

# Learner Training

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# Introduction

- Action-research based investigation into providing learner training to a small CALL class
- Outline
  - ◆ Background
  - ◆ Rationale
  - ◆ Investigation
  - ◆ Results
  - ◆ Conclusion

# Background - Program

- Core English
  - ◆ CALL
  - ◆ Listening & Speaking
  - ◆ Reading & Writing
- Small classes of 10 – 12 learners
- 2 classes / week for 90 minutes each
- Team taught (NESTs & JaSTs)

# Background - Class

- 10 learners
- Wide range of TOEIC scores (400 – 760)
- Activities
  - ◆ Longman English Interactive (LEI) 2
  - ◆ Supplementary materials
  - ◆ Intercultural exchange
  - ◆ Typing skills

# Background - Class

- Supplementary materials – listening
  - ◆ Ello - [www.ello.org](http://www.ello.org)
  - ◆ Randal's ESL Cyber Listening Lab - [www.esl-lab.com](http://www.esl-lab.com)
- Supplementary materials – grammar
  - ◆ Activities for ESL students - <http://a4esl.org>
  - ◆ BBC Skillswise - [www.bbc.co.uk/skillswise/words/grammar](http://www.bbc.co.uk/skillswise/words/grammar)

# Background - Class

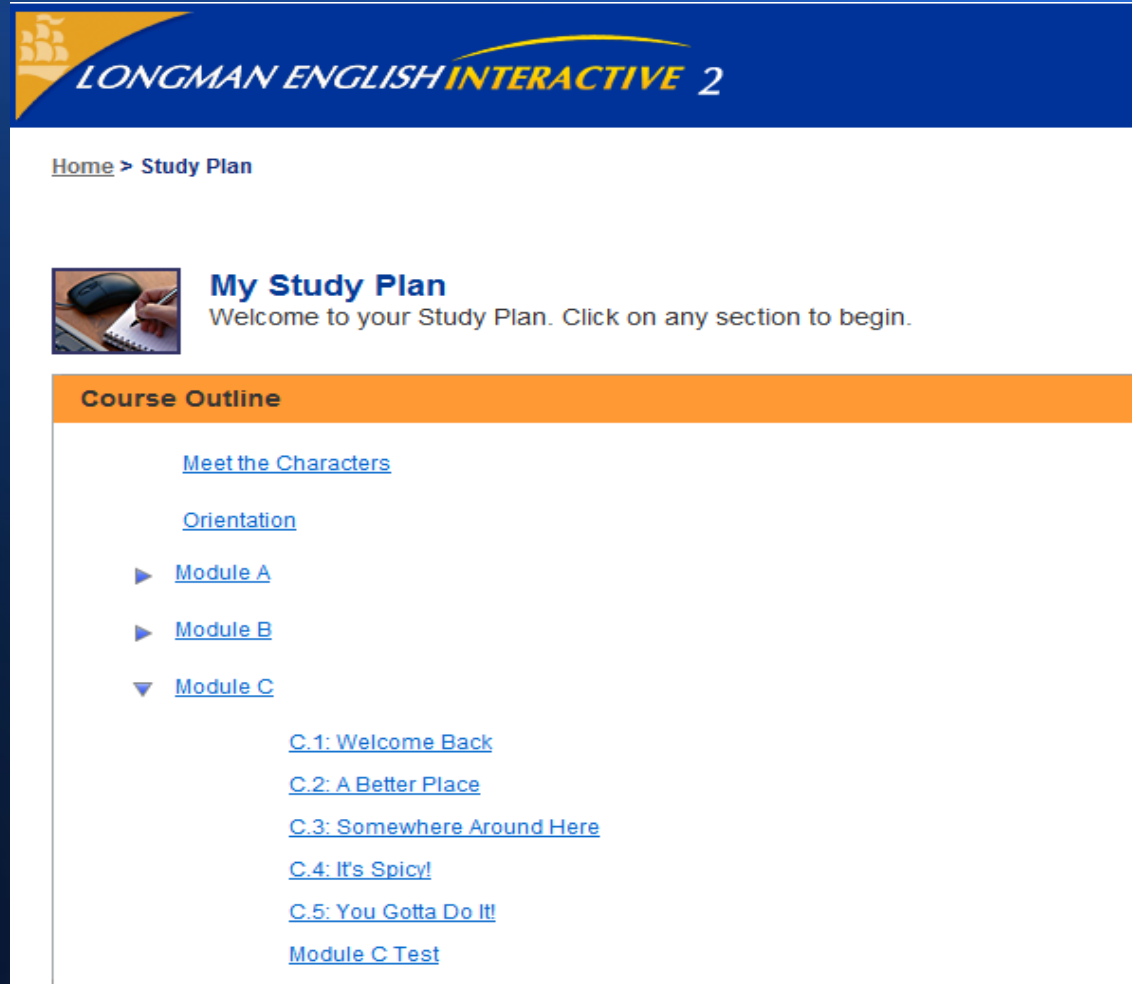
Intercultural exchange (Project Ibunka)

- Forum based exchanges
- Topics (school life, culture & social issues)
- Schools – Asia, Africa, Europe, & U.S.

# Background - LEI

- 4 level 4 skills web-based courseware by PearsonLongman
- Three modules divided into 5 units
- Unit quizzes, module tests & level test
- Activities include MC, drag & drop, fill-in, or listen & repeat


# Background - LEI



The screenshot shows the 'My Study Plan' page for 'LONGMAN ENGLISH INTERACTIVE 2'. The page has a blue header with the course title. Below the header, there is a breadcrumb trail 'Home > Study Plan'. A small image of a hand writing on a notepad is next to the 'My Study Plan' heading. The main content area is titled 'Course Outline' and lists several sections: 'Meet the Characters', 'Orientation', 'Module A', 'Module B', and 'Module C'. Under 'Module C', there are five sub-sections: 'C.1: Welcome Back', 'C.2: A Better Place', 'C.3: Somewhere Around Here', 'C.4: It's Spicy!', and 'C.5: You Gotta Do It!'. A 'Module C Test' link is also present at the bottom of the list.

**LONGMAN ENGLISH INTERACTIVE 2**

[Home](#) > [Study Plan](#)

 **My Study Plan**  
Welcome to your Study Plan. Click on any section to begin.

**Course Outline**

- [Meet the Characters](#)
- [Orientation](#)
- ▶ [Module A](#)
- ▶ [Module B](#)
- ▼ [Module C](#)
  - [C.1: Welcome Back](#)
  - [C.2: A Better Place](#)
  - [C.3: Somewhere Around Here](#)
  - [C.4: It's Spicy!](#)
  - [C.5: You Gotta Do It!](#)
- [Module C Test](#)




# Background - LEI

## C.2 Listening

### 1: Focus on Comprehension

English ▾

Culture Notes

Read the text below the video. Then click on  to watch the video.  
Read each question and click on the answer.



1. What does the woman say about the location?

- a. It's a perfect location. It's near the schools and the parks.
- b. It's a convenient location. It's near the shopping center.
- c. It's a great location. It's close to the subway station and a bus stop.

2. What does Kate say about the size of the apartment?

- a. It's smaller than my place.
- b. It's the same size as my place.
- c. It's bigger than my place.



# Background - LEI

## C.2 Speaking

1: Role Play

English ▼

Do you want to be Landlady ?  
Click on Landlady.  
Do you want to be Kate ?  
Click on Kate.



Landlady



Kate



# Background - LEI

## C.2

### Grammar

#### 1: Comparative Adjectives

日本語 ▼

Click on  below the Grammar Coach. Then click on each  to hear the explanations and examples.

translation



1. When we have two people, places, or things, we can compare them. We can compare them by using comparative adjectives.

**Kate:** This apartment is bigger than my place.

**Landlady:** It has two bedrooms. A large bedroom. . . and a smaller one.

# Background - LEI

C.2

Grammar

1.1: Comparative Adjectives

日本語 ▼

Read each question and click on the answer.

Translation

1. **Rich:** Dave, taste this. How do you like my vegetable soup?

**Dave:** It's good, Rich. It's \_\_\_\_\_ your bean soup.

- a. more good
- b. better
- c. better than

2. **Kate:** The weather today is really hot!

**Luis:** I know. But yesterday \_\_\_\_\_.

- a. is hotter
- b. was hotter
- c. hotter

# Background - LEI

## C.2 Vocabulary

### 1: Renting an Apartment

日本語 ▼

Click on each word. Listen to the word and its example sentence. Choose the matching definition and drag it to the word. If the answer is correct, it will stay. If the answer is incorrect, it will snap back.

Translation

near and easy to get to

the area that you can see from somewhere

having furniture, such as beds, tables, and chairs

a legal agreement that lets you live in an apartment or house

🔊 **utilities**

The **utilities** are included in the rent, so we don't have to pay for our gas and electricity.

🔊 **lease**

The landlady gave Ana the **lease** for her new apartment.

🔊 **furnished**

I'm looking for a **furnished** apartment because I don't have any furniture now.

🔊 **view**

Our apartment is on the 25th floor. It has a beautiful **view** of the ocean.

# Background - LEI

## C.2

### Pronunciation

#### 1: Noun, Adverb, and Adjective Stress

日本語 ▼

Click on each  below. Listen to and read the text.

Translation



Listen to the stress in these sentences.



Landlady: This is a GREAT LOCATION. It's REALLY CLOSE to the SUBWAY station, and there's a BUS stop right across the STREET.



Landlady: High CEILINGS, large WINDOWS, VERY SPACIOUS.



Landlady: AND it has TWO BEDROOMS. A LARGE bedroom, and a SMALLER one.



Landlady: It's a GREAT PLACE. And the rent is ONLY SIXTEEN HUNDRED DOLLARS a MONTH!


# Background - LEI

## C.2


### Pronunciation


#### 1.1: Noun, Adverb, and Adjective Stress


日本語 ▼


Click here:  . Listen to the stress. Compare your recording to the model.

Translation

Click on  below to listen to the model.

Click on  below to record your voice. Click again to stop the recording.

Click on  below to listen to your recording.

Click on  below to listen to the model again.

#### Play the Model

#### Record/Play Your Recording

1.

 a GREAT LOCATION



2.

 LARGE WINDOWS



# Background - LEI

C.2

Reading

1: Focus on Vocabulary

日本語 ▼

Read the ads. Guess the meaning of the words in the list below. Then drag and drop the answers into the blanks.

Translation

letsmove.com

Matches: 2



**Location:** Second Street at Howard and Folsom  
**Size:** 2-bedroom/1-bathroom  
**Rent:** \$2100/month

security | basement | laundry | yard | neighborhood  
health club

1. Tina's apartment is in a quiet \_\_\_\_\_ in the south end of the city.
2. Grace has a large family, so she always has a lot of \_\_\_\_\_ to do.
3. In the winter, we put all our summer clothes in a room in the \_\_\_\_\_.
4. Their front \_\_\_\_\_ was full of bicycles, toys



# Background - LEI

[Home](#) > [Study Plan](#) > [C.2: A Better Place](#) > [Writing](#)

<< [Reading](#) [Writing](#) ▾

## C.2: A Better Place: Writing

### Question: Compare Two Apartments

Imagine that your friend is moving to your city soon. He needs your help to find an apartment.

- Write an email to your friend. Compare two apartments you saw.
- Use the model.
- Click on Save and Submit when you are finished.

### Writing Model:

Alfred,

I saw two great apartments today. One is on Stinson Street, and the other is on Cole Street.

- 244 Stinson, Apartment 234: \$750/month, 1 bedroom, pets OK, quiet neighborhood, near bus line.
- 1155 Cole, Apartment 801: \$850/month, 1 bedroom, no pets, convenient, good view, a little noisy, health club in the building.

The apartment on Stinson Street is cheaper than the apartment on Cole Street, but the rooms are a little smaller. Pets are allowed, so you can bring your cat! It's also in a nice, quiet neighborhood.

The apartment on Cole Street is great, too. It has a beautiful view of the city. It has large bedrooms and a big kitchen. It even has a health club.

You can check out the apartments online at [citysearch.com](#).

Spence

# Rationale - Observations

- Students tended to move quickly through the materials to reach the quizzes and tests
- Students approach to the materials was “Just do it.”
- Students who kept learning notebooks reported that they were helpful and helped their understanding

# Rationale - Research

- Hubbard (2004) argues that CALL learners are unprepared to fully and effectively make use of the choices CALL activities offer and thus need training.
- O'Bryan (2008) argues that learning training is essential for CALL learners to take control of and maximize their benefit from CALL activities.

# Rationale - Goals

- Slow students down
- Make students' use of material more effective
- Provide students with strategies that they can use in all of their learning

# Investigation

- October 2008 – January 2009: 12 classes
- Training between October & January
- Questionnaires given in October & January
- Post-interview at last class in January

# Investigation - 1<sup>st</sup> Questionnaire

- Goals (and an example)
- Learning objectives
- Repeat exercises (and when)
- Use transcripts (and when)
- Review quizzes (and when)
- Unit summaries

# Investigation - Training

- Model
- Practice
- Recycle
  
- Murphy (2008) points out that awareness of strategies is insufficient; practice is essential
- Recycling is a key component of Hubbard's (2004) model of learner training

# Investigation - Training

- Planning – looking at what will be learned
- Example from LEI
  - ◆ Learning objectives
  - ◆ You will use the vocabulary and grammar of this unit to: ask about and talk about past events:  
Kate lost her suitcase.




# Investigation - Training

- Reviewing – deepening what has been learned
- Learning journals
  - ◆ Vocabulary
  - ◆ Word, part of speech, definition (English and/or Japanese), and example sentence
  - ◆ Listening summaries
  - ◆ Grammar rules (English or Japanese)


# Investigation - Training


- Redoing – deepening what has been learned
- Resizing browser to make activity more challenging

# Investigation - Training

Click on  to watch the video again. Read each sentence. Drag and drop the answer into the blank.

[Culture Notes](#)  
[translation](#)



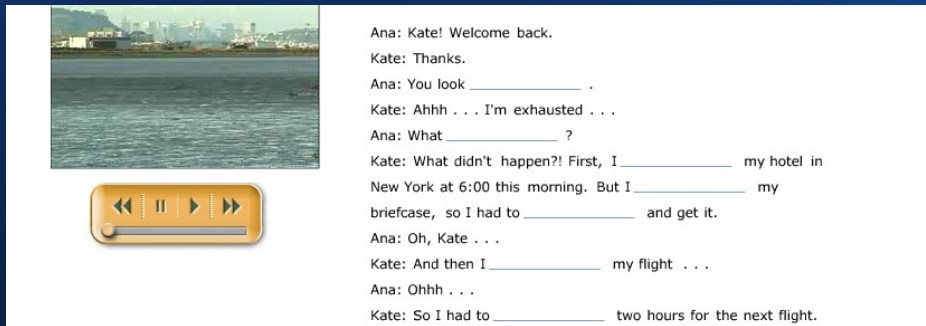


missed | left | forgot | wait | happened | tired | go back

Ana: Kate! Welcome back.  
Kate: Thanks.  
Ana: You look \_\_\_\_\_ .  
Kate: Ahhh . . . I'm exhausted . . .  
Ana: What \_\_\_\_\_ ?  
Kate: What didn't happen?! First, I \_\_\_\_\_ my hotel in New York at 6:00 this morning. But I \_\_\_\_\_ my briefcase, so I had to \_\_\_\_\_ and get it.  
Ana: Oh, Kate . . .  
Kate: And then I \_\_\_\_\_ my flight . . .  
Ana: Ohhh . . .  
Kate: So I had to \_\_\_\_\_ two hours for the next flight.

- Normal view

# Investigation - Training



The screenshot displays a training interface. On the left, there is a video player with a landscape image of a city and water. Below the video is a control bar with play, pause, and navigation buttons. On the right, a transcript of a dialogue is shown:

Ana: Kate! Welcome back.  
Kate: Thanks.  
Ana: You look \_\_\_\_\_ .  
Kate: Ahhh . . . I'm exhausted . . .  
Ana: What \_\_\_\_\_ ?  
Kate: What didn't happen?! First, I \_\_\_\_\_ my hotel in New York at 6:00 this morning. But I \_\_\_\_\_ my briefcase, so I had to \_\_\_\_\_ and get it.  
Ana: Oh, Kate . . .  
Kate: And then I \_\_\_\_\_ my flight . . .  
Ana: Ohhh . . .  
Kate: So I had to \_\_\_\_\_ two hours for the next flight.

- Browser resized to hide possible answers

# Investigation - Training

C.2 Grammar

2.2: Similarities and Differences: As . . . As

日本語

Read each question and click on the answer.

Translation

1. Luis isn't as old as Jiao.  
What does this mean?

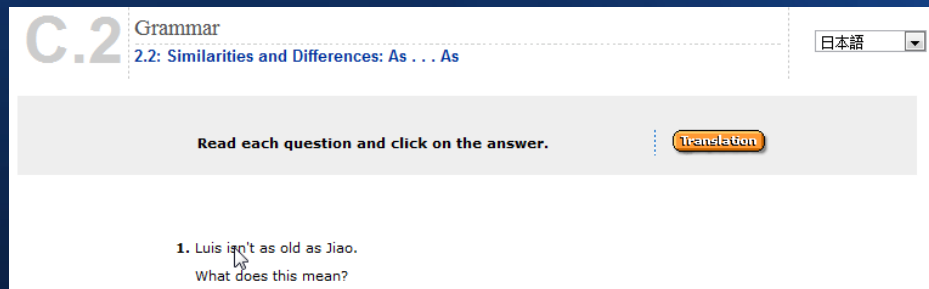
- a. Luis is older than Jiao.
- b. Jiao is older than Luis.
- c. Jiao isn't as old as Luis.

2. Luis's office isn't as big as Susan's new office.  
What does this mean?

- a. Luis's new office is bigger than Susan's office.
- b. Susan's new office isn't as big as Luis's office.

- Normal view

# Investigation - Training



C.2 Grammar

2.2: Similarities and Differences: As . . . As

日本語

Read each question and click on the answer.

Translation

1. Luis isn't as old as Jiao.  
What does this mean?

- Browser resized to hide possible answers

# Investigation - Training

- Evaluation – Confirming what was learned
- Example from LEI
- Unit summaries
  - ◆ GRAMMAR
  - ◆ Past continuous: Sam was waiting for Kate at the airport.
  - ◆ Review of past tense: Kate lost her suitcase.
  - ◆ Past tense sequences: Kate was running through the airport when she lost her shoe.

# Investigation - 2<sup>nd</sup> Questionnaire

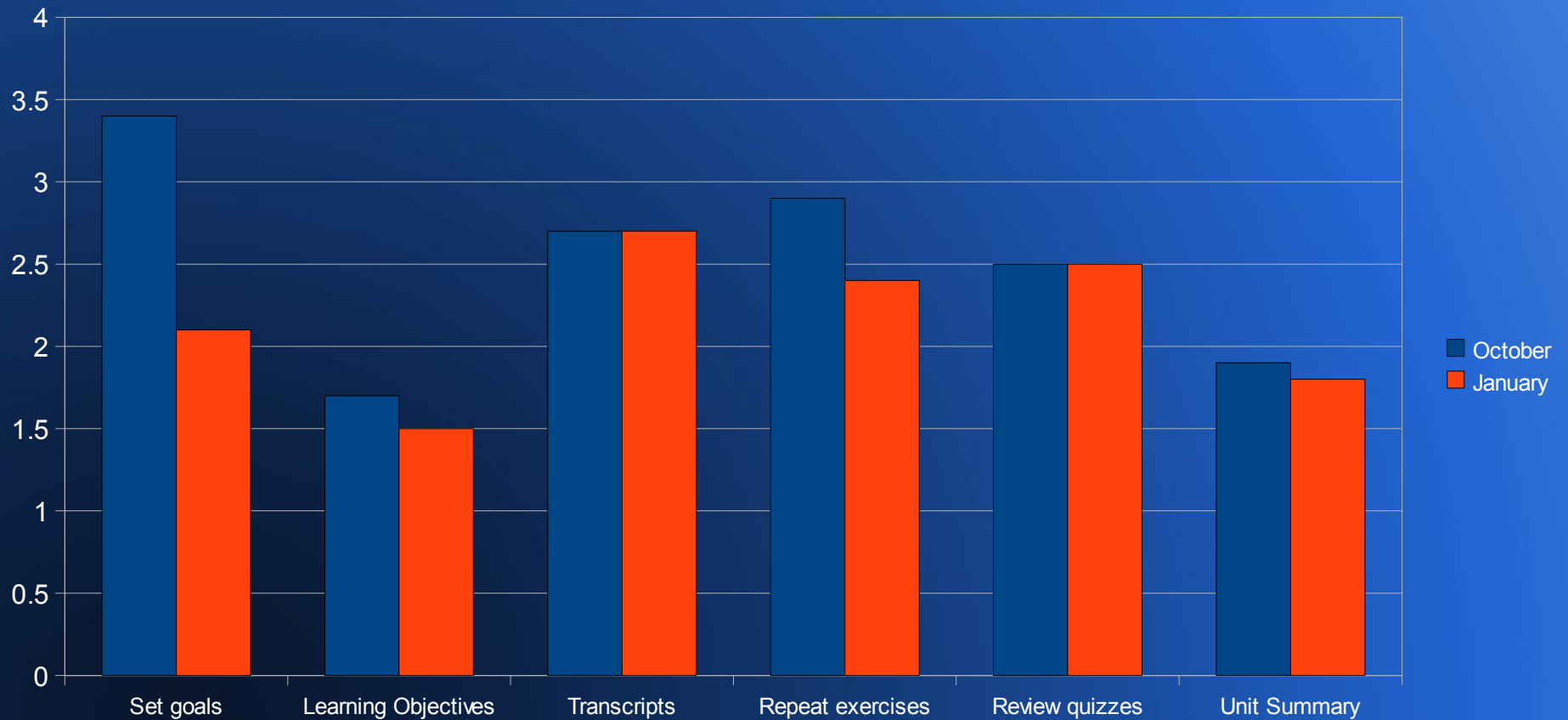
- Goals (and an example)
- Learning objectives
- Repeat exercises (and when)
- Resizing browser
- Use transcripts (and when)
- Review quizzes (and when)
- Effectiveness of resizing
- Unit summaries
- Review learning journal entries



# Investigation - Interview

- Group interview
- Ways learners make computer learning more effective
- Resizing
- Learning journals

# Results - Questionnaires



# Results – Oct. Questionnaire

## Goals

- Learn new vocabulary (2)
- Learn vocabulary and grammar (2)
- Improve skills
- Finish module
- Get a high score

# Results – Jan. Questionnaire

## Goals

- Get a high score (5)
- Learn new vocabulary (3)
- Be a good English speaker

# Results – Oct. Questionnaire

## Repeat exercises

- Before a quiz & when there is time (4)
- When I make mistakes or don't understand (2)
- When the teacher says to redo

# Results – Jan. Questionnaire

## Repeat exercises

- Before a quiz (4)
- When I make mistakes (2)
- Before writing in learning journal
- Correct writing mistakes
- Don't understand grammar

# Results – Oct. Questionnaire

## Review quizzes

- Make mistakes (4)
- When I don't understand

# Results – Jan. Questionnaire

## Review quizzes

- Make a lot of mistakes (3)
- Before module test (3)



# Results – Jan. Questionnaire

- Resizing exercises
  - ◆ Almost never (4)
  - ◆ Occasionally (4)
  - ◆ Sometimes (1)
  - ◆ Usually (1)
- Resizing effective way to review
  - ◆ Maybe (3)
  - ◆ Yes (4)
  - ◆ Yes, definitely (3)

# Results - Interview

Ways to make computers more effective for language learning

- Just do it!
- Listen three times
  - ◆ First, listen and answer questions
  - ◆ Second, check unfamiliar words
  - ◆ Third, repeat

# Results - Interview

## Learning Journals

- Most find the vocabulary entries beneficial
- Most find the listening summaries beneficial
  - ◆ Not necessary for tests so not so valuable (1)
- Most find writing grammar rules beneficial
  - ◆ Not so beneficial because already know the grammar feature (1)

# Results - Summary

- Most students did not look at the learning objectives or unit summaries
- Most said that resizing browser is useful, but did not do it
- Most said that the learning journals were valuable

# Conclusion - Limits

## Time constraints

- Period of training: 12 weeks
- Each strategy: only 3 or 4 times

## Maintaining a balance between:

- Learner training
- Requirements of the class

# Conclusion – Implementing LT

- Learner training takes time
- Learner training needs to be incorporated into the curriculum to provide a balance between training and language learning (Murphy 2008)
- Provide opportunities for debriefings (Hubbard 2004) to heighten learners' awareness of learner training's purpose

# References

- Hubbard, P. 2004. Learner Training for Effective Use of CALL. In S. Fotos & C. Browne (eds.). *New Perspectives in CALL for Second Language Classrooms*. (45-67). Mahwah, NJ: Lawrence Erlbaum.
- Murphy, L. 2008. Learning Logs and Strategy Development for Distance and Other Independent Language Learners. In S. Hurd & T. Lewis (eds.). *Language Learning Strategies in Independent Settings*. (199-217). Clevedone, UK; Multilingual Matters.
- O'Bryan Anne. 2008. Providing Pedagogical Learner Training in CALL: Impact on Student Use of Language-Learning Strategies. *CALICO Journal*. 26(1):142-159.

# Thank you!

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