Strategic Learner Training to motivate learners to learn more efficiently while using digital materials an also by creating a crowdsourced content

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Learning strategies

Griffiths and Cansiz (2015) claim that strategies are:

- specific actions which respond to problems and difficulties
- independently selected by learners who want to use them
- used to achieve a specific aim

Intentional but automatic actions are not strategies

Accidental actions are not strategies

The need for learner training

- Languge learning strategies (Oxford 1990) strategic self-regulation model (Oxford 2011)

- Numerous studies indicate the need for learner training for language learning in the digital environment, e.g.:

- Online learning, Jeffrey et al. 2011, Thorne 2003

- Use of technologies for LL, Figura, Jarvis 2007: 457

- Hubbard 2004, Stockwell, Hubbard 2013

- Learning strategies Gajek, Michońska-Stadnik 2017

Hubbard (2018) suggests that learners left with technology without training may "**encounter frustrations or difficulties or simply use the technology ineffectively**"

Strategic self regulated model

S2R model emphasises

- Various types of consciousness (awareness, attention, intention, and efforts)
- factors that make learning easier, more enjoyable, faster, and more efficient

Characteristics of self-regulated learners

strategically self-regulated learners

- actively take part in their own learning (Dornyei, 2009);

- set their own learning goals by controlling different aspects of their learning (Oxford, 2011);

- regulate their cognitive, affective, observable performance, as well as their environmental conditions for L2 learning (Zimmerman, 2000);

- choose what strategies are appropriate and what works in relation to different conditions, purposes, and contexts (Oxford,2011);

- and reveal awareness raising of the association between strategy use and learning performance (Malpass, O' Neil, & Hocevar, 1999

Strategies used by language learners in the digital environment

Gajek, Michońska-Stadnik 2017

207 secondary school learners

37 students of linguistics took part in the research

The aim was to examine what they out of class to learn foreign languages with digital technology – what strategies they use

They filled in two questionnaires,

first – adapted SILL to check what language learning strategies they use

second built on TESOL technology standards to check how they use digital technology to learn languages

Then statistical analysis was done: correlations and factor analysis

Learning strategies in the digital environment

- Proficient learners of languages (students of linguistics) use intensively many strategies

- Secondary school learners are diverisfied; some of them do not use learning strategies, other use many strategies intensively.

- Secondary school learners are very teacher dependent. They do what the teacher requests. But the fact that the teacher recommends useful digital resources changes their attitude to their usefulness and encourages their autonomous activities

- Students more often search for digital language learning resources independently, but they are also teacher dependent as the correlations between the teacher's actions and students behaviour are statistically significant.

Conclusion

There is a need for learner training for the use of digital content for language learning

Thus, there is a need for learner training for the creative and passive use of crowdsourced digital materials

Neurobiological approach to learning as mental foraging

Adaptation of Schumann's idea of mental foraging (2001)

- Stimulus appraisal criteria:
  - How meaningful is the activity for the learner? (meaningfulness)
    - What kind of pleasure does he/she get when the aim is achieved? (pleasure)
    - Why is unknown more interesting than the known?(value of unknown)
    - Is the learner able to complete the task? (ability to complete the task)
    - How does the task contribute to the social position of the learner? (social position)
    - How does the task contribute to the social image of the learner?(social image)

Phases of strategic training

Adaptation of Oxford's (2011) six stage model of training

- Preparation to strategic training
- Raising awareness of the need to use them
- Modelling and naming strategies
- Using strategies and monitoring their use
- Evaluation and transfering strategies to other tasks
- Internalization of strategies

Goals of learner training COST 16105

- Goal 1. Enterpreneurial
  - 1.1. Introduction to crowdsourcing
  - 1.2. Provider and crowd perspectives
- Goal 2. Ethical
  - 2.1. Protecting personal data
  - 2.2. Critical thinking
- Goal 3. Technological
  - 3.1. Access to resources
  - 3.2. Confidence in using the tools
- Goal 4. Educational
  - 4.1. Learning a language as a user of crowdsourcing materials
  - 4.2. Sharing as a contributor, creator of the resources
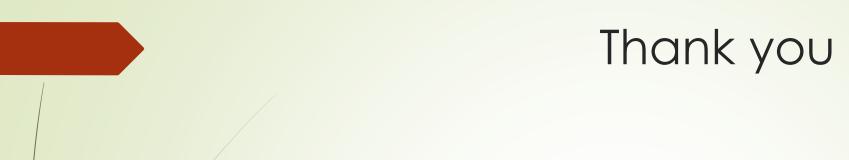 - 4.3. Evaluation of the quality of the content

Framework of learner training

Definitions of strategies	Neurobiological approach	Stages of training	COST 16105 goals
Actions to respond to problems and difficulties User independence Aim to achieve	Meaningfulness Pleasure Value of unknown Ability to complete the task Social position Social image	Proparation Awareness Modelling and naming Using and monitoring Evaluation and transfer to other tasks Internalization	Enterepreneurial Ethical Technological Educational

Share your ideas

- There is wooclap event related to this presentation.

- Share your ideas

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Thank you

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