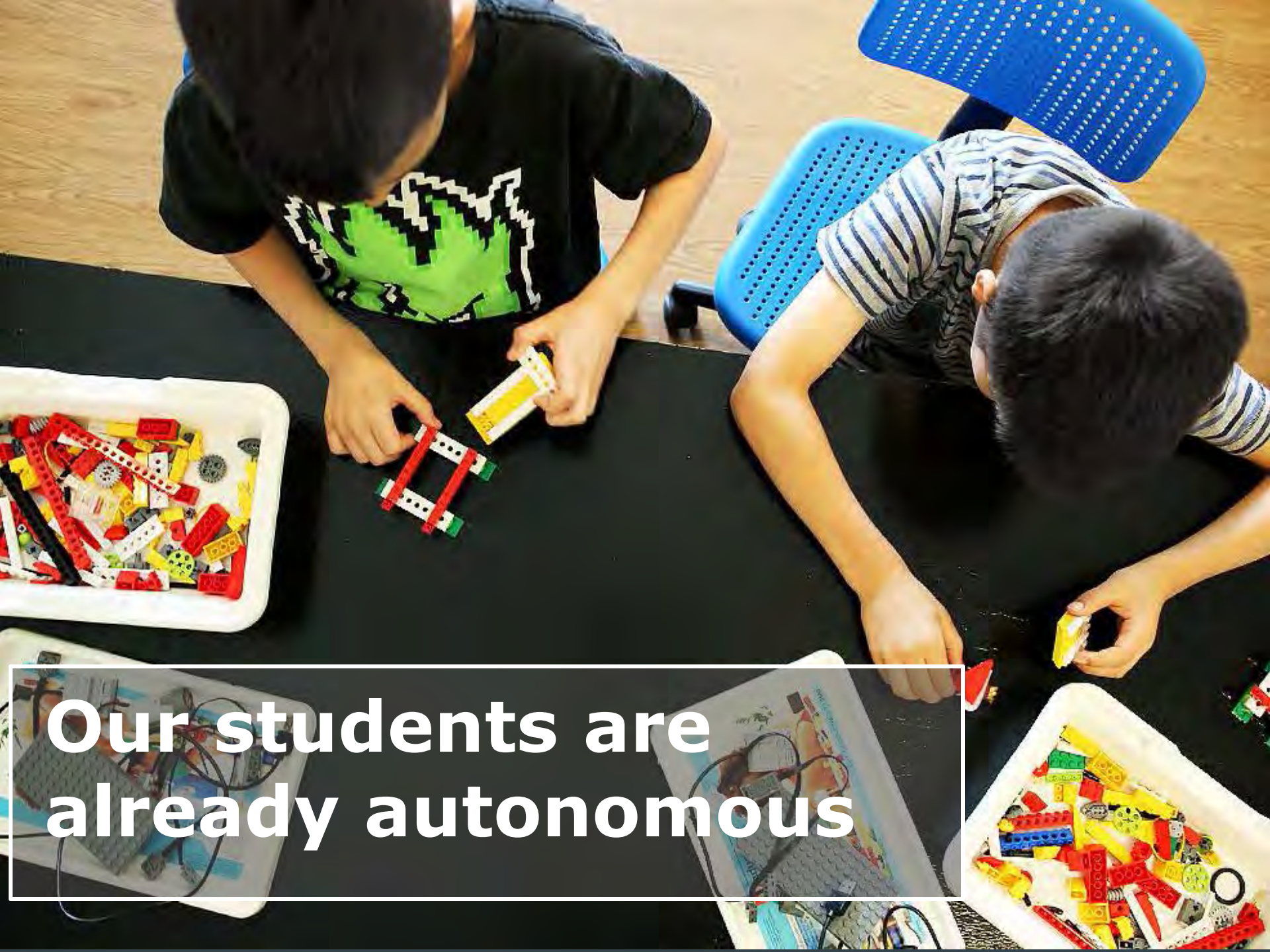


# In the Classroom For **Out** of the Classroom

**A higher skill set** for developing  
**Learner Autonomy**

Jake Whiddon



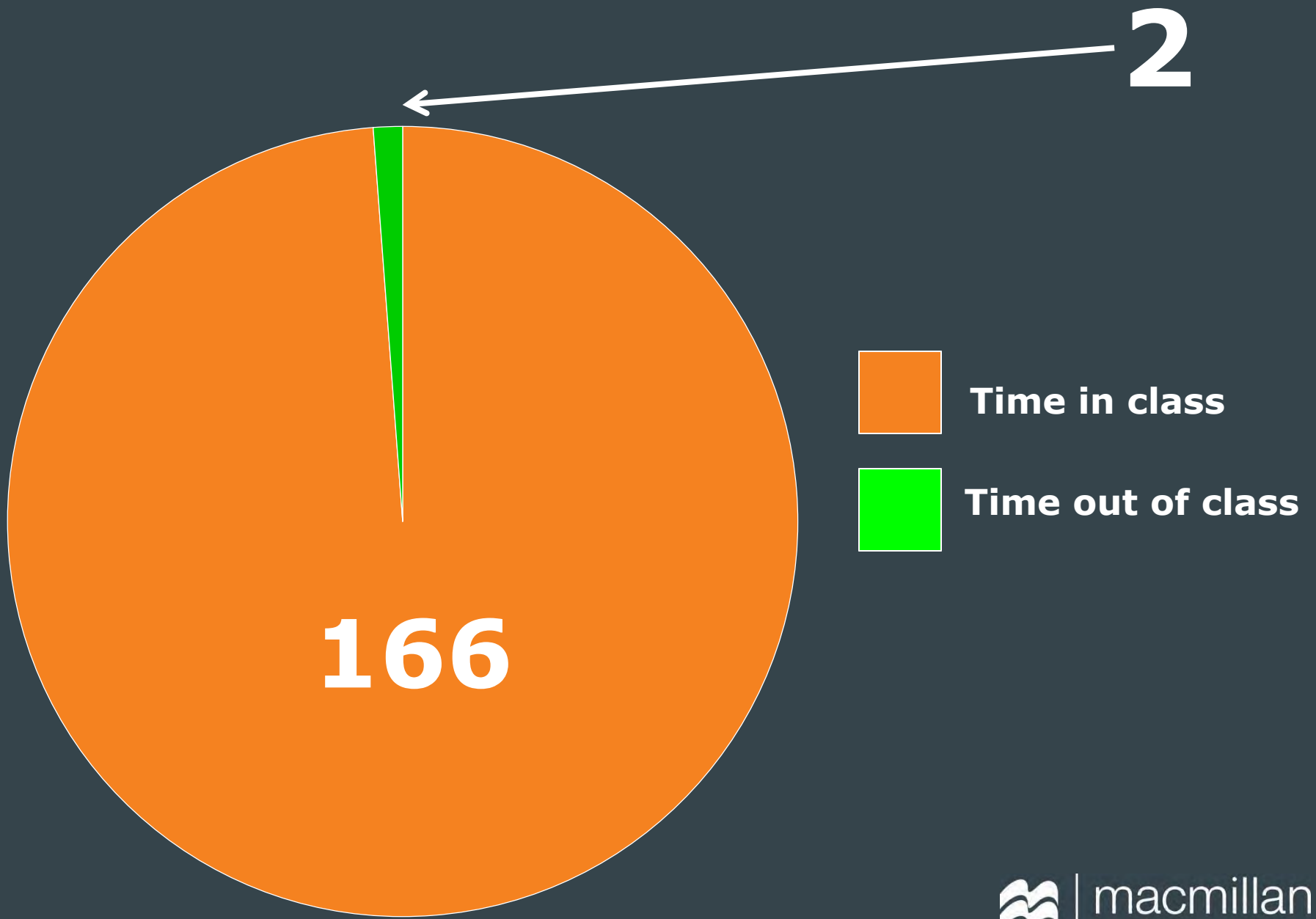


**Our students are  
already autonomous**

Your learners are  
already autonomous is  
Life




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**Learner  
Autonomy**

Choice

Meta  
Language

Technology



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**A Definition** for  
today



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# You choose



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**1.**

**Autonomy** is a **situation** in which the **learner** is **totally responsible** for all the **decisions** concerned with her/his learning and the **implementation** of those **decisions**.

**2.**

**Autonomy** is the **ability** to take **control** of one's **own learning**



**2.**

**Autonomy** is the **ability** to take **control** of one's **own learning**



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What we **need** is.....



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Less management **of** learning,  
and more management **for** learning.



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Thinking Skills  
Learning Strategies  
Self Organization  
Communication skills  
Self Assessment  
Agenda Setting

## Learning Behavior

# Autonomy in Language Learning

## Psychology of Learning

Motivation  
Beliefs & Preferences  
Cultural background  
Affective State

## Learning Situation

Study Mode  
Study Environment  
Resource Topic & Type  
Assessment Criteria  
Method of Inquiry

Thinking Skills  
Learning Strategies

**Learning Behavior**

**Autonomy in  
Language  
Learning**

**Psychology of  
Learning**

Motivation  
Beliefs & Preferences  
Cultural background  
Affective State

**Learning Situation**

Study Mode  
Study Environment  
Resource Topic & Type  
Assessment Criteria  
Method of Inquiry

# The 3 Questions

1. Is this concept clear to you?
2. Do you think it is important to develop it?
3. Do you feel you have opportunities to develop it in your students?





Prediction  
Creativity  
Critical thinking  
Evaluating  
Comparing

**Thinking Skills**

note taking  
collaborating  
working individually  
repeating  
predicting  
mind maps  
recording on phone  
highlighting  
practice tests  
rephrasing  
drawing

# Learner Strategies

*processes and actions  
that are consciously  
deployed by language  
learners to help them to  
**learn or use a language***



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ANALYSIS

LEARNING

SCIENCE

FACTS

BUSINESS

EXPLORE

PRODUCT

MARKET

SYSTEMATIC

METHODS

EXAMINE

# RESEARCH

KNOWLEDGE

DIRECTION

RESULTS

PLAN

SUBJECT

MARKETING

ANALYZE

DEVELOPMENT

SAMPLE

FACTORS



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# Ongoing research on Learner Autonomy



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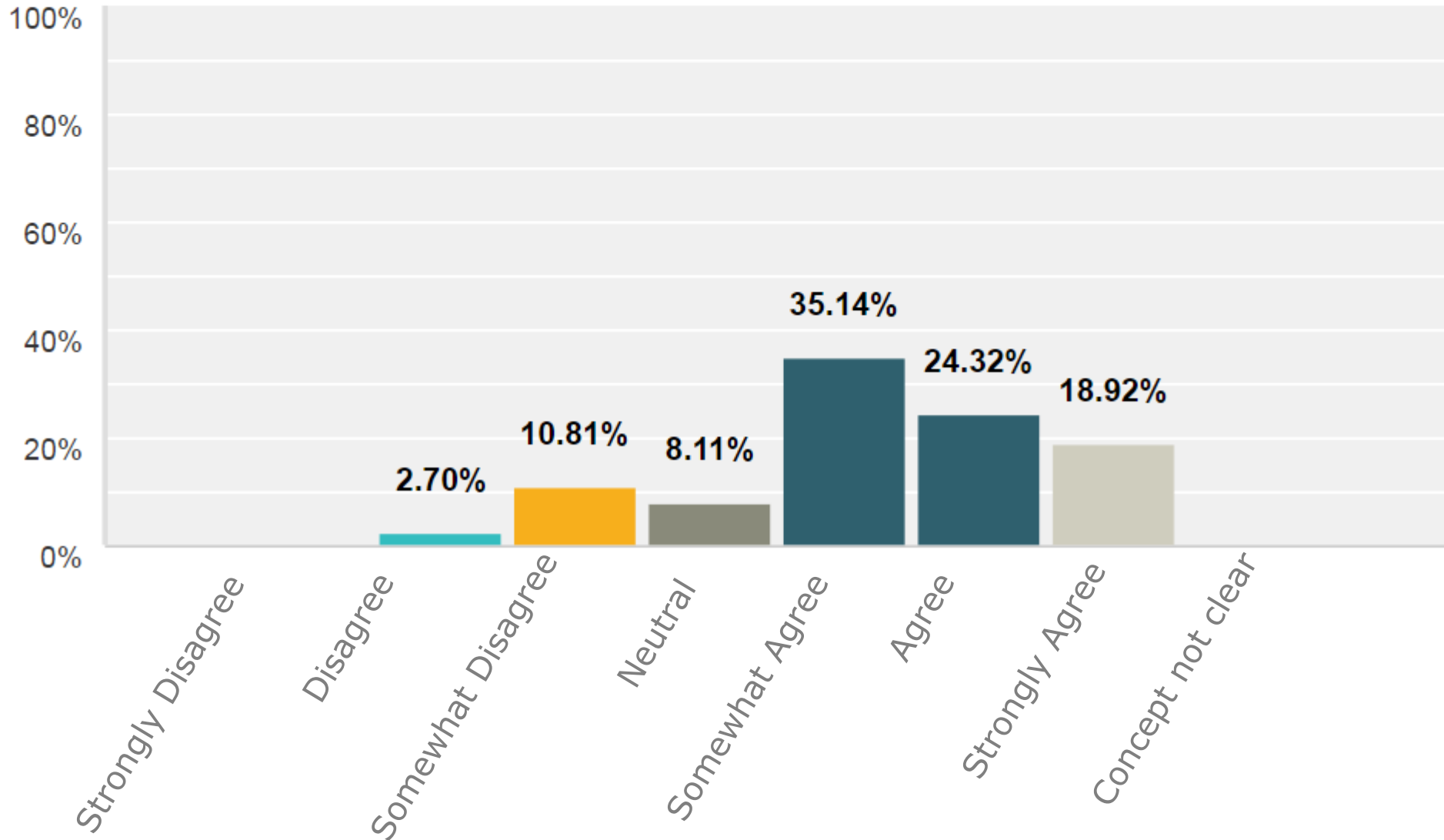


# Learner Strategies

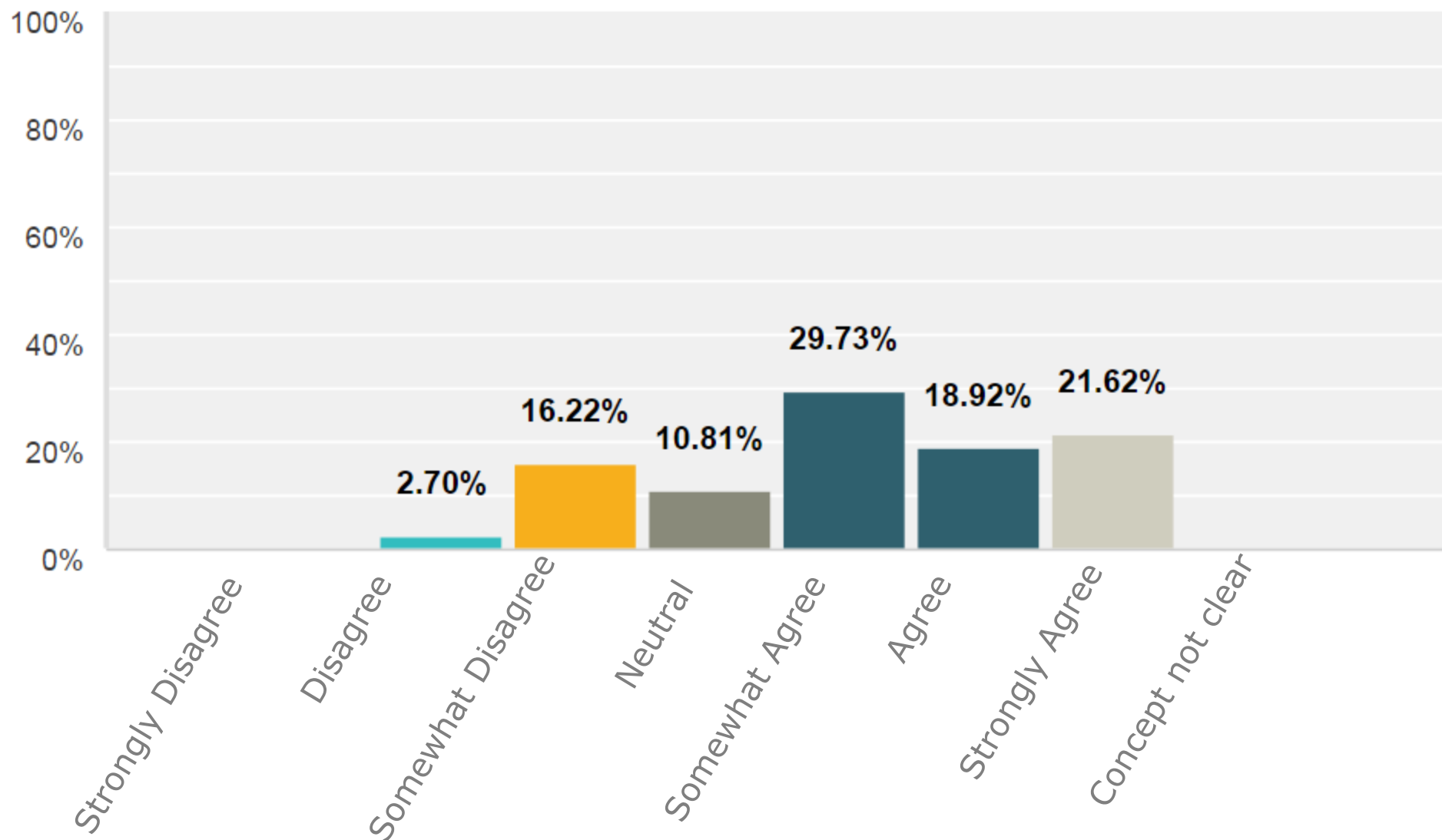


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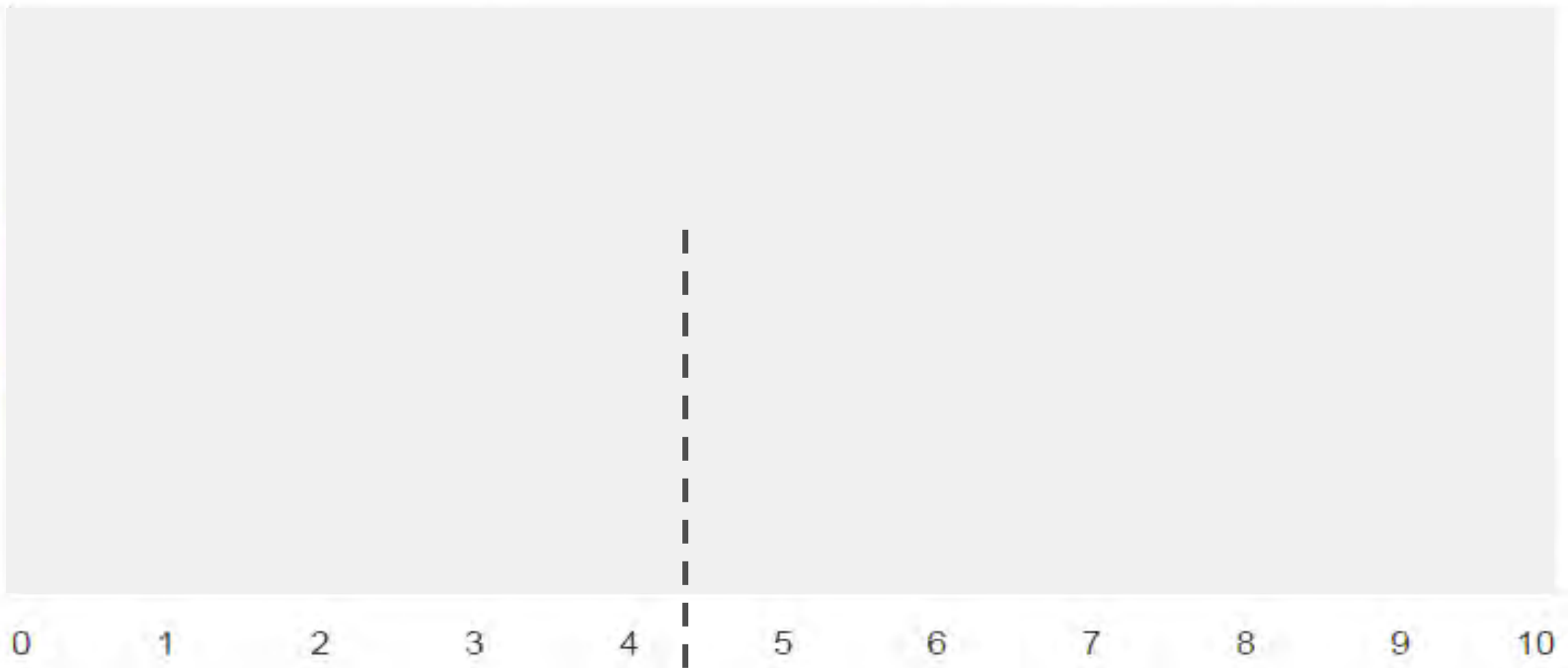
# “I feel I have the opportunity to develop learning strategies in my classes”



# “I feel I have the opportunity to develop thinking skills in my classes”




**On a scale of 10 (extremely) to 1 (not at all)  
how autonomous are your learners?**



How can you **add choice**  
**to your classes?**



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 Presentation: A national sport or hobby.


## 1 Prepare.

- Choose a sport or hobby that's popular where you live.
- Draw or paste pictures of it and add labels.
- Find information about it.



Is this activity very popular?

Are there any special traditions?

Is there a special uniform?

Do you like this sport / hobby? Why? Why not?

Does the team have a name?

## 2 Practise.

Describe your sport or hobby.

Let me tell you about ...

You need ...

People wear ...

I like / don't like ... because ...



## 3 Present.



Let me tell you about our national sport – it's football! There are eleven players on each team. They always wear a uniform – shirt and shorts – and they always sing the national anthem before the match. It's very exciting!





Unit 2

Lesson 1

Vocabulary

1 Listen, point and say.



1 He's rich.



2 He's poor.



3 She's hungry.



4 She's thirsty.



5 It's clean.



6 It's dirty.



7 He's kind.



8 She's mean.

2 Match the words. Then say with a friend.

- 1 hungry
  - 2 rich
  - 3 clean
  - 4 kind
- dirty
  - mean
  - thirsty
  - poor

3 Play the Spelling Game.



C-l-e-a-n.



The board is clean.

**Make** your students **aware** they made  
a **choice** in their **learning**

# What is **Meta-Language**?



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# Raising awareness of learning

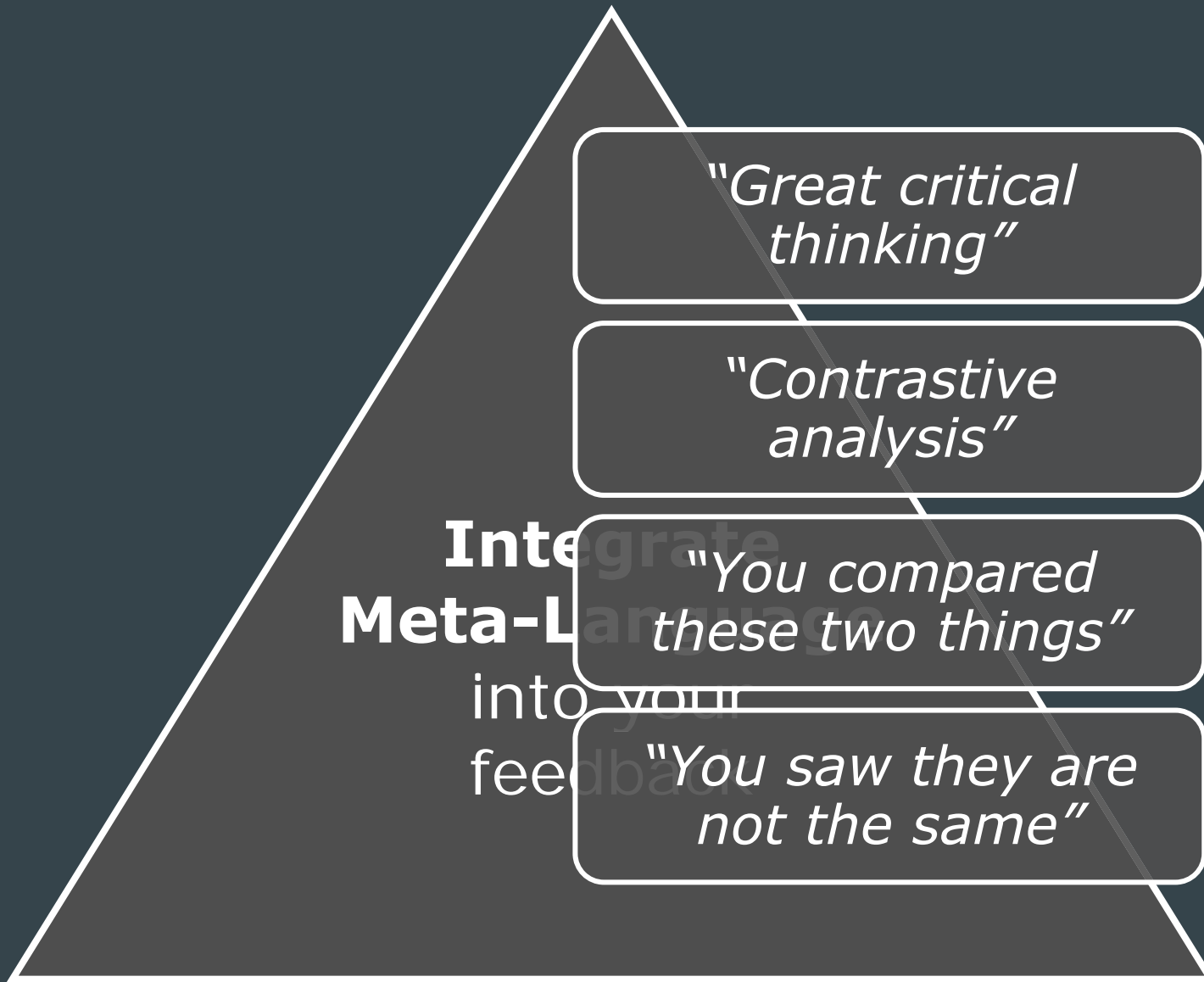


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The best way to become **aware**  
your **own learning** to is to have  
the **language** to **talk about** it



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*Critically Analyze the possibilities*

*Make a prediction*

*Make a guess*

*Guess*

**Integrate  
Meta-Language**  
into your  
instructions



## IDENTIFYING THE AUTHOR'S PURPOSE

Every author has a purpose or reason in writing a text. Identifying the purpose will help you to understand the text. Purposes include: to entertain, to persuade, and to inform. Authors may have more than one purpose.

2 Check (✓) the author's main purpose in writing *A matter of time*.

- 1  inform    2  entertain    3  persuade



## A MATTER OF TIME

20  
A.U.E.

Hi everyone! Last week was really stressful for me. I'm usually pretty punctual but was late to several of my classes. I forgot to do my homework and I failed to write my weekly blog post—sorry! I realized I have a problem with time, so I decided to do something about it. I did some research and got some advice from friends and teachers. I want to share simple, straightforward tips for better time management. I've already started doing these and I can see the difference!

## 1. WRITE IT DOWN

Don't rely on your memory to keep track of every little detail. Memory is not always accurate. Write down the things you need to do in a small notebook, or use an online tool to create and update your "to-do" list.

## 2. PRIORITIZE

Schedule important things first. Then plan other things around them. Think of it this way: You want to fit three large rocks, some smaller rocks, and some sand into a jar. If you put in the sand first, and then the smaller rocks, you won't have room for the big rocks. It's better to put the big rocks in first, then the smaller rocks, and finally the sand.

## 3. DON'T SKIP THE BREAKS

Working for long periods without a break can waste your time. It is more efficient to work or study for a shorter period of time, take a break, and then go back to work. You may get more done in two focused 45-minute sessions.

## 4. ONE THING AT A TIME

Every time we switch from one task to another, we lose focus. Do one thing at a time, and do it well. As the Chinese proverb says, "One cannot manage too many affairs. Like pumpkins in the water, one pops up while you try to hold down the other."

## 5. SCHEDULE EMAIL TIME

On my cell phone I get a notification every time someone sends me an email. So I check my email many, many times a day. Turn that notification off! Schedule time to check your email. It doesn't matter when.

## 6. CHOOSE TO SAY "NO"

It's easy to become overwhelmed if we say "yes" to everything. Think about the task before you commit to it. Do you need to do it? Can someone else do it? Avoid saying "yes" to every request. This takes time away from more important tasks.

## 7. KEEP A GOAL JOURNAL

Write down your goals in a journal and evaluate them regularly. Mark your progress for each goal. Be sure you take the necessary steps to achieve your goals.

What do you think? Are these helpful tips? Please post your thoughts!

## ACADEMIC KEYWORDS

create	[v]	/kri'eit/
evaluate	[v]	/i'veljueit/
simple	[adj]	'simpl(ə)l/

## USEFUL WORDS

busy	organized
hardworking	punctual
lazy	reliable

## Developing critical thinking

Discuss these questions in a group.

- Which tips are the most helpful? Which are the least helpful?  
*I find / don't find the tip about... helpful because...*
- What other tips would be helpful for better time management?  
*Other helpful tips for better time management are...*
- What kind of person do you think reads this blog? Use the useful words in the box on the right.  
*Someone who is... probably reads this blog.*









**Why is this  
important?**



**Who will do this?**

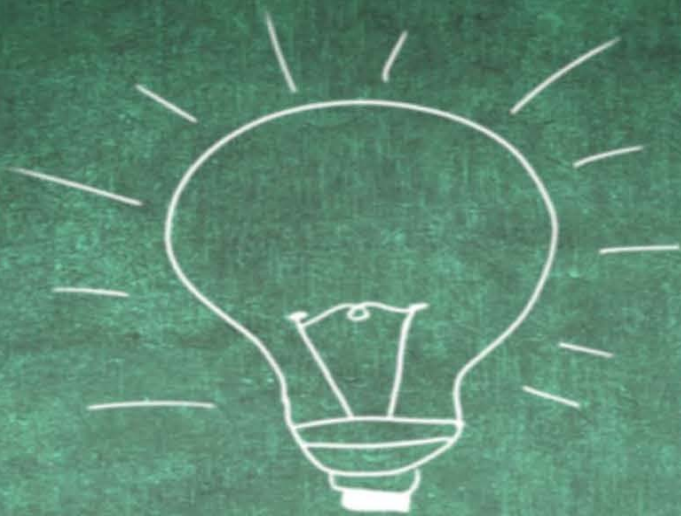


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