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.”
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.”
**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 Unknown
The role of a teacher

Provide opportunities for interaction

Make language real

Create independent language users
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
Learning Styles

VARK

VISUAL

AUDITORY

READ/WRITE

KINESTHETIC
METACOGNITIVE AWARENESS

- Learning styles and preferences
- Multiple intelligences
Multiple Intelligences

Visual-spatial

Bodily-kinesthetic

Musical

Interpersonal

Intrapersonal

Linguistic

Logical-mathematical
METACOGNITIVE AWARENESS

- Learning styles and preferences
- Multiple intelligences
- Self-assessment
K
WHAT DO YOU KNOW?

W
WHAT DO YOU WANT TO KNOW?

L
WHAT HAVE YOU LEARNED?
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
COMPONENTS OF LEARNER TRAINING

- Learning about Yourself
- Learning by Yourself
- 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

Cat

Dog

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
Dictionary with Forums

WordReference.com | Dictionnaires de langue en ligne

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

happy

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

WordReference | Collins | WR Reverse (100)

WordReference English-French Dictionary © 2017:

Principales traductions

<table>
<thead>
<tr>
<th>Anglais</th>
<th>Français</th>
</tr>
</thead>
<tbody>
<tr>
<td>happy adj</td>
<td>heureux, heureuse adj</td>
</tr>
<tr>
<td></td>
<td>(having pleasure) content adj</td>
</tr>
<tr>
<td></td>
<td>(plus passager, moins fort)</td>
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<tr>
<td></td>
<td>I was happy last spring when we were dating.</td>
</tr>
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<td>J’étais heureuse au printemps dernier quand nous sortions ensemble.</td>
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<td>happy adj</td>
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<tr>
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<td>(fulfilled)</td>
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<td>I suspect I’ll never be happy in this life.</td>
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<td>Je crains de n’être jamais heureuse dans cette vie.</td>
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<tr>
<td>happy (that) adj</td>
<td>heureux, heureuse que adj + conj</td>
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<tr>
<td></td>
<td>(pleased)</td>
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http://www.wordreference.com/
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 example: 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**

http://www.wordreference.com/
Corpus-Real World Examples

http://www.linguee.com/
CHINEASY

Our original first set of building blocks
LEARNING FROM EACH OTHER-COMPAGNERS

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

<table>
<thead>
<tr>
<th>Week</th>
<th>Theme</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Thursday</th>
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<tbody>
<tr>
<td>1</td>
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<td>Cheeseburger in Paradise</td>
<td>Literacy skills: vocabulary from context</td>
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Common Problems

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


Lehtonen, T. (2000). Awareness of strategies is not enough: How learners can give each other the confidence to use them. Language Awareness, 9, 64- 77.


