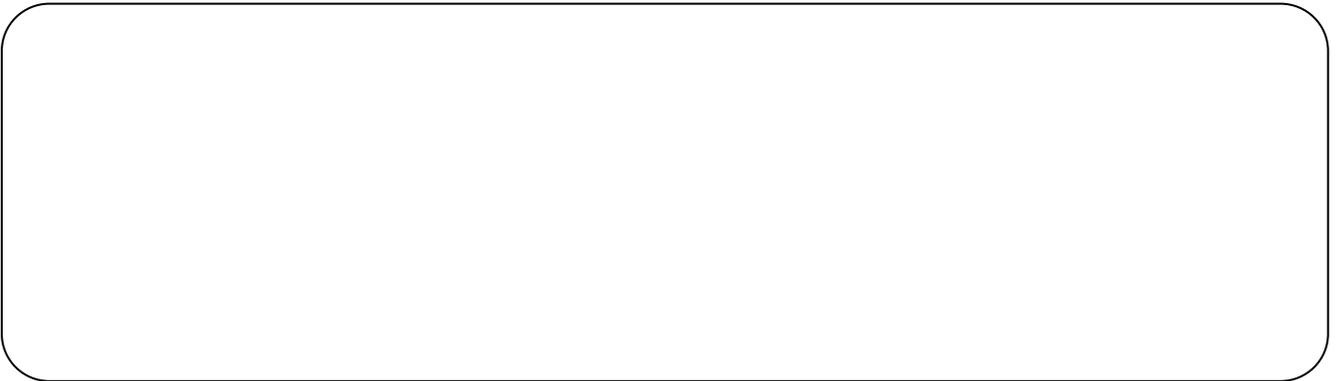
3. Interview your friends – What do they do to maintain their positive attitude?

The Goal-Setting Pyramid

Dream/Goal (DG)

Skills you need to achieve your DG

Behavioral patterns you want to change in your daily life

Short-term goals (What? By when?)

Action to be taken

Basic advising strategies (adapted from Kato & Mynard, 2016)

Strategy	Description	Purpose
A. Repeating	Repeat a key phrase that the learner has said using more or less the same words	1. Listen carefully 2. Clarify meaning 3. Checking understanding 4. Express empathy 5. Alternative to giving advice 6. Offer another interpretation 7. Introduce a pause 8. Unravel the key concern 9. Promote deep reflection
B. Mirroring	copying the learner's body language and it is used in order to build rapport with learners.	
C. Restating	Reformulate a key phrase in your *own words*.	
D. Summarizing	Bringing together the main points.	
E. Giving positive feedback	Give honest and positive feedback on effort and/or behavior (rather than outcomes)	1. Feel good 2. Persistence 3. Positive elements might have been missed 4. Establish rapport and trust 5. Let learners know that they are being noticed/valued 6. Positive reinforcement of effective action 7. Develop ¥self-awareness 8. Acknowledge effort
F. Empathy	Express understanding a person's internal state and imagine how they are thinking and feeling	
G. Complimenting	Notice something important related to a learner and say something nice about it.	
H. Metaview / linking	Encourage the learner to take a step back and see the bigger picture.	1. Encourage self-awareness 2. Encourage creativity 3. Move a learner out of a rut 4. Begin an ongoing thread 5. Personalized vocabulary
I. Metaphor	Help the learner to visualize and express their thoughts and feelings in different ways.	
J. Powerful questions	Help the learners to achieve clarity and explore different courses of action.	1. Help a learner to open up 2. Allow emotions to surface 3. Develop self-awareness 4. Help reticent learners 5. Make learner feel valued
K. Intuiting	Sense what a learner is thinking or feeling.	
L. Challenging	Help learners move beyond their self-imposed limitations	1. Encourage learners to challenge themselves 2. Help a learner to persist 3. Allow real learning priorities to surface 4. Introduce alternatives thinking or methods
M. Confronting	Allow inconsistencies to be discussed (it does not need to be confrontational)	
N. Sharing	Or 'modeling'. is providing some ideas, examples and models for learning.	
O. Accountability	Encourage the learner to take action and be accountable	
P. Silence	Indicate patience and presence though silence. Welcome and embrace it; don't fill pauses.	1. Learner thinking time. 2. Show care and respect 3. Time to reflect deeply 4. Learner sets the pace

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