

Designing Autonomous Learning to Accommodate Diverse Learners in an English Writing Class

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Outline of presentation

1. Aims and background of this presentation
2. Framework for designing autonomous learning
3. Facilitating autonomous learning
4. Results and discussion
5. Conclusion

1. Aims of this presentation

This presentation aims to introduce additional classroom materials which are developed by a team of university instructors and researchers, who concerned with students in the new era of “universal college admission”.

1.1 Aims : target students

- Students with a poor understanding.
- Students who lack motivation for studying.

1.1 Aims of development team

- For students whose poor command of English.
- For students whose lack of motivation.

- To be able to work autonomously in a classroom
- To learn according to individual objectives and skills

1.2 Background of this project

A new era of “universal college admission” has not come yet, but...

- Out of 744,000 applicants to universities and colleges, 684,000 were admitted in 2008.
- That means 92% of applicants succeeded.
- 55.3% of Japanese 18 years olds went on to higher education. This is 5.4 % higher than in 2004.

1.2 Background of this project

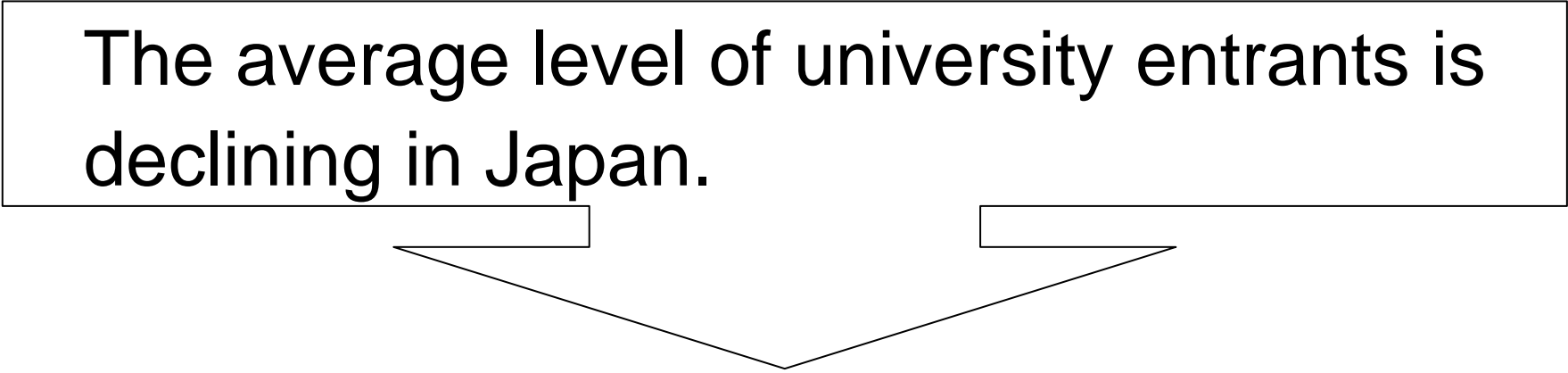
- 92% of applicants were admitted.
- 1,182 universities & colleges in 2008
(1,129 in 1993)
- 589 universities & 386 colleges are **private**.



The average academic level of university entrants is declining in Japan

1.2 Background of this project

The average level of university entrants is declining in Japan.



- More students have a poor command of English
- More students lack motivation for studying English

1.2 Background of this project

- In 2007 a project team developed a curriculum for a small-sized remedial English class.








































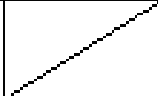









T. Togo, S. Mochizuki, T. Takahashi, M. Nakaue, H. Yamasaki (2007) *A Framework for Designing Autonomous Learning in English Writing Class for Disinterested Learners II*, The 3rd Conference of the Japan Association of Developmental Education. pp.103-104

2. Framework for Designing Autonomous Learning




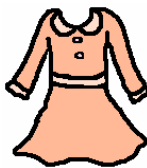
- The concept was based on a symbolic approach (Nishinosono and Togo 2006).
- Metaphors were created to conceptualize the methodology for a classroom course both for the team and for students.
- The textbook exercises were divided into segments.

2.1 Metaphors in 2007(health control)

Illustrated by Tomoko Takahashi

後期より開講	Chapter9 ★★★★ (イタリアン)	必修						chapter9までの 応用問題	
	Chapter8 ★★★★ (イタリアン)	必修						条件クリアした人 がチャレンジできる	
	Chapter7 ★★★ (中華)	必修						chapter7までの 応用問題	
	Chapter6 ★★★ (中華)	必修						条件クリアした人 がチャレンジできる	
	Chapter5 ★★★ (中華)	必修							
前期より開講	Chapter4 ★★ (和食)	必修		8P 	13P 	10P 	23P 	chapter4までの 応用問題 条件クリアした人 がチャレンジできる 最高25P	RANK4 5P ☆☆☆☆ 
	Chapter3 ★★ (和食)	必修		8P 	13P 	10P 	20P 		RANK3 4P ☆☆☆ 
	Chapter2 ★ (洋食)	必修		5P 		10P 	17P 		RANK2 3P ☆☆ 
	Chapter1 ★ (洋食)	必修		5P 	10P 		15P 		RANK1 2P ☆ 
chapter ランク	Unit A	Unit B	Unit C	Unit D	Unit E	アタックチャンス	オマケ		
	Unit内容	単語	文法1	文法2	創造	総合問題	自己表現		
学習形態	チーム学習					個人学習			

2.1 Metaphors in 2008

Segment No.	Contents of Segments	Metaphors
Segment 1	Training about English grammar	 An illustration of a blue toothbrush and a blue cup of toothpaste, representing the metaphor of brushing one's teeth for grammar.
Segment 2	Training about writing paragraphs	 An illustration of an open pink compact mirror, representing the metaphor of looking in a mirror for writing paragraphs.
Segment 3	Training about combining sentences with proper conjunctions	 An illustration of a stack of three golden-brown pancakes on a wooden plate, representing the metaphor of stacking pancakes for combining sentences.
Segment 4	Training about joining sentences to display unity	 An illustration of an orange dress with a white collar and buttons, representing the metaphor of wearing a dress for joining sentences to display unity.

3.1 Profile of the class

English Composition I

- Required class for freshmen.
- Half-year semester (15 classes).
- 44 female students (including 7 retakers)
- Beginning-level writing skill textbook for students of English as a Second Language is used. *Get Ready To Write* 2nd ed. (PEARSON Longman)












3.2 Materials and assistance to facilitate autonomous learning

- Pre-designed materials
- Materials added as needed
- Student tutors

3.2.1 Pre-designed materials

- Study Guide
- Answer Guide
- Orientation Sheet
- Learning Menu

3.2.1.1 Learning Menu

Chapter2		27	目安	4時間20分										
Course1 文法を トレーニング	合計ポイント	211	Develop Your Writing Skills • Subject pronouns A&B 主格の代名詞 • Object pronouns C&D 目的格の代名詞											
	3	PP.13-14 目安 20分	とびくんだ日 月 日	チューター サイン	 1	212 PP.14-15 目安 15分	Develop Your Writing Skills • POSSESSIVE ADJECTIVES A-C 所有者格の形容詞	とびくんだ日 月 日	チューター サイン	 1	213 PP.18-19 目安 15分	USING AND, BUT, OR SO A&C A: and, but, soのどれかを使用して文を作ろう C: パラグラフにある接続詞に丸印をつけよう	とびくんだ日 月 日	チューター サイン
Course2 書きかた トレーニング	合計ポイント	221	Paragraph Pointer: The Writing Process 説明を読み、概要を日本語で記述し、一通り読められたか確認しよう											
	2	P.19 目安 20分	とびくんだ日 月 日	チューター サイン	 2	222 目安 10分	You Be the Editor 5つの代名詞に関する間違いがあります。間違いを みつけて訂正しましょう	とびくんだ日 月 日	チューター サイン	 おまけ	223 目安 10分	Real Life Writing AN E-MAIL MESSAGE B 指定された相手に指定された内容のe-mailを送りま しょう	とびくんだ日 月 日	チューター サイン
Course3 簡単な 英文を書く トレーニング	合計ポイント	231	PREWRITING A & B 主格・目的格・所有者格に気をつけながら、 わたしの家族について説明できる文をつくらう											
	9	P.15 目安 20分	とびくんだ日 月 日	チューター サイン	 3	232 P.16 目安 20分	PREWRITING A & B & C 主格・目的格・所有者格に気をつけながら、 わたしの家族について説明できる文をつくらう	とびくんだ日 月 日	チューター サイン	 3	233 PP.19-20 目安 20分	PREWRITING A & B & C & D 主格・目的格・所有者格に気をつけながら、 友だちについて説明できる文をつくらう	とびくんだ日 月 日	チューター サイン
Course4 英文を つなげる トレーニング	合計ポイント	241	WRITING, REVISING A p.15のP PREWRITINGで作った文を使ってパラグラフを作成 しよう。まず最初の一文に適切な形容詞を入れてみよう。											
	8	PP.15-16 目安 25分	とびくんだ日 月 日	チューター サイン	 4	242 P.17 目安 25分	WRITING, REVISING A p.16のP PREWRITINGで作った文を使ってパラグラフを作成 しよう。まず最初の一文に家族の属性と名前を入れよう。	とびくんだ日 月 日	チューター サイン	 4				
Writing まとまった 英文を書く トレーニング	合計ポイント													
	5	目安 30分	とびくんだ日 月 日	チューター サイン	 3	目安 30分		とびくんだ日 月 日	チューター サイン	 2	チューターポイント欄			
		学習開始日		chapter2の得点			チューターの得点							

3.2.1.2 Orientation Sheet

2008-1st semester

W1 Orientation

Read the following explanation:

In this class, your right to study, not your right to be educated, is guaranteed. In this class, your right to study, not your right to be educated, is guaranteed. In this class, your right to study, not your right to be educated, is guaranteed.

What you will need to do is select which exercises you will need the textbook for. You will need the textbook for the Study Guide. You will need the textbook for the Study Guide. You will need the textbook for the Study Guide.

Evaluation criteria for students to set goals.

Checklist

- Is your final composition publishable on the Web as it is?
 - No modification is needed.
 - It needs a little modification.
 - It needs considerable modification.
 - Not a chance. (My composition can never be published on the Web.)
- Could you clearly demonstrate what you learned in each chapter in your writing? (Until the final composition, made in red ink, should have appeared in your notebook.)
 - Yes, I could.
 - No, I could not.

Chart showing a model flow of a student's studies.

		60-69 Points	70-79 Points
Levels	Gold	70*(B)**	80(A)
	Silver	65(C)	75(B)
	Copper	60(C)	70(B)

Study flowchart

- Reconfirm your study plan** (Icon: Student at desk)
- Solve textbook exercises** (Icon: Student at desk)
- Ask Tutors** (Icon: Student at desk)
- Self Review** (Icon: Hand writing)
- Review your studies and adjust your plan as needed** (Icon: Student at desk)

Check list for deciding the level of a student's composition.

※ HOW TO DECIDE THE LEVEL OF YOUR FINAL COMPOSITION

Select the appropriate response from a)-d) to each question. The points for each response: a) 4 points, b) 3 points, c) 2 points, d) 1 point.

If your total is 13-16 points, your level is **GOLD**.
 If your total is 8-12 points, your level is **SILVER**.
 If your total is 4-7 points, your level is **COPPER**.

*Read the Tutor Training Sheet to learn more about becoming a Tutor

3.2.1.2 Topic of Composition

- “What is the reason you chose this major (or university or department)? Write your reasons as concretely as you can.”

3.2.1.2 Setting goals

Checklist

- ① Is your final composition publishable on the Web as it is? (If not, it should be published on the Web.)
- a) No modification is needed.
 - b) It needs a little modification.
 - c) It needs considerable modification.
 - d) Not a chance. (It will not be published on the Web.)

Levels that a student would like to acquire from a checklist

- ② Could you clearly demonstrate what you learned in this course? (Until the final revision, each change in your work should have applied what you learned in each chapter.)
- a) Yes, I could.
 - b) I could clearly demonstrate what was learned in each chapter.
 - c) I could clearly demonstrate what was learned in most chapters.
 - d) I could clearly demonstrate what was learned in some chapters.

- ③ How do you think the class instructor or a peer would evaluate your final composition?

The total points of exercises which each student plans to tackle with from Learning Menu.

Final Evaluation

Your final evaluation will be calculated as shown in the table below according to your workload (your total points) and the level which you assess using the checklist.
 *Tutors receive three additional points for each chapter. If you act as Tutor for all four chapters you will receive another one point.

You will decide your Final Evaluation by yourself. You will set your goals according to this table.

* Numbers indicate the final grade, ** Letters indicate the final evaluation.

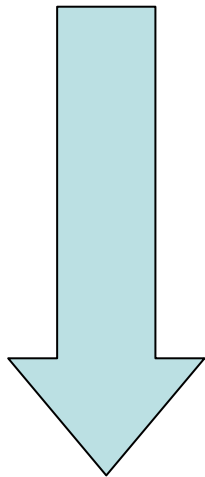
		Student Workload (total points)			
		60-69 Points	70-79 Points	80-89 Points	90 Points and over
Levels	Gold	70*(B)**	80(A)	90(AA)	100(AA)
	Silver	65(C)	75(B)	85(AA)	95(AA)
	Copper	60(C)	70(B)	80(A)	90(A)

HOW TO DECIDE THE LEVEL OF YOUR FINAL COMPOSITION

Select the appropriate response from a)-d) to each question below, and calculate the total. The points for each response: a) 4 points, b) 3 points, c) 2 points, d) 1 point.

If your total is 13-16 points, your level is **GOLD**.
 If your total is 8-12 points, your level is **SILVER**.
 If your total is 4-7 points, your level is **COPPER**.

- ① Is your final composition publishable on the Web as it is?
a) No modification is needed. b) It needs a little modification.
c) It needs considerable modification. d) Not a chance. (My composition can never be published on the Web.)
- ② Could you clearly demonstrate what you learned in each chapter in your writing?
(Until the final revision, each change in your earlier composition, made in red ink, should have
a) Yes, I did



Select one appropriate item from a) ~ d) in each questionnaire through , and calculate a sum.

Each item has its points: a)-4points, b)-3points, c)-2points, d)-1point.

Students check the list, and decide their levels by themselves.

EX. 15 points Level is GOLD

If your total is 13-16 points, your level is **GOLD**.

If your total is 8-12 points, your level is **SILVER**.

If your total is 4-7 points, your level is **COPPER**.

Final evaluation is settled like in the table below in accordance with each student workload (total points that she gains) and the level which she assesses using the checklist. Final Evaluation is set up by themselves, therefore, students will set their goals in accordance with this table.

* Numbers indicate the final grade. ** Letters indicate the final evaluation.

		Student Workload (total points)			
		60-69 Points	70-79 Points	80-89 Points	90 Points and over
Levels	Gold	70*(B)**	80 (A)	90 (AA)	100 (AA)
	Silver	65 (C)	75 (B)	85 (AA)	95 (AA)
	Copper	60 (C)	70 (B)	80 (A)	90 (A)

EX. 65 points and Level GOLD 70 (B)

65 points and Level Copper 60 (C)

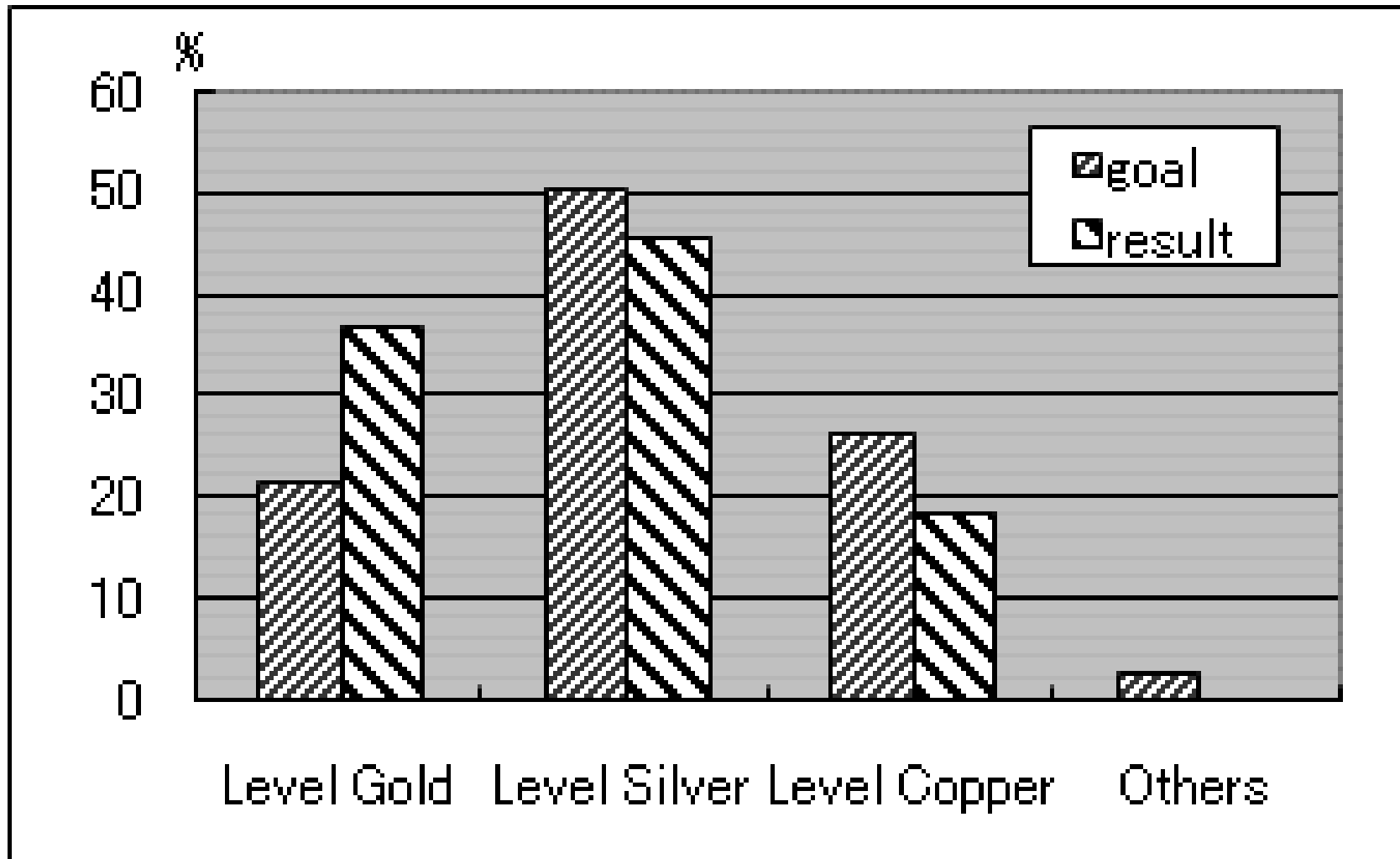
3.2.2 Materials added as needed

- Study log
- File to keep materials
- Criteria for evaluating each student's composition (distributed only to tutors)
- Checklist for turning in final assignments

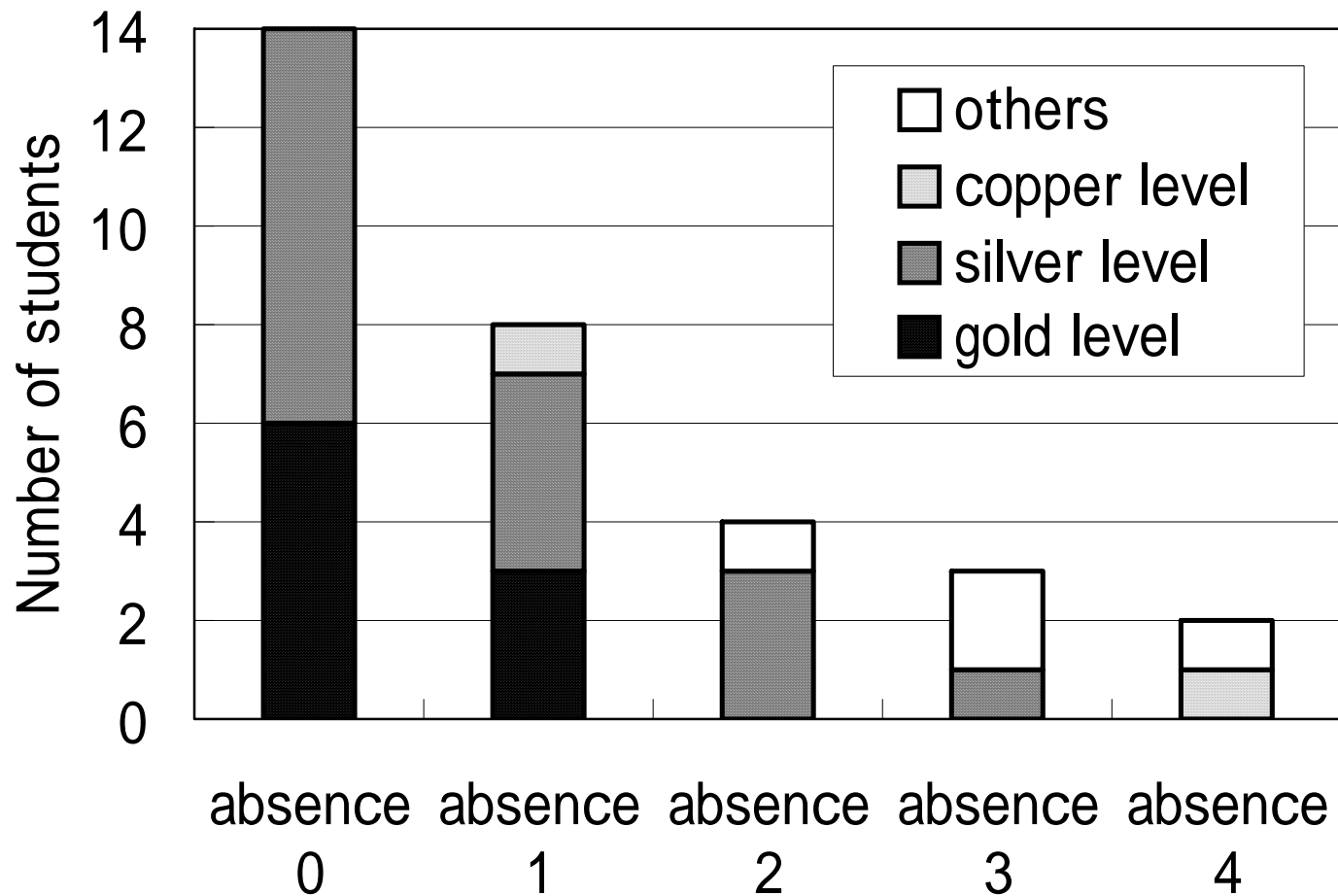
3.2.3 Tutors

- Student tutors facilitated other students' learning.
- Student tutors improved their own learning.

4.1 Results and Discussion

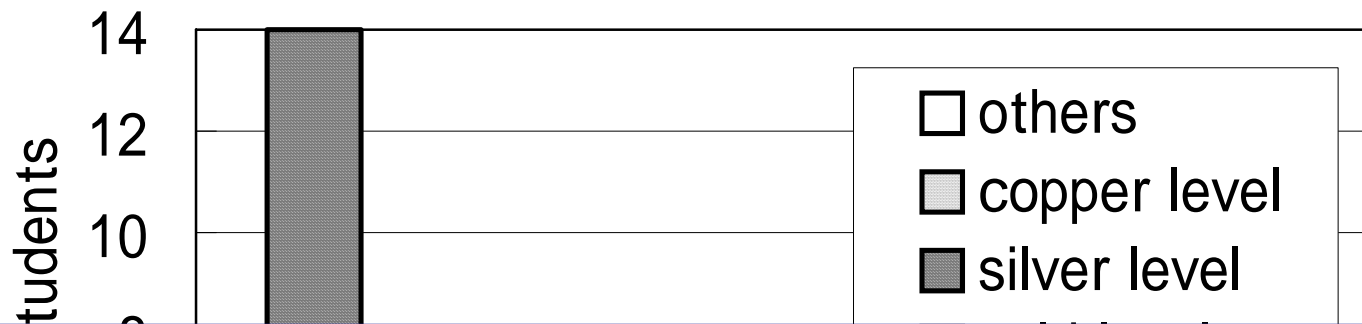


4.1 Results and Discussion



Levels based on students' absences

4.1 Results and Discussion



“Others” means not to be judged, and it contains irregular cases like:

- 2 students didn't check the list.
- 2 students misunderstood the content of the final composition.

Levels based on students' absences

Conclusion

- Designing for autonomous learning in a writing class seemed to be successful to help less-motivated students to study English autonomously.
- We intend to continue developing the course while implementing it in classrooms.
- Our team will keep exploring more effective measures to expand opportunities for these students.

Designing Autonomous Learning to Accommodate Diverse Learners in an English Writing Class

Thank you for your attention!

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Symbolic approach for designing a class course

(Nishinosono, Miyata, Mochizuki 2006)

