



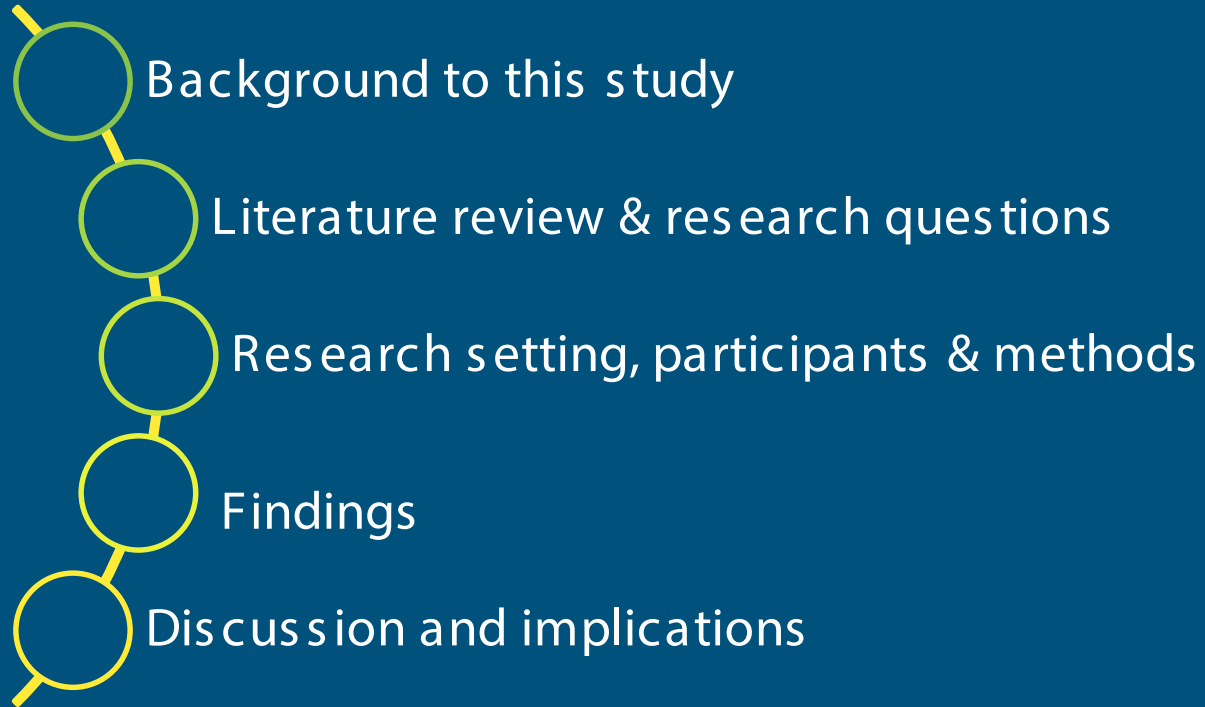
Promoting learner autonomy through a “5-i” show project in large EFL classes: Perceptions, practice & challenges

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Waikato Institute of Technology
Shandong University of Technology

06 – 10 – 2018



Outline



Background to this study



LEARNER AUTONOMY PROJECT FOR TEACHERS AT SDUT

PROFESSIONAL DEVELOPMENT WORKSHOP 1

WHAT IS LA?

Roger Barnard
Wang Yi
June 2014

TASK 2 LEARNERS' RESPONSIBILITIES:

- Determining the objectives | 2 3 4 5
 - Defining the pace of learning | 2 3 4 5
 - Selecting methods and techniques | 2 3 4 5
 - Choosing learning materials | 2 3 4 5
 - Evaluating what has been learnt | 2 3 4 5
- To what extent can your students do these things?
- *By yourself*, indicate your opinion
1 = not at all 2= a little 3 = to some extent 4= quite well 5- very well
- Share your views with your group

LEARNER AUTONOMY PROJECT FOR TEACHERS AT SDUT

PROFESSIONAL DEVELOPMENT WORKSHOP 2

HOW CAN LA BE PROMOTED IN YOUR CONTEXT?

Roger Barnard
Wang Yi
June 2014

TASK 5: INVOLVING LEARNERS

- The teachers were asked to say how desirable it was to involve students in certain course decisions.

	Desirable	Undesirable
• Classroom management	61%	39%
• Teaching methods	63%	37%
• Assessment	57%	43%
• Topics	84%	16%
• Activities	81%	19%
• Materials	63%	37%
• Objectives	43%	57%

- How desirable is it for your learners to be involved in such decisions?

Language Learner Autonomy: Teachers' Beliefs and Practices in Asian Contexts

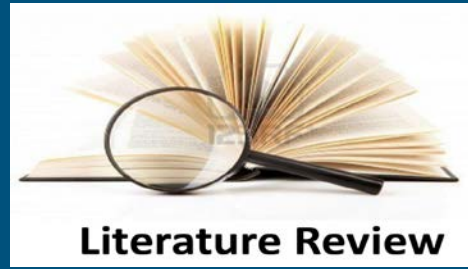
Special Edition Edited by Roger Barnard & Jinrui Li

LEIA
Language Education in Asia

CAMTESOL

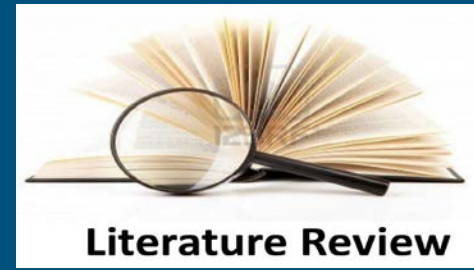
*(Barnard & Li, 2016;
Wang & Wang, 2016)*

Learner autonomy (LA)



- *“the ability to take charge of one’s own learning” (Holec, 1981, p. 3)*
- *“the capacity to take control of one’s own learning” (Benson, 2001, p. 47)*
- *Constructing learner autonomy through control shift (Wang, 2016)*

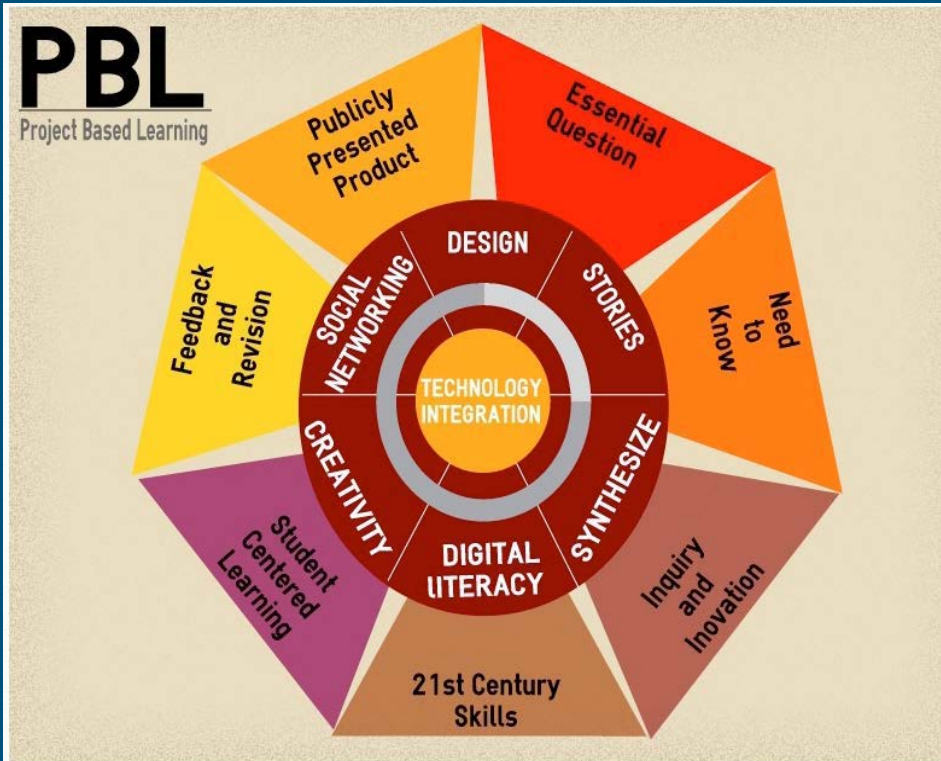
Project-based Learning (PBL)



- Project-based learning (PBL) is based on the use of authentic, significant (i.e. substantial and requiring some time) projects which require students to work through an inquiry process, often across courses, cohorts and even programmes.
- Project-based learning aims to tap into students' decision-making abilities, curiosity and interests in 'real world' experiences that align with their own interests and vocational aims.

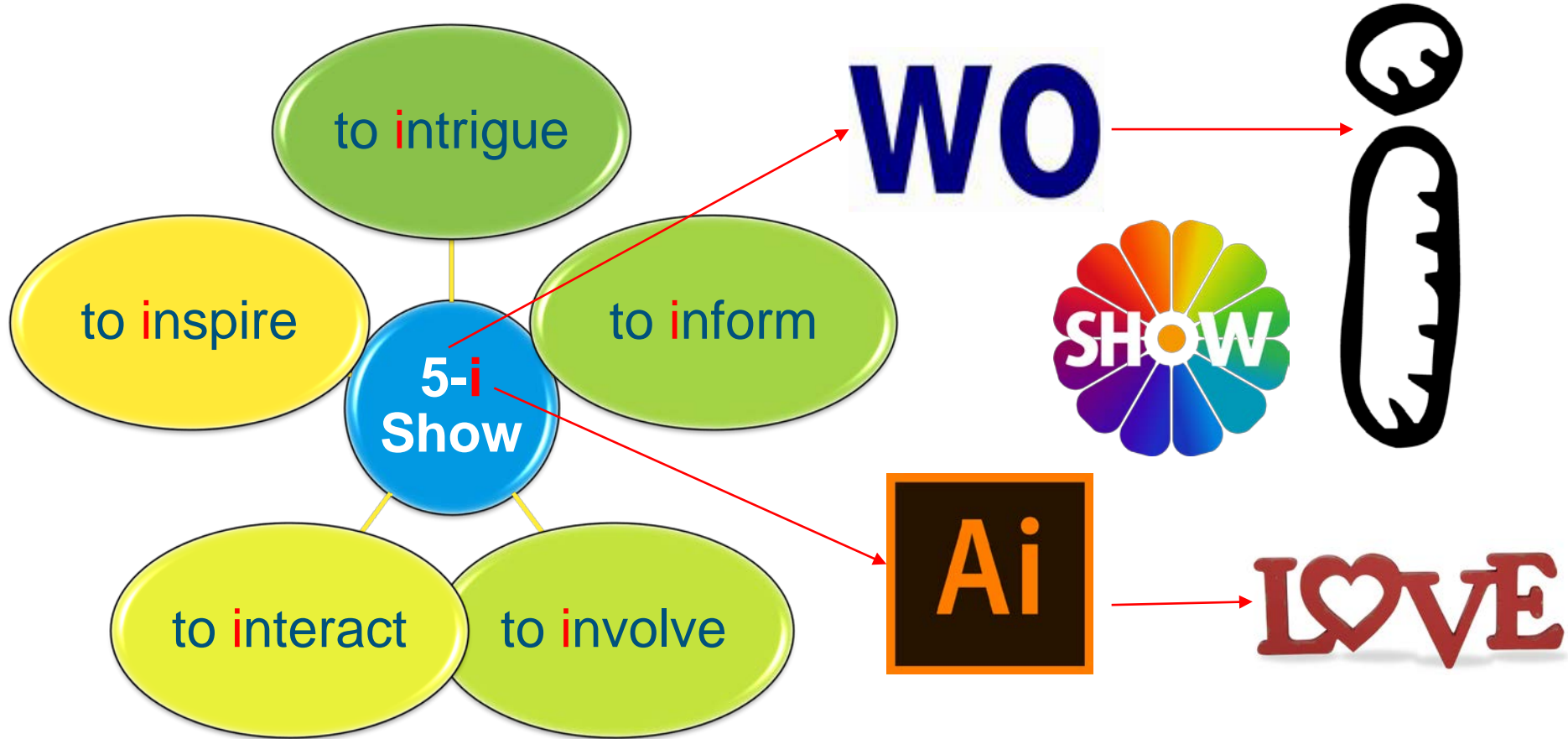
(Thinglink, 2015)

PBL & LA *(Thinglink, 2015)*



- a powerful way to help learners develop skills of research, **autonomy** and collaboration.
- can **take many forms** and can be completed internally or in partnership with external stakeholders.
- applicable to **a diversity of cultural contexts**.

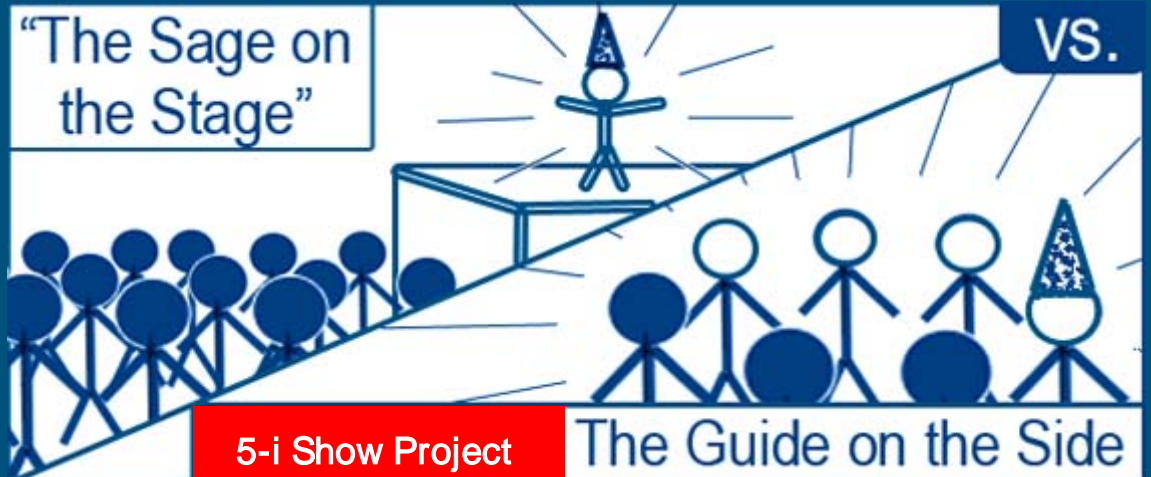
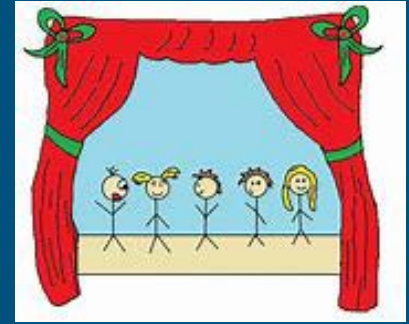
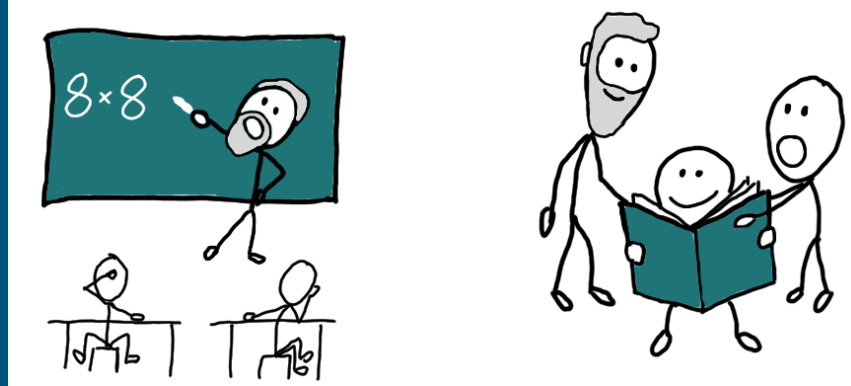
The project



From sage on the
stage to guide on
the side

Alison King

PICTUREQUOTES.COM



I  Stage



Research Questions

- RQ 1:** How did the students perceive the concept of learner autonomy and receive the “5-i” Show?
- RQ 2:** What effect did the project have on the development of learner autonomy?
- RQ 3:** What challenges were encountered in the project implementation and how were they met?

Research setting, participants & methods

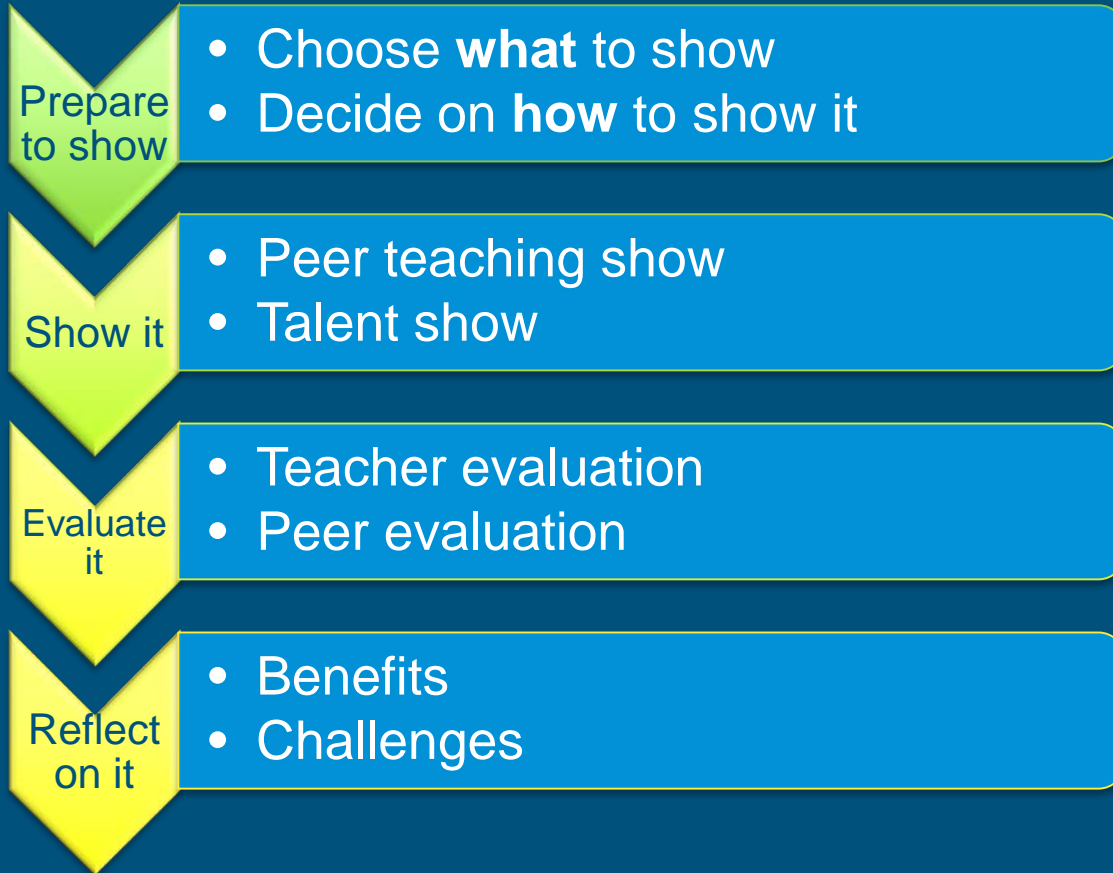
A Chinese university



Six large classes (80 +/- ss in each) of non-English major ss

- Photos & recordings
- Observation notes
- Interviews
- Questionnaires

Project implementation





let the
data
speak

RQ 1: How did the students perceive the concept of LA and receive the “5-i” Show?

Questions	1	2	3	4	5	Average
1. Learner autonomy requires the learner to be totally independent of the teacher.	38(15.7%)	47(19.42%)	101(41.74%)	43(17.77%)	13(5.37%)	2.78
2. Autonomy means that learners can make choices about what to learn and how to learn.	13(5.37%)	18(7.44%)	73(30.17%)	81(33.47%)	57(23.55%)	3.62
3. Learner autonomy is promoted through regular opportunities for learners to complete tasks alone.	8(3.31%)	27(11.16%)	63(26.03%)	90(37.19%)	54(22.31%)	3.64
4. Individuals who lack autonomy are not likely to be effective language learners.	11(4.55%)	21(8.68%)	58(23.97%)	80(33.06%)	72(29.75%)	3.75
5. It is earlier to promote learner autonomy is with beginners.			65(26.86%)	88(36.36%)	59(24.38%)	3.69
6. Motivated language learners are more likely to be autonomous than learners who are not motivated.			56(23.14%)	66(27.27%)	102(42.15%)	4.01
7. Confident language learners are more likely to be autonomous than learners who lack confidence.			57(23.55%)	73(30.17%)	91(37.6%)	3.94
8. Learner autonomy allows language learners to learn more effectively than otherwise would.			64(26.45%)	85(35.12%)	62(25.62%)	3.69
9. Learner autonomy is promoted when learners are given opportunities to do activities they do.			78(32.23%)	92(38.02%)	49(20.25%)	3.66
10. Learner autonomy cannot be promoted in teacher-centred classrooms.	26(10.77%)	20(8.26%)	105(43.39%)	46(19.01%)	17(7.02%)	2.92
11. Learner autonomy is promoted by activities that encourage learners to work outside the classroom.	5(2.07%)	20(8.26%)	72(29.23%)	94(38.84%)	51(21.07%)	3.69
12. To become autonomous, learners need to develop the ability to evaluate their own learning.	6(2.48%)	15(6.2%)	67(27.69%)	104(42.98%)	50(20.66%)	3.73
13. The ability to monitor one's learning is central to learner autonomy.	6(2.48%)	13(5.37%)	57(23.55%)	99(40.91%)	67(27.69%)	3.86
14. Co-operative group work activities support the development of learner autonomy.	6(2.48%)	20(8.26%)	75(30.99%)	86(35.54%)	55(22.73%)	3.68
15. Learner autonomy is promoted through activities which give learners opportunities to learn from each other.	7(2.89%)	11(4.55%)	58(23.97%)	102(42.15%)	64(26.45%)	3.85

Likert Scale:
Perceptions of LA
13 / 15 3.62 to 4.01

RQ 1: How did the students perceive the concept of LA and receive the “5-i” Show?

Questions	1	2	3	4	5	Average
1. 1 The 5i-Show Project arouses interests in learners by encouraging learners to learn by finishing their task or activity independently.	5(2.07%)	15(6.2%)	62(25.62%)	94(38.84%)	66(27.27%)	3.83
2. 2 The 5i-Show Project promotes learner autonomy by involving learners in decisions about what and how to learn promotes learner autonomy.	3(1.24%)	16(6.61%)	69(28.51%)	92(38.02%)	62(25.62%)	3.8
3. 3 The 5i-Show Project promotes learner autonomy through regular opportunities for learners to complete tasks alone.	3(1.24%)	11(4.55%)	73(30.17%)	86(35.54%)	69(28.51%)	3.86
4. 4Learners who are not likely to be effectively involved in the 5i-Show Project are individuals who lack of auton	15(6.2%)	26(11.88%)	85(35.12%)	65(26.86%)	41(16.94%)	3.33
5. 5 The 5i-Show Project is more suitable to p				84(34.71%)	48(19.83%)	3.61
6. 6 Motivated language learners are more lik				95(39.26%)	69(28.51%)	3.89
7. 7 Confident language learners are more lik				86(35.54%)	70(28.93%)	3.85
8. 8 The 5i-Show Project helps learners deve				103(42.56%)	59(24.38%)	3.82
9. 9 Study tasks which require learners to make project presentation in public promote learner autonomy in the 5i-Show Project.	5(2.07%)		88(38.93%)	97(40.08%)	58(23.97%)	3.79
10. 10 The 5i-Show Project changes the teacher-centred classroom to student-centred classroom.	4(1.65%)	11(4.55%)		91(37.6%)	62(25.62%)	3.81
11. 11 The 5i-Show Project can promote learner autonomy of learners through encouraging independent learning outside the classroom, such as surfing the internet for information and making PPT, etc.	5(2.07%)	16(6.61%)	73(30.17%)	85(36%)	60(24.79%)	3.75
12. 12 The peer assessment system of 5i-Show Project could help learners develop learner autonomy by peer-evaluating their own learning.	6(2.48%)	10(4.13%)	81(33.47%)	87(35.95%)	58(23.97%)	3.75
13. 13 The implementation of the 5i-Show Project, especially in a large-sized classroom, is helpful to develop learner autonomy since it requires the individuals to monitor their own learning.	7(2.89%)	11(4.55%)	76(31.4%)	95(39.26%)	53(21.9%)	3.73
14. 14 The 5i-Show Project could promote the development of learner autonomy more effectively if more group work or collaborative work is involved.	7(2.89%)	14(5.79%)	77(31.82%)	87(35.95%)	57(23.55%)	3.71
15. 15 The teacher should intervne as little as possible as so to promote the development of students' learner autonomy through the 5i-Show Project.	9(3.72%)	21(8.68%)	101(41.74%)	80(33.06%)	31(12.81%)	3.43

Receptiveness of the Show
13/15 3.33 to 3.89



Student's Voice





S1 : *It's interesting. It's different from the way I learnt English before. I think it's good. Every one can practice. I learned a lot.*

S2: *This project gave everyone an opportunity to present. We learned how to make a good presentation. We now understand how hard our teacher works. I will study harder.*

S3: *Although I spent a lot of time preparing, I still felt nervous. However, I'm more confident than before. I think I can do better next time.*

S4: *Learning this way is more fun. It's kind of autonomous learning and we had to do a lot by ourselves, but it pushed me to learn more.*

RQ 2: What effect did the project have on the development of learner autonomy?

- Allowed students' decision making / individual choices on the 'what' and 'how' about learning
- Made learning more interesting
- Provided opportunities for students' active 'learning by doing'
- Empowered students by letting them be 'the sage on the stage'
- Allowed students to evaluate their own work (self or peer)
- Enhanced students' willingness to learn (more and harder)
- Built up students' confidence (esp. in public speaking & presenting)



S5: It improves all kinds of skills..It's good for our future employment. Through participating in the project, I learn how to make plans, how to monitor and assess my learning. I enjoy this kind of autonomous learning.



Christmas

- ❖ - exchanging gifts
- ❖ - decorating the home with evergreens and colorful lights
- ❖ -going to the church
- ❖ - singing Christmas carols
- ❖ -sending Christmas cards
- ❖ -Father Christmas (Santa Claus)



Spring Festival

family gathering; fire crackers; put up red couplets and Fu on gates; eat *Jiaozi* or dumplings; watch Spring Festival Gala ; greeting each other; give children red envelopes...



www.sout.edu.cn calshow.com



Queen Victoria



经济1703 买依尔



Marilyn Monroe

经济1703
孙孔英



The great glory of American democracy right now has the right to protest the right thing.



Current employment status
of college students

当下大学生就业情况

胡伟
孙源

Cultural expansion:

Should colleges and universities set up special courses in career planning? Why?

高校是否应当开设专门的职业规划课程? 为什么?

Rugby

- Rugby is a symbol of vitality and health.
- The friendship is fast and reliable
- The rugbyman is simple and persistent.
- The process of fighting with friends is the most meaningful.



RQ 3: What challenges were encountered in the project implementation and how were they met?

Challenge 1	Strategy taken to cope with it
<ul style="list-style-type: none">Getting everyone involved and keeping a balance between individual work and collaborative work in a large class	<ul style="list-style-type: none">Dividing a big job into small learning tasks (the number approximately equal to the number of students), some for individual completion, some for group/team work.



Challenge 2	Strategies taken to cope with it
<ul style="list-style-type: none">• Managing the large number of 'audience' students and keeping them engaged while only a few were presenting / showing	<ul style="list-style-type: none">• Helping presenters to make engaging PowerPoint slides• Occupying the audience with peer-evaluation• Allowing students to record the presentation / show using various self-selected APPs



Challenge 3

Strategies taken to cope with it

- Insufficient time, support and flexibility to apply PBL under the current educational system

- Requiring students to do a combination of tasks with an item of their own choice and a 'must-do' topic from the textbook
- Keeping out-of-class learning support 'on' via QQ & WeChat group



Discussion and implications

- Interest and motivation is the key to PBL and LA, therefore allowing students' choices is essential.
- Appropriate teacher support is crucial to effective use of PBL and genuine improvement of learner autonomy.
- No context is flawless for any project. Teachers' understanding of contextual factors (esp. challenges) and willingness to positively cope with them PBL plays an important part in the project implementation and its effect on the development of LA.

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Thank You



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Appendix: Peer Evaluation Form

口语展示评价表

Oral Presentation Evaluation (2017-2018 Term2)

一、要求与说明事项:

- 目的:** 鼓励大家积极参与, 提高课堂参与度和课堂学习效果, 促进互相学习和交流。
- 形式:** 自愿参与, 认真记录、公正客观评价; 参与一次获得 0.5 分平时成绩荣誉分。
- 任务:** 对同学进行的 Project 展示进行记录和评价; 当天展示结束后选出最佳展示者一名。
- 评估标准:** 满分 5 分, 每项 1 分, 最后打出总分即可 (可保留小数点后一位)。
 - 1) 材料组织准确条理 (无严重错误)
 - 2) 语音语调准确
 - 3) 讲解清楚明白, 声音洪亮
 - 4) 课件制作认真 (详见群文件或反面附录)
 - 5) 展示效果好 (仪态大方, 讲解突出重难点, 有目光交流、适当提问等互动, 听众能听明白并学到东西)
- 表格填写注意:**
 - 1) 将展示者和评价者的专业班级姓名写在相应的姓名栏下。
 - 2) 认真记录展示内容; 记录展示的优点和不足, 提出意见和建议; 自己在这堂课的收获。
- 声明:** 答案没有正误之分, 教师会在对评价者匿名的情况下进行总结、反馈, 所涉及材料只用于学习和研究。
- 授权签字:** 我已认真阅读相关说明, 同意以志愿者的身份参与此项研究。 签名 (手写):

	时间	展示主题	展示者	展示内容	优点与不足	成绩	收获	评价者	备注
1									
2									
3									
4									
5									

口语展示评价表
Oral Presentation Evaluation (2017-2018 Term2)

展示时间 2018年6月10日 评价者 徐上 621705

一、要求与说明事项:

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展示主题	展示者	展示内容	优点与不足	成绩	收获	备注
Decorate home, Family	徐上	Decorate home, Family	内容充实, 条理清晰	3	对节日习俗有了更深入的了解	
Thanksgiving Day	徐上	Thanksgiving Day	内容充实, 条理清晰	3.5	对感恩节习俗有了更深入的了解	
Dragon Boat Festival	徐上	Dragon Boat Festival	内容充实, 条理清晰	4.5	对端午节习俗有了更深入的了解	
Victorian Era	徐上	Victorian Era	内容充实, 条理清晰	3	对维多利亚时代有了更深入的了解	
Queen Victoria	徐上	Queen Victoria	内容充实, 条理清晰	3	对维多利亚女王有了更深入的了解	
Public life	徐上	Public life	内容充实, 条理清晰		对公共生活有了更深入的了解	
Love life	徐上	Love life	内容充实, 条理清晰		对爱情生活有了更深入的了解	

口语展示评价表
Oral Presentation Evaluation (2017-2018 Term2)

展示时间 2018.6.1 评价者 徐上 621705

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 - 2) 语言语调准确
 - 3) 讲解清楚明白, 声音洪亮
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 - 4) 授权签字: 我已认真阅读相关说明, 同意以志愿者的身份参与此项研究。签名(手写): 徐上

展示主题	展示者	展示内容	优点与不足	成绩	收获	备注
感恩节(Thanksgiving)	徐上	感恩节(Thanksgiving)	内容充实, 条理清晰	4.0	对感恩节习俗有了更深入的了解	
感恩节(Thanksgiving)	徐上	感恩节(Thanksgiving)	内容充实, 条理清晰	4.6	对感恩节习俗有了更深入的了解	
端午节(Dragon Boat Festival)	徐上	端午节(Dragon Boat Festival)	内容充实, 条理清晰	4.8	对端午节习俗有了更深入的了解	
维多利亚时代(Victorian Era)	徐上	维多利亚时代(Victorian Era)	内容充实, 条理清晰	3.5	对维多利亚时代有了更深入的了解	
维多利亚女王(Queen Victoria)	徐上	维多利亚女王(Queen Victoria)	内容充实, 条理清晰	4.5	对维多利亚女王有了更深入的了解	