



LEARNER TRAINING

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Poll Results

What is learner training (LT)?

A. Telling learners to do as you say



B. Teaching learners strategies to learn better



C. Getting learners in great physical shape



AS A RESULT OF THIS WEBINAR, PARTICIPANTS WILL BE ABLE TO:

- Recognize the various forms and functions of LT
- Understand the benefits of strategy instruction
- Use LT to solve common classroom problems
- Feel confident implementing LT practices in their classrooms



ACCORDING TO THE BRITISH COUNCIL...

“LT involves helping learners find out how they learn most effectively. It means encouraging learners to take responsibility for learning and helping them to develop learning strategies and study skills. Most importantly, it asks learners to reflect on how they are learning. The aim of learner training is to produce effective, independent language learners.”



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“LT involves helping learners find out how they learn most effectively. It means encouraging learners to **take responsibility for learning** and helping them to **develop learning strategies** and study skills. Most importantly, it **asks learners to reflect** on how they are learning. The aim of learner training is to produce effective, independent language learners.”



KEY TERMS

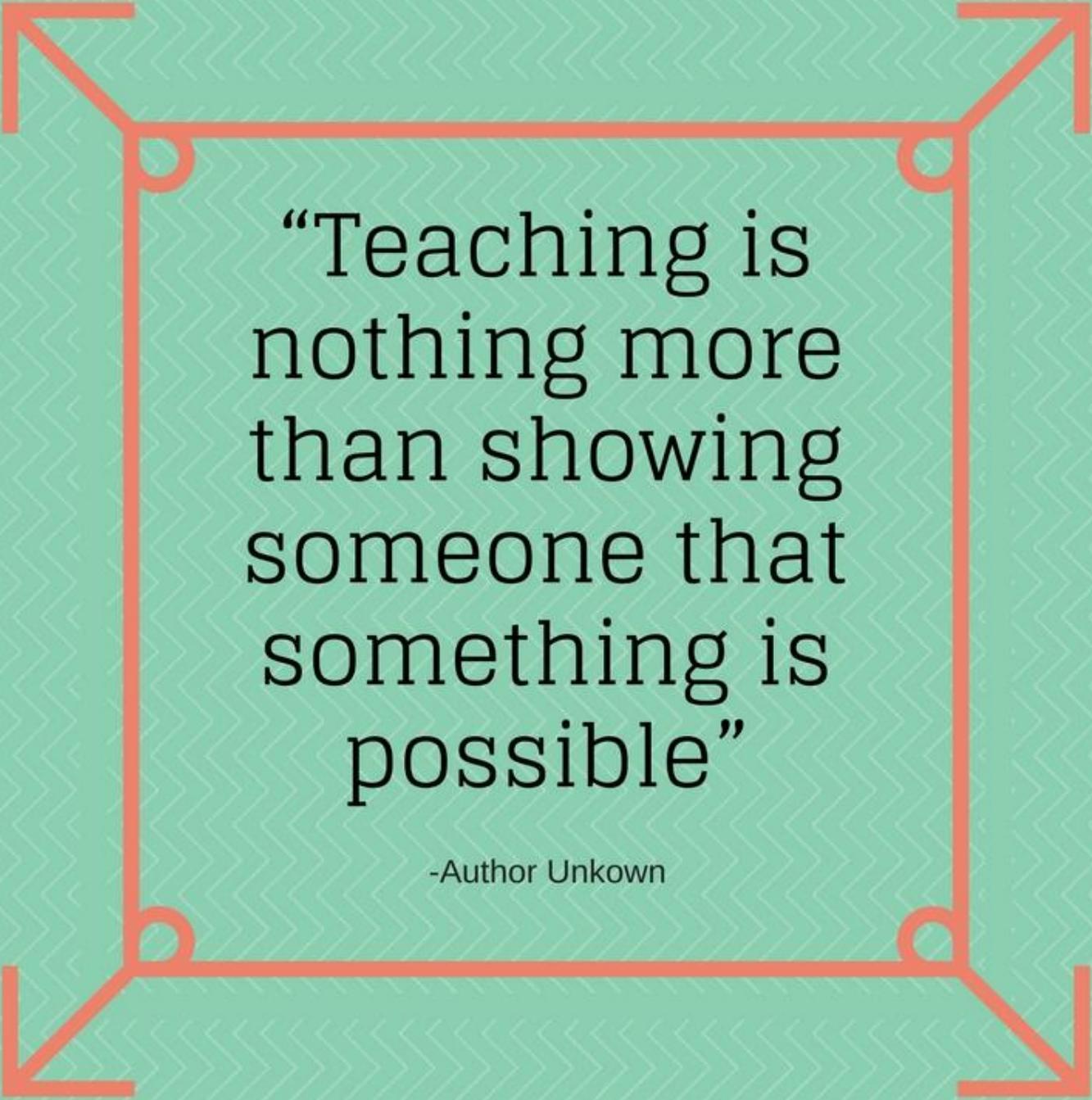
- **Take responsibility for learning**
 - Independence in language use
- **Develop learning strategies**
 - Tools to help learners learn
- **Ask learners to reflect**
 - Encourage learners to think about what they are doing and how they are progressing



POTENTIAL TEACHER ROLES

- **Supportive Caretaker**- A person who nurtures and aids in growth
- **Captivating Performer**- A person who leads from the front through entertainment and intrigue
- **All-knowing Master**- A person who imparts his/her expert knowledge onto others
- **Admired Older Sibling**- A person who is looked up to because of what he/she has accomplished





“Teaching is
nothing more
than showing
someone that
something is
possible”

-Author Unkown

The role of a teacher

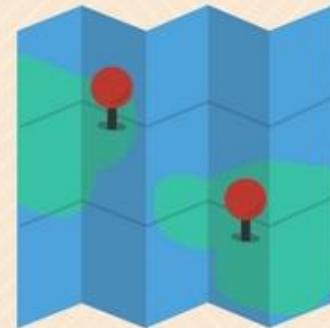
Provide opportunities for interaction



Make language real



Create independent language users



Cognition

THINKING



COGNITIVE LEARNING STRATEGIES

Techniques, actions, and behavior that learners employ to aid their learning and understanding

- Flash cards
- Vocabulary journal
- Mnemonic devices
- Note taking
- Highlighting
- Graphic organizer
- Jazz chant
- Repetition



Metacognition

THINKING
ABOUT
THINKING

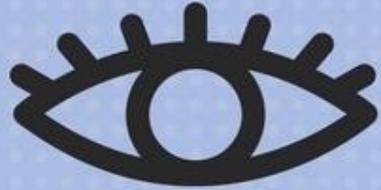


METACOGNITIVE AWARENESS

- Learning styles and preferences



VISUAL



AUDITORY



Learning Styles

VAR
ARK



READ/WRITE



KINESTHETIC

METACOGNITIVE AWARENESS

- Learning styles and preferences
- Multiple intelligences



MULTIPLE INTELLIGENCES

Visual-spatial



Intrapersonal



Bodily-kinesthetic



Linguistic



Musical



Logical-mathematical

Interpersonal



METACOGNITIVE AWARENESS

- Learning styles and preferences
- Multiple intelligences
- Self-assessment



WHY IS LT BENEFICIAL?

- Increased self-efficacy
 - The perceived ability of a person to successfully complete a task
- Increased learner autonomy
 - Taking control of your own learning through heightened metacognitive awareness and self-confidence



**Learning
about
Yourself**

Learning
BY
YOURSELF

COMPONENTS OF LEARNER TRAINING

LEARNING FROM
EACH OTHER

LEARNING
FROM YOURSELF

LEARNING ABOUT YOURSELF

Allow students to discover and maximize their personal learning styles and preferences

- Metacognitive quiz (VARK)
- Diverse forms of input
- Freedom of expression in production tasks



LEARNING BY YOURSELF

Encourage learners to develop their own cognitive strategies and resources

- Flash cards
- Vocabulary journal
- Mnemonic devices
- Interaction with text (highlighting and notetaking)
- Language reference materials (dictionary, thesaurus, corpus, forums)



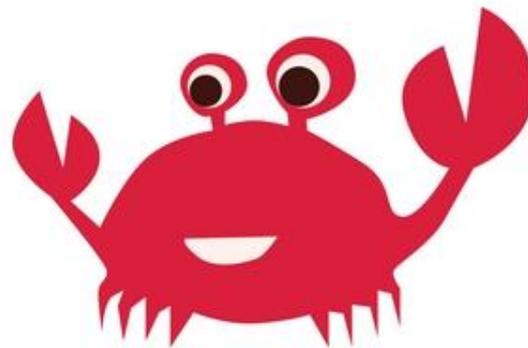
FLASH Cards



Dog



Cat



Crab

MNEMONIC DEVICES

A rhyme, acronym, or association used to help you remember

- Differentiate Spanish demonstratives *ese* (that) and *este* (this)
 - “This and these have the Ts”
- Recalling the countries of Central America
 - **My Goodness Eating Hot Nachos Causes Pain:**
Mexico, Guatemala, El Salvador, Honduras, Nicaragua, Costa Rica, Panama
- Remembering the colors of the rainbow
 - **ROY G. BIV:** Red, Orange, Yellow, Green, Blue, Indigo, Violet



DICTIONARIES WITH FORUMS

WordReference.com | Dictionnaires de langue en ligne

English-French

happy LISTEN: US /'hæpi/

définition | Synonymes anglais | English Collocations | Conjugueur | en contexte | images

WordReference Collins WR Reverse (100)

WordReference English-French Dictionary © 2017:

Principales traductions

Anglais		Français
happy <i>adj</i>	(having pleasure) <i>(plus passager, moins fort)</i> content <i>adj</i> I was happy last spring when we were dating. J'étais heureuse au printemps dernier quand nous sortions ensemble.	heureux, heureuse <i>adj</i>
happy <i>adj</i>	(fulfilled) I suspect I'll never be happy in this life. Je crains de n'être jamais heureuse dans cette vie.	heureux, heureuse <i>adj</i>
happy (that) <i>adj</i>	(pleased)	heureux, heureuse que <i>adj + conj</i> content que <i>adj + conj</i>

Voir également :

- haphazard
- haphazardly
- hapless
- haploid
- haplotype
- happen
- happening
- happenstance
- happily
- happiness
- happy
- happy couple
- happy event
- happy hour
- happy medium
- happy-go-lucky
- Hapsburg
- haptic
- hara-kiri
- harangue
- harass

Paramètres :

<http://www.wordreference.com/>

DICTIONARIES WITH FORUMS

Fors > French > French-English Vocabulary / Vocabulaire Français-Anglais

be happy

Tema en 'French-English Vocabulary / Vocabulaire Français-Anglais' comenzado por paradox17, 16 de Julio de 2006.

paradox17
New Member

USA, Oregon
English, America

Okay I was wondering if the French make commands with être the same way we English-speakers use "to be" or even "to do."

Par exemple: si je dis "be happy," est-ce que je le traduirais "es content" ou "êtes content?"

En parlant de cela: est-ce que vous traduirions ces expressions, s'il vous plaît?

1. Be happy. (attempt: "es content")
2. Do your homework. ("fait tes devoirs")
3. Don't be so stupid. ("n'es pas si bête."

paradox17, 16 de Julio de 2006



In French, we use the imperative (maybe [that](#) could help you) and of course, the imperative of "être" is not regular. So **"be happy"** => **sois content/heureux** or **soyez content/heureux**

CORPUS-REAL WORLD EXAMPLES

Linguee

English ↔ Spanish

á é í ó ú ü ñ

skinny



Dictionary English-Spanish

skinny ◀️ adjective

flaco adj ◀️ ⓘ (flaca *f sl*, flacos *m pl*, flacas *f pl*)

less common:

delgado adj ◀️ · enjuto adj ◀️ · trasijado adj

Examples:

skinny jeans *pl* – vaqueros ceñidos *pl* [Span.]

© Linguee Dictionary, 2017

External sources (not reviewed)

At this moment he has a big head, lanky limbs and skinny muscles, but he has promised to become fit for the special day.

↳ bcn2010.org

De momento tiene una gran cabeza, las extremidades algo desproporcionadas y una ausencia total de musculatura, pero ha prometido ponerse en forma para el día D.

↳ bcn2010.org

Thirdly, the social dimension of the Lisbon programme is a very skinny beast.

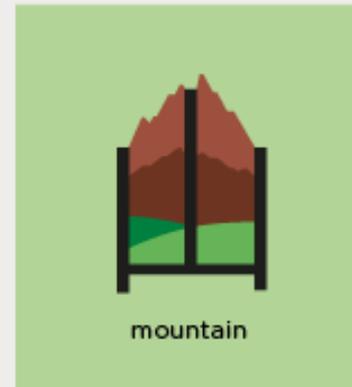
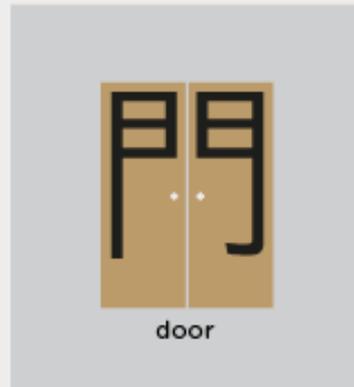
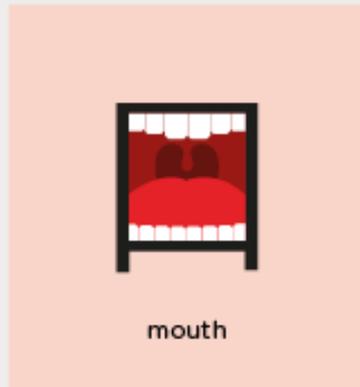
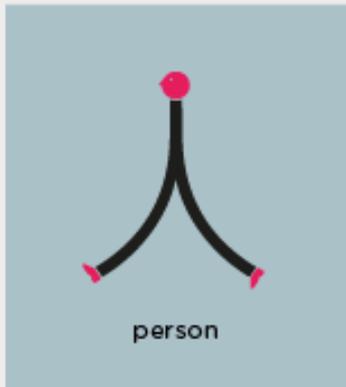
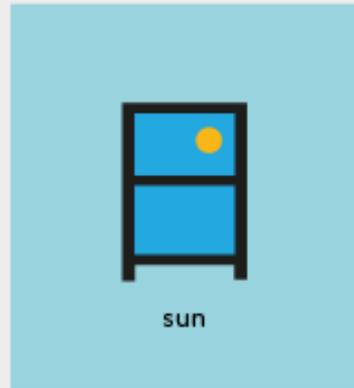
↳ europarl.europa.eu

En tercer lugar, la dimensión social del Programa de Lisboa es un asunto muy escurridizo.

↳ europarl.europa.eu

<http://www.linguee.com/>

CHINEASY



Our original first set of building blocks



LEARNING FROM EACH OTHER- CLASSMATES

*Provide opportunities for
cooperative learning*

- Think, pair, share
- Pair and small group work
- Task and project-based learning



LEARNING FROM EACH OTHER-TEACHER

Be explicit about your teaching

- Explain why you do what you do
 - Your approach to teaching and learning
 - Be a good role model
- State goals and expectations
- Ask for feedback



LEARNING FROM YOURSELF

Demand critical reflection to give lessons personal and real world meaning

- Journal (private or dialogue)
- Self-assessment questionnaires
- Identify motivation
 - Ask your student to think about why they study English
- Goal setting





What does

Learner Training

look like?



SAMPLE COURSE OUTLINE

Week	Theme	Monday	Tuesday	Thursday	Friday
1	Getting ready to learn	Teacher hot seat Find someone who	Course syllabus and rules Why English?	VAK quiz and strategies Letters to yourself	Scategories Newlywed game
2	Unit 1: Food from the Earth	Vocabulary Assessment Food vocabulary	Food comics Food history jigsaw	Cheeseburger in Paradise	Literacy skills: vocabulary from context Extensive reading
3	Unit 2: Communication	Cross-cultural communication	Culture research project	Presentations Jigsaw reading	Literacy skills: summary Extensive reading
4	Unit 3: Cities	Introduction to cities, vocabulary	Jinan city guide	Jigsaw reading	Literacy skills: Genre awareness Extensive reading
5	Unit 4: The Body	Body vocabulary, lifestyles, Grammar: comparatives	Aliments and remedies Writing skills	Illness research report Peer review	Literacy skills: Elements of stories Extensive reading

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COMMON PROBLEMS

How could LT help solve these common problems that students express about their learning experiences?



PROBLEM #1

How could you use LT to address this problem?

Type your ideas in the chat box



"I just started studying English and it's so difficult. How can I be expected to remember so many new words?"

PROBLEM #2

How could you use LT to address this problem?

Type your ideas in the chat box



"I hate English class!
I don't see the point.
What good is English going to do me?"

PROBLEM #3

How could you use LT to address this problem?

Type your ideas in the chat box



"I'm too embarrassed to ask a question in class. I feel like I'm the only one who doesn't understand. I don't want everyone to think that I'm stupid."



TIPS

for implementation

- **Be patient:** Provide plenty of opportunities to practice and strengthen skills
- **Be resourceful:** Consult with colleagues, publications, networks

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