STRENGTHENING your Teaching:

Self-Regulated Learning, Learning Strategies, and Lesson Planning for English Language Teachers

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Introduction

Being a professional teacher requires effort and knowledge related not only to one specific subject, i. e., English, Math, Geography, etc., but also educational issues. Taking that into consideration, this book aims at offering discussions on autonomy and purposeful activities so that the users act as students and teachers, in addition to providing participants with didactic-pedagogic orientations, especially for English language teachers.

So, throughout the book, the intention is to deal with Lesson Planning and Self-Regulated Learning, how we can apply these concepts in our classes, and reflect on teaching and learning experiences based on scientific papers, stories, information sharing, and self-reflection.

Theoretical Framework

The theoretical framework undertaken throughout this book is composed predominantly of **Social Cognitive Theory** (Bandura, 1986), **Human Agency** (Bandura, 1991, 1997, 2001, 2005, 2006), and **Self-Regulated Learning** (Zimmerman, 2002; Zimmerman; Moylan, 2009; Zimmerman, 2013). Besides that, as a fundamental element for the teaching practice, this book presents elements of the **Lesson Plan** genre (Purgason, 2014; Thornbury, 2006; Woodward, 2010).

Social Cognitive Theory was developed by Albert Bandura. It holds some key processes that help us to understand behavior and learning. First, **triadic reciprocality** is the interaction between personal, environmental, and behavioral factors, e. g., when a student thinks he is able to do a task (personal factor), how the task is explained to the student (environmental factor), and those that may result in the student's performance (behavior factor). That performance may affect how the student perceives his or her ability to do the task (personal factor), and depending on the student's performance, the teacher acts differently (environmental factor).

Second, another vital concept is **Enactive** and **Vicarious learning**. The former is when learning happens as a result of a person's own experience, while the latter is when learning happens as a consequence of the observation of other people's behavior. Third, connected with the vicarious learning concept, there is **Modeling**, which refers to "behavioral, cognitive, and affective changes deriving from observing one or more models" (Schunk, 2018, p. 130).

Another important concept underlying this book is **the agentic perspective of human behavior**, which means that "people can designedly conceive unique events and different novel courses of action and choose to execute one of them" (Bandura,

2001, p. 4-5). According to this author, there are four core characteristics of human agency: 1) Intentionality - we do things with purposefulness; 2) Forethought - we are able to anticipate future events; 3) Self-Reactiveness - we can motivate and regulate ourselves as we create the way and start the procedures of our action plan; and 4) Self-Reflectiveness - we have reflective self-consciousness, which makes the evaluation of our motivation, values, and behavior possible. Human Agency is closely related to **Self-Regulated Learning**.

Zimmerman (2002), based on Bandura's Social Cognitive Theory, developed a model with three phases (Forethought, Performance, and Self-Reflection), and six main processes (Task analysis, Self-motivation beliefs, Self-control, Self-observation, Self-judgment, and Self-Reaction). Therefore, "**Self-regulated learning** involves metacognitive, motivational, and behavioral processes that are personally initiated to acquire knowledge and skill, such as goal setting, planning, learning strategies, self-reinforcement, self-recording, and self-instruction" (Zimmerman, 2015, p. 541).

In this sense, self-regulated learning guides us to consider what students can do before, during, and after a task in order to learn better. In these phases, different dimensions are involved: cognitive, metacognitive, affective, emotional, social, and motivational. Thus, a self-regulated student is one who knows himself or herself better. Once he or she establishes their own aims, monitors their performance and motivations, and self-evaluates the whole process, paying attention to the causes that affected the outcomes as well as the emotions that emerge from the performance, he or she can choose new, better courses of action in their studies.

The **lesson plan** was chosen to be one of the contents throughout this book. Building a good one is indubitably one of the key skills for every teacher. With regard to this theme, the book offers support based on Woodward (2010), Thornbury (2006), and Purgason (2014) concerning some of the elements of the lesson plan. Therefore, we are adopting the conception that a lesson plan is "a document that maps out the teacher's intentions for the lesson" (Thornbury, 2006). We work with the following lesson plan elements: class profile, learning objectives, materials, procedures, and assessment.

The necessity of learning how to operationalize self-regulated learning in the classroom

It is not unusual to read in different official documents about the importance of fostering autonomy for example, Parâmetros Curriculares Nacionais (Brasil, 2000) and Base Nacional Comum Curricular (Brasil, 2018). However, how can teachers promote this behavior without a theoretical basis or procedural orientations? In that sense, this book is a way of strengthening the teaching abilities of its users once it

discusses the concept of autonomy and offers ways to teach not only the theme of a certain class, but also suggests how students can learn better. In order to reach this, English teachers can make use of Self-Regulated Learning to empower their students' academic choices.

We have the psychological need for autonomy, according to Self-Determination Theory; we are agents in concordance with Social Cognitive Theory; so, we are able to self-direct our choices and behavior in order to reach academic goals in conformity with the Self-Regulated Learning model. In this sense, it is part of our job as educators to help students be aware of different mental processes related to motivation, cognition, metacognition, affect, emotion, and social dimension. Showing a way to do it is one of our aims throughout this book.

Therefore, with some knowledge about the theoretical framework mentioned, we hope the English teachers become more aware of the mental capacities and use them in their favor in order to elaborate better lesson plans. With the insertion of these theories in daily classes, we expect that students will have more power to make choices and then to become more autonomous towards the fulfillment of 21st century skills, such as critical thinking, problem solving, and decision making, learning to learn, and metacognition (Binkley et al, 2012). The key point is that self-regulated learning may be a way to help students achieve them.

Material overview

This book is composed of 5 units: 1) First steps; 2) Better ends start with better aims; 3) Following the right track; 4) Step by step; and 5) Measuring the unmeasurable: how to evaluate knowledge? Each unit consists of four sections: 1) Lesson plan; 2) Self-regulated learning (SRL); 3) Self-regulated learning applied to teaching; and 4) Consolidation. The units were built to fulfill different processes in the stages for fostering self-regulated learning for teachers (Boruchovitch; Gomes, (2022[2019])). Besides that, you can find questionnaires displayed in boxes regarding the Self-Regulated Learning phases and processes (Zimmerman; Moylan, 2009).

LESSON PLAN SECTION - It is the first section in each unit. It concerns the comprehension and the reflection of Lesson Plan elements, such as group profile, learning objectives, procedures etc. In this unit, you can find and experience the three Self-Regulated Learning Phases.

• Forethought phase - This is a guide for students to reflect on the issues that happen before the tasks according to Self-Regulated Learning, such as elements involved with task analysis and self-motivation beliefs.

• Performance phase - This is a guide for students to reflect on the issues that happen during the tasks according to Self-Regulated Learning. The processes regarding this phase are self-control and self-recording.

• Self-Reflection Phase - This is a guide for students to reflect on the issues that happen after the tasks according to Self-Regulated Learning. The strategic components of this phase are self-judgment and self-reaction.

• Conceptualizing - You will be able to find definitions of the concepts regarding the core theme of the section.

• Key point - In this part, you can find explanations, further information or reflection on development of a process or a main theme.

• Tips for teachers - These boxes contain small pieces of advice about something practical related to extra information, examples of activities or about further readings.

• Orientation for next steps - In this table, you will find guidelines for the following activities or tips to interact with the following content of the unit.

• Discussions and activities - In this subsection, you will find activities with regard to exchanging information, and questions and answers related to the topic of the section.

• Task time - In this subsection, there will be something for the students to elaborate.

SELF-REGULATED LEARNING SECTION:

• **Diagnosing knowledge** - There will be questions, activities, and discussions for the students to activate their schemata, recovering previous knowledge. It is an opportunity to check whether the students have little or a lot of knowledge about a certain topic, so the professor may measure how scaffolded the teaching will be.

• **Core concept** - It is the explanation of the main concept regarding Self-regulated Learning.

• The following subsections are shared with the Lesson plan section: **Forethought phase, Performance phase, Self-Reflection Phase, Conceptualizing, Key point, and Task time.**

SELF-REGULATED LEARNING APPLIED TO TEACHING SECTION:

• **Foreseeing teaching moments** - In this subsection, there are activities related to the teaching practice, that is, the teachers reflect on how self-regulated learning can be fostered in classes.

• **Discussions and activities**

• **Task time**

CONSOLIDATION SECTION:

• **Narrative time** - It is a short story containing the topic discussed in the unit or further extra information about a self-regulated learning issue.

• **Self-Regulated Learning in Science** - It is a subsection related to the study of a scientific paper regarding the self-regulated learning topic studied in the unit.

• **Sharing Experiences** - It is a moment in which students will exchange information about strategies, processes, and opinions regarding their development during the unit.

• **Should I stay or should I go?** - It is a subsection in which students will verify their progress and achievements regarding the unit learning objectives. This section will also concentrate self-reflection phase subprocesses, including self-evaluation, causal attribution, self-satisfaction/affect, and adaptive and defensive decisions.

Overview of the material

UNIT

Sections of the book

Lesson Plan	Self-regulated Learning (SRL)	Self-regulated Learning applied to teaching	Consolidation
It refers to the genre 'lesson plan' and the experience of self-regulated learning (experiential phase, that is, you will have moments to help you self-regulate, however you will not deal with theoretical aspects of SRL)	This refers to the reflective phase: the student will have access to the theoretical concepts underlying the self-regulation of learning.	This refers to the process of self-regulation as future teachers: how do I help my sts to self-regulate their learning?	It concerns the unit consolidation. This concerns mostly the knowledge about self-regulated learning studied during the unit in one section.

Pedagogical stages

In this section, the pre-service teacher will be considered a student learning about lesson plan designing.	In this part, the pre-service teacher will be considered a student learning about the processes of self-regulation of learning.	In this step, the learners will be led to reflect on how to include self-regulation in their classes, then they will be considered future teachers.	This consists of 4 moments: 1) students read a narrative and answer questions about self-regulated learning and learning strategies; 2) students have contact with research evidence; 3) socialization of self-regulatory processes; 4) checking the points of the unit in which they had good development or the topics that need more study.

Units sub-sections

• Forethought phase • Performance phase • Self-Reflection Phase • Tips for teachers • Discussions and activities • Task time	• Forethought phase • Performance phase • Self-Reflection Phase • Diagnosing knowledge • Core concept • Task time	• Forethought phase • Performance phase • Self-Reflection Phase • Foreseeing teaching moments • Discussions and activities • Task time	• Narrative time • Self-Regulated Learning in Science • Sharing Experiences • Should I stay or should I go?

Types of activities

Questionnaires to foster self-regulated learning used before, during and after an activity. Activities related to thinking about how to construct a lesson plan for the language teacher. A task related to planning a lesson plan.	Relating, completing, and reading activities on learning self-regulation. A task, discussion or an activity to corroborate theoretical knowledge learning.	Reflective activities and tasks regarding how to apply the processes of self-regulated learning in class as a teacher.	This consists of 4 moments: 1) short narratives for reflection on the contents of the unit; 2) presentations of a research on self-regulated learning; 3) moments to exchange experiences and knowledge built; 4) activities with regard to reflection on how the learning process was in the unit, according to the objectives of each lesson.

Source: the author

Attention

All the Self-Regulated Learning Questionnaires have a number. In Appendix A, you can find what their purposes are regarding the self-regulatory processes.

UNIT 1 - FIRST STEPS

Lesson objectives according to each section:

LESSON PLAN SECTION
- To understand the lesson plan item Class Profile;
- To build a class profile.

SELF-REGULATED LEARNING (SRL)
- To get to know Social Cognitive Theory;
- To define self-regulated learning.

SELF-REGULATED LEARNING APPLIED TO TEACHING
- To reflect on the connection between the theory of self-regulated learning and the English teacher's practice.

CONSOLIDATION
- To reflect on a research on self-regulated learning;
- To associate self-regulated issues in a narrative;
- To identify and share experiences about self-regulated learning.

LESSON PLAN:
Class profile

1

Forethought Phase → Before doing the task

Check the objectives presented in "unit 1 - First steps".
1- Answer the questions below using the following code:
    1 - No.
    2 - A little.
    3 - So-so.
    4 - Yes.
    5 - Completely.

A) Do you identify the unit objectives as important to you as a teacher?
B) Do you feel able to accomplish those objectives?
C) Do you see those objectives as something difficult to achieve?
D) Do you think you will succeed in doing the activities?

CONCEPTUALIZING

1 - Have you ever created a class profile? Have you ever seen one in a lesson plan?
_____

2 - Read the meaning of a class profile and write below elements you think you can include to build one.

What is a class profile?

It is one element in the class profile that gives a general view of who the students are, how they behave in the classroom and other important information about them. Imagine you will not be able to teach a certain class, then you send your lesson plan to the substitute teacher. Will he/she have a clear idea of who your students are and how they behave so that he/she can have a realistic expectation about the classroom environment?

_____
_____

DISCUSSION AND ACTIVITIES

3 - First moment: The students discovering who the teacher is. In pairs or trios, think about questions regarding name, age, history, academic experiences, expectations, etc.

4 - Second moment: The teacher meeting who the students are.

TOPICS TO BE DISCUSSED:
Where were you born?
Do you speak other languages beyond English and Portuguese?
Do you already work as a teacher? Where?
Do you think you are good at studying?
Do you like music, movies, arts? Give examples.
What are your expectations for this unit?

5 - The following questions are related to the themes in the book. What do you know about these topics? Have you ever heard of them? If you don't know much about them, it's not a problem, this is just a diagnostic activity.

CONCEPT	WHAT DO I KNOW ABOUT IT?
Autonomy	
Self-regulation	
Cognition	
Metacognition	
Goal Setting	
Motivation	
Learning strategies	
Self-efficacy	

6 - How do we choose the best activities for our students? One possibility is verifying the profile of our classes. This is a good opportunity for the teacher to know the students best and, with this information, adapt better to the class.

7 - Look at the class profiles 1 and 2. The first one is below and the second will be provided by your professor. Decide which one was written before knowing you. Then, compare your answer with a partner's.

This unit concerns the Lesson Plan, and its objective is to foster autonomy through self-regulated and learning strategies. The undergraduate students are taking the last year of the course Letras-Inglês at Universidade Estadual de Londrina. Most of them have some experience at teaching and most of them are from Londrina, at an age between 18 and 30. All of them are fluent in English, that is, most of them are able to communicate in the target language without many problems. All of them have Portuguese as their first language. They are in an intermediate-advanced level, that is, between B1 and C2, according to CEFL. The students have little or no knowledge about self-regulation and learning strategies. The learners have created lesson plans before, however they haven't stopped to reflect on their productions more systematically and structurally so that they are able to produce the genre in a desired way.

Orientation for next steps

→ Your professor will provide you with a new version of it.

8 - What kind of information do both class profiles share? What are the differences between them? Which kind of information do you think they convey? Would you add any details?

TIPS FOR TEACHERS

Check out some possibilities regarding what kind of information you can write in a lesson profile:

The number of students;
Names;
Sex ratio;
Mother tongue;
Nationality;
Other languages they speak;
Target language level;
Students' perception of their own competence;
Profession and/or interests;
Learners' target situation;
Educational background;
Other commitments during the course;
Views on the course;
Group dynamic and personality;
What learner styles seem to be represented in the group or type of intelligence or others such as self-concept, students' feelings about being in control of their own learning
How learners perceive or mentally organize language.

Reference: Woodward (2009)

**KEY POINT**

TIPS FOR TEACHERS

Woodward (2009) wrote a complete chapter about who the students are and with whom and how you can search for information (e.g., the students themselves, students from other classes, past and present teachers etc). She also designed some activities about discovering who the students are before meeting them in class, on the first meeting, during subsequent lessons, and after the students have gone.

9 - Read one activity called group profile from Woodward (2009). Then, discuss it with a partner. Having in mind one class you have already taught, is this activity feasible?

Group profile

This activity can be done in the target language or mother tongue.

1 Explain that you are going to ask the group a question to find out more about them.

2 Ask something simple, such as 'How many of you live just five minutes from school on foot?' Ask students to put their hands up if they do.

3 Count the hands and make a sentence about the result, such as 'Nobody lives near the school' or 'Most people live near the school', depending on how many hands went up.

4 Everybody writes the sentence down.

5 Ask a couple more simple questions. They should be appropriate for the group and things that you really want to know, such as 'How many of you have a relative or friend who can speak English quite well?' or 'How many of you like doing English homework?'

6 As soon as students have got the idea of listening to a question about the composition of the group, raising their hands and then writing a summary sentence, encourage them to ask questions about things they want to know the answer to. If the people in the group don't know each other very well, there will be natural curiosity about who lives where, what sports, hobbies and jobs people do. If the students have been together for quite a while or are not naturally curious, they may need to be prompted to ask other useful questions, such as who has finished what school work or what homework was set for a class that somebody missed. (See box opposite for possible questions.)

7 Depending on the level of the class, you can gradually build a scale of expressions of quantity such as the one below, being careful about the following verb and whether it is singular or plural.

100%		50%			0%
All of us	Most of us	About half of us	Some of us	A few of us	None of us

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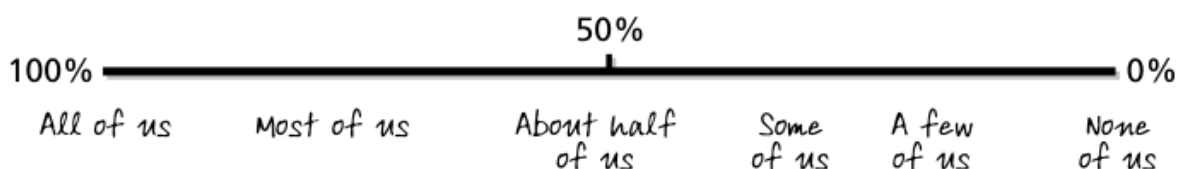
8 Once everyone has asked something, everybody should have a list of sentences about the group. This is the group profile. It can be stored in people's notebooks or on a poster on the wall, and can be added to later when more is found out about the group. The language can gradually be expanded too so that expressions such as 'several of us' and 'quite a few' are added to the scale above. The profile can give a sense of community and identity to the group. It may even contain answers to questions such as 'Why is this group different from other groups we belong to?'

POSSIBLE STARTER QUESTIONS	
Teacher	• How many of you live just five minutes away from school on foot? • How many have a relative who speaks some English? • How many of you like doing some English homework? • How many of you enjoy listening to music with English lyrics?
Students	• How many of you live just five minutes away from school on foot? • How many have a relative who speaks some English? • How many of you like doing some English homework? • How many of you enjoy listening to music with English lyrics?

Source: Woodward (2009, p. 26-27).

10 - Have a look at another activity from Woodward (2009). Discuss it with the same partner: Have you ever done anything similar in a class of yours?

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50-SECOND TALK

50-second talk

If you have a class that is lower intermediate or above you can take it in turns over a number of lessons for different students to give either prepared or unprepared '50-second talks'. You should explain the guidelines for these talks and can help with or correct talks prepared by the students. You may want to give one yourself first.

• Guidance for the speaker could include ideas for topics (such as hobbies, pets, what I like to eat, the thing I'm best at), starting and finishing phrases (such as 'I'd like to tell you a bit about ...', 'That's all', 'Any questions?'), or hesitation devices (such as 'Just a minute, I'm thinking').

• Guidance for listeners could be to provide good non-verbal support, to listen as well as possible and to try to ask one question at the end.

• If you start things off by giving a 50-second talk yourself, use language that is below the level of the class, make the talk fairly prosaic and only talk for 50 seconds, so that students will not be daunted.

• When it's the students' turn to speak, don't cut them off after 50 seconds unless they completely dry up. Most students can talk for much longer than 50 seconds, and are able to do so because they are not too daunted by the task, their peers are being supportive and they are being asked the odd interesting or funny question by their peers.

• While the talks are being given, you can note down information the students share and things that are well-expressed as well as information on what the students can and can't do in English.

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Source: Woodward (2009, p. 36).

TASK TIME

2

FORETHOUGHT PHASE

→ Before doing the task:

A) How able do you feel to accomplish this task?

( ) 0% I think I won't be able to do it at all.

( ) 30% I think I'm not able to do it.

( ) 50% I may do it, but I'm not sure about it.

( ) 70% I think I'm able to do it.

( ) 100% I think I'm completely able to accomplish this activity.

B) Why do you feel so?

_____

_____

C) Do you think learning to build a class profile is important? Why (not)?

_____

_____

11 - Think of one class you are currently teaching or have already taught, build a written class profile taking into consideration Woodward's (2009) ideas. If you don't teach yet, think about your (last) internship, and build a class profile for it.

RUBRIC				
Competence	Descriptions of the levels and mark attribution			
Features presented in #6 in this section	Presented 10 or more characteristics (10)	Presented from 08 to 09 characteristics (08)	Presented from 06 to 05 characteristics (06)	Less than 05 characteristics (0)

3

SELF-REFLECTION PHASE → After doing the task:

A) Was your task correct?

(   ) No.
(   ) Partially.
(   ) Yes.

B) What elements (the material, your planning, your studying, the teacher, etc) contributed to your result, in your opinion?

_____

_____

SELF-REGULATED LEARNING:
Introducing Social Cognitive Theory and self-regulated learning

CONCEPTUALIZING

1 - Read an explanation about Social Cognitive Theory and then try to complete the sentence below in your own words.

The sentence to be completed is:

Social Cognitive Theory is _____

_____.

What is Social Cognitive Theory?

In the 1980s, Bandura gathered all the diverse strands from his earlier research into a single theory, which he dubbed social-cognitive theory. This theory sees human functioning as the dynamic interplay of personal, environmental, and behavioral factors. (Personal factors include an individual's beliefs, thoughts, feelings, and physical responses.) Each of the three factors influences the others and is influenced by them in turn. Therefore, people are not only products of their environment, but also producers of it. This broader view of human functioning led Bandura to realize that there might be wider possibilities for promoting change. Within the social-cognitive view, a change at any point in the three-part system can lead to changes in the other parts. The implication is that a therapy or social program can be aimed at a variety of targets and still succeed. It can be aimed at instilling positive beliefs, thoughts, feelings, and motivations. Or, it can be aimed at decreasing undesirable behaviors and increasing desirable ones. Or, it can be aimed at changing the social conditions under which people live, work, and go to school. In other words, there is more than one path to the same destination.

An example:

Consider the example of an educational program aimed at improving the academic performance of students. Teachers might address personal factors by encouraging a positive attitude toward school and instilling a realistic sense of confidence in the students. They might address behavioral factors by teaching students the academic skills and good work habits that are needed to do well in school. Or, they might address environmental factors by asking the school board for funds to buy better books and supplies.

Source: KRAPP (2005).

CORE CONCEPT

Orientation for next steps:

Social Cognitive theory is the root of self regulation in Zimmerman's model (2002, 2013), that is why we will do activities 1 and 2 about it so that you can get to know this theory a little bit deeper.

2 - You can find below some aspects about Social Cognitive Theory. They are important for us to understand better self-regulation. Match the items with their meanings.

A) How do students learn?
B) What is being an agent?
C) Symbolizing capacity
D) Forethought capacity

E) Vicarious capacity

F) Self-regulatory capacity

G) Self-Reflective thought

H) Modeling

I) Self-Efficacy

J) Triadic reciprocal causation

(   ) This is the human ability in which people anticipate the outcomes of actions.

(   ) It is being able to act in their environment, changing it, and being changed by it.

(   ) This enables the ability of evaluating and changing their thoughts.

(   ) This is the human ability to learn without direct experience.

(   ) The relationship between personal factors (cognitive, affective, and biological), behavior, and external environment.

(   ) This is the human ability to create and use symbols to give meaning, form, and continuity to their experiences.

(   ) Through observing and through direct experience.

(   ) The beliefs involved with how able one thinks he or she is to perform a task.

(   ) It is a social learning tool by which we observe other people's behavior and its consequences and it results in changes in our cognition, affect and behavior.

(   ) This is the human ability to self-direct their cognition, affect, and behavior towards the accomplishment of their own goals.

3 - The modeling is a complex concept, that is, it is composed of a lot of other processes. We cannot proceed without highlighting important issues. So, mark **(T)** for true and **(F)** for false.

(   ) Modeling is not imitating.

(   ) Imitating is copying the way someone braves, speaks, moves, usually because you are trying to be funny.

(   ) Modeling requires observation, abstraction, reflection.

(   ) Modeling is the only mechanism of social learning.

(   ) Even if you are exposed to a behavior of a model, that does not mean that learning will occur.

(   ) The behavior observed may have different impacts on the observer

(   ) The observation does not occur passively, instead it happens though an active process.

(   ) Some issues with regard to observation are: processes of attention, processes of retention, processes of production, processes of motivation and incentive, learning through observation effect, and the inhibiting and disinhibiting effect.

(   ) After observing one model, one does not access a repertoire of other models and previous knowledge.

(   ) The observer may produce the behavior or not, he/she can create a new behavior after linking the observed model with previous observed models.

(   ) A person demonstrates creativity regarding his/her behavior considering the process of modeling.

Source: Azzi et al (2021, p. 50-62).

DISCUSSIONS AND ACTIVITIES

Orientation for next steps:

Now that you have been introduced to Social Cognitive Theory aspects, you will study about the phases and the processes of self-regulated learning in the activities below.

4 - Read the information below about self-regulation.

4

FORETHOUGHT PHASE / PERFORMANCE PHASE

A) You are about to read about the core concept of our course. We have so many definitions. If you find it difficult, what strategies can you apply to learn this concept better?

Here you can find some tips:
- Look for a paper about it to read it and learn better;
- Read it more than once;
- Underline important words;
- Write down the concepts and their meanings;
- Write down the concepts and check whether you understand what they are;
- Ask your classmates whether they understand a concept;
- Ask the teacher about one concept;

B) Do you find these strategies useful?

C) Are you thinking about turning to any of them?

D) Have you ever applied any of these strategies before? Which one(s)?

E) Do you think that there are situations in which one strategy is better than the other? Why (not)?

F) Would you turn to any of these strategies if you weren't advised about them?

5 - Read the following excerpt about self-regulated learning from the Longman dictionary of language teaching & applied linguistics. After that, in pairs or trios, discuss with (a) friend(s) and rewrite the definition adding and removing ideas/words, according to your knowledge.

Self-regulation (noun) also referred as **self-regulated learning**

Learning that is guided by metacognition, strategic action, and motivation to learn. Researchers in educational psychology have linked these characteristics to success in school and beyond.

Source: Richards e Schmidt (2010, p. 518).

_____

_____

_____

6 - Now, you are going to read about self-regulated learning phases, processes, and strategies. After that, you will match the strategies with their definitions. The table PHASES X PROCESSES X SUBPROCESSES IN SRL below may help you to understand what these concepts are.

PHASES X PROCESSES X SUBPROCESSES IN SRL

Phases: Self-regulation is a cyclic process that happens in three stages: **1) forethought phase** (before the task); **2) performance phase** (during the task); and **3) self-reflection phase** (after the task).

Processes: Inside each phase, we have processes → Forethought phase consists of **task analysis** and **self-motivation beliefs** processes; performance phase holds **self-control** and **self-observation** processes; and self-reflection phase stands for **self-judgment** and **self-reaction** processes.

Subprocesses in SRL: Forethought phase → Task analysis process involves the following strategies: **goal setting, strategic planning**; self-motivation beliefs process consists of the following strategies: **self-efficacy, outcome expectations, task interest / task value / intrinsic motivation, and learning goal orientation**.

Performance phase phase → Self-control process involves the following strategies: t**ask strategies, self-instruction, imagery, time management, environmental structuring, help-seeking, interest incentives, and self-consequences**; self-observation process consists of the following strategies: **metacognitive monitoring (or self-monitoring), self-recording, and self-experimentation.**

Self-reflection phase → Self-judgment process involves the following strategies: **self-evaluation**, **causal attribution**; Self-reaction process consists of the following strategies: **self-satisfaction/affect, adaptive decisions, and defensive decisions.**

KEY POINT

7 - Read the text about Self-Regulated Learning. Then, match the subprocesses with their meanings.

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SELF-REGULATED LEARNING

Teachers who want to foster self-regulated learning need to provide help in developing key processes that the students lack, such as goal setting, time management, learning strategies, self-evaluation, self-attributions, seeking help or information, and important self-motivational beliefs, such as self-efficacy and intrinsic task interest. Probably, that is too much information for a single paragraph. However, we will be defining the processes of self regulation throughout the unit.

What is the learning conception behind self-regulation?

Zimmerman (2002, p. 65) states that "learning is viewed as an activity that students do for themselves in a proactive way rather than as a covert event that happens to them in reaction to teaching." Therefore, the students are agents when it comes to their own learning. In this sense, self-regulation refers to self-generated thoughts, feelings, and behaviors that are oriented toward attaining goals, and this happens in a dynamic interplay between the students, the environment (both social and physical, so it includes teachers, peers, parents, friends, and the places where students experience learning), and the students' behaviors.

Self-regulated students activate certain processes so that they can achieve academic success. These processes are listed in the self-regulation learning cycle, which can be seen below.

For each process, there are subprocesses. These subprocesses are the key of this activity. You will read about them below.
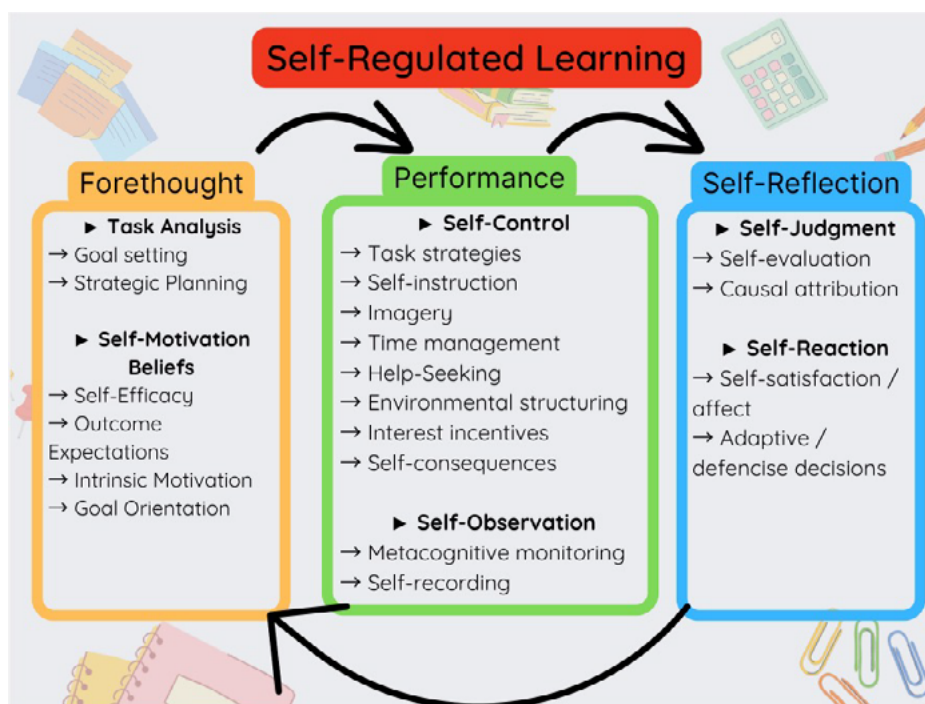
Source: the author, based on Zimmerman (2002, p. 67) and Zimmerman and Moylan (2009).

What is involved with the **Forethought Phase**?

- Task analysis: goal setting and strategic planning;

- Self-motivation beliefs: self-efficacy, outcome expectations, intrinsic motivation (depending on the author's theoretical affiliation, it may appear as task interest or task value), and learning goal orientation.

What is involved with the **Performance Phase**:

- Self-control: task strategies, self-instruction, imagery, time management, environmental structuring, help-seeking, interest incentives, and self-consequences;

- Self-observation: metacognitive monitoring (or self-monitoring), self-recording, and self-experimentation.

What is involved with the **Self-Reflection Phase**:

- Self-judgment: self-evaluation and causal attribution;

- Self-reaction: self-satisfaction/affect and adaptive/defensive.

→ Now, it's the time to match the definitions below with the subprocesses of self-regulated learning.

> **FORETHOUGHT PHASE** subprocesses:
> goal setting, strategic planning, self-efficacy, outcome expectations, task interest / task value / intrinsic motivation, learning goal orientation

► When the students are self-regulated, in the Forethought phase, they consciously:

b) Identify the best learning strategies to accomplish the task _____

c) Judge how able they believe they are regarding their learning or their performance in a certain task _____

d) Judge their beliefs about the results they may get when their learning or performance is finished _____

e) Reflect on why they are interested in performing a task, it may be because of a more external or more internal reason _____

f) Analyze what their learning purposes are, that is, what they want get from studying: 1) to develop their abilities, or 2) to get positive judgments of competence, to avoid negative judgements of their competence _____

PERFORMANCE PHASE subprocesses:
task strategies, self-instruction, imagery, time management, environmental structuring, help-seeking, interest incentives, self-consequences, metacognitive monitoring (or self-monitoring), self-recording, self-experimentation

► When the students are self-regulated, in the Performance phase, they consciously:

g) Develop a systematic process to the task or parts of the task so the they can accomplish it _____

h) Provide implicit or explicit descriptions about how to proceed as one executes a task, such as self-questioning when one reads textual material _____

i) Turn a subject (e.g., a text) into a more visual content to assist learning and retention, such as converting textual information into visual tree diagrams, flow charts, and concept webs _____

j) Apply strategies for accomplishing learning tasks on schedule, such as setting specific task goals, estimating time requirements for those tasks, and monitoring progress in attaining those goals _____

k) Increase the effectiveness of one's immediate environments, such as using a computer to write an essay because the word processing program provides feedback regarding spelling and grammar _____

l) Solicit assistance when learning or performing _____

m) Use methods of self-control methods to enhance motivation, such as turning the task into a competition _____

n) Establish rewards or punishments that one will receive at the end of the task, e.g., going to the movies after accomplishing a task, or not answering any WhatsApp messages until finishing an essay _____

o) Self-check informally and mentally one's performance processes and outcomes, e.g., when someone tries to explain a concept and question himself: "I think I'm not explaining this in a good way" _____

p) Create formal records of learning processes or outcomes, e.g., when someone creates 4 questions to check whether they have understood a concept, or the rubric commonly used for correcting written essays _____

q) After reflecting on how the learner conducts their learning, he/she may test a hypothesis. For example, the student is aware that listening to music may be good or bad to his/her learning. So, he/she studies once listening to music and another time not listening to music to check which works best for him/her. _____

SELF-REFLECTION PHASE subprocesses:
self-evaluation, causal attribution, self-satisfaction/affect, adaptive decisions, defensive decisions

► When the students are self-regulated, in the Self-Reflection phase, they consciously:

r) Compare of their performance with a standard: 1) Prior levels of performance; 2) mastery of all components of a skill; and 3) social comparisons with the performance of others _____

s) Reflect on what caused the result of the task, such as one's fixed ability, effort, and use of strategies _____

t) Analyze how they self-judge their cognitive and affective reactions. For example, students prefer learning activities that previously led to satisfaction and positive affect, and they tend to avoid those that produce dissatisfaction and negative affect, such as anxiety _____

u) Engage in further cycles of learning by continuing their use of a strategy or by modifying it _____

v) Avoid further efforts to learn in order to shield a student from future dissatisfaction and aversive affect _____

5

Self-Reflection Phase

A) After finishing this activity, you can look back and think about your performance. Let's check if you mark more options in group 1 or group 2.

Group 1
- I found the strategies I turned to useful;
- I didn't find the strategies I turned to useful, but I will search for more;
- I find I will continue using some of the strategies I read here;
- I think I will use different strategies to improve my learning;
- I think I will adapt some of the strategies to different situation.

Group 2
- I didn't have a good experience in this activity, so I won't turn to strategies in future learning experiences;
- I won't search for more strategies;
- I think I will be helpless to do the next activities;
- I think I will procrastinate in the next activities;
- I think I will avoid taking part in the next activities.

B) What options best apply to your feelings?

C) Why do you think you react like this?

D) Do you think your reaction is static or it can be changed in the next activities?

ACTIVITIES AND DISCUSSION

8 - Think about a task you had to accomplish during college. Do you recognize any of the self-regulation phases in it? How would you describe it? In your opinion, did you do it intentionally or unintentionally? Why?

SELF-REGULATED LEARNING APPLIED TO TEACHING:
Foreseeing self-regulated learning in teaching moments

FORESEEING TEACHING MOMENTS

1 - Concerning your future students:

A) Do you think it is possible to foster self-regulation in your classes? Discuss.

B) Do you think you are going to foster self-regulated learning every class? Comment.

C) Is it something to be done once in a while or constantly? Explain your point of view.

D) What do you think the most difficult issues will be when it comes to developing self-regulated learners?

E) Do you think it is important for your students to develop the abilities shown in the self-regulated learning section in this unit?

F) Do you think it is possible to teach students how to self-regulate their learning?

G) How capable do you think you are to teach self-regulation?

H) Is there a best part of the class to insert self-regulated learning?

TASK TIME

6

FORETHOUGHT AND PERFORMANCE PHASES

A) Now that you have read what you are supposed to write, how will you get prepared to write your essay? Can you think of any writing strategies?

B) You can get prepared by answering some questions mentally, in a notebook or on a computer.

1 - What is the length of the text?

2 - How long will it take me to write it?

3 - What are the keywords in the wording of the statement and questions?

4 - Can you find synonyms for them?

5 - For what should I be careful?

6 - What are the evaluation criteria?

7 - May I use any resource (i.e., dictionary, internet, papers, the material used in class) as a source of help?

8- Should I search for extra material?

9- Should I (re)read about the theme?

C) This is one way of getting prepared to write a text. Can you mention any others?

D) On a scale from 1 to 4, how much do you think this reflection can improve your writing procedures?
1 - It doesn't help at all.
2 - It is interesting, but it doesn't help.
3 - It helps a little.
4 - It helps a lot.

E) Why?

2 - After discussing it, elaborate an essay. It may have between half a page and one page. You have to cover the following topics:

- Is self-regulated learning possible to be taught? Why or why not?
- Is it helpful to the students? How?
- Is there a right grade or academic level to present SRL to students? Why?

RUBRIC				
Competence	Criteria (descriptions of the levels and mark attribution)			
Spelling	Up to 3 mistakes (2.0)	Between 4 and 10 mistakes (1.0)	More than 10 mistakes (3)	
Coherence	Up to 3 mistakes (2.0)	Between 4 and 10 mistakes (1.0)	More than 10 mistakes (3)	
Cohesion	Up to 3 mistakes (2.0)	Between 4 and 10 mistakes (1.0)	More than 10 mistakes (3)	
Answered the questions	Answered all 3 topics (2.0)	Answered only two topics (1.5)	Answered only one topic (1.0)	No topics answered (0)

CONSOLIDATION

Self-Regulated Learning in Science

A) Read the abstract and answer: what is the purpose of this article?

Abstract:

The aim of the article was to conceptualize and explain the construct of self-regulated learning, understood as the control and regulation of students concerning their thoughts, cognition, affections, motivation, behavior and the convergence of this construct for teacher education. The present research is the result of the analysis of three investigations that show the strategic actions of teachers as learners and instructors. We analyze the theoretical and methodological approach of the interventions and, finally, discuss the results found in the research, clarifying the connections among them and the results of these studies.

Source: Frison (2016).

The article is available at the link:
https://www.redalyc.org/journal/5720/572061624001/572061624001.pdf

B) The class will be divided in four groups, each group will be responsible to talk about a different part of the article.

1- Introduction (What are the aims, what the researcher tells about the context);
2- Procedures of Frison's research;
3- Research 1;
4- Research 2;
5- Research 3;
6- Strategic teaching based on self-regulated learning;
7- The results of Frison's research.

Narrative time

Leo and Mike have just finished their phonetics lesson and they are talking about their college lives.

"This college is driving me crazy", said Leo to Mike, "I can't afford doing all these tasks simultaneously!"

Mike: "Hey, man, I know what you mean! This is SO different from high school!"

Leo: "To tell you the truth, I have never imagined that college could be such a challenge"

Mike: "Yes, but I think we can do something to get rid of our problems!"

Leo: "Quitting college, for sure! After this class, the failure is certain".

Mike: "Of course not! But I know sometimes it's tough to face these tasks. Do you really think that for you it is impossible to get over this subject?"

Leo: "You know self-confidence was never one of my strengths. How do you manage being so positive while the disaster is getting closer?"

Mike: "I always buy one or two books at the beginning of the semester. While we are studying with the professor, I keep reading other authors talking about the same subject."

Leo: "Oh! That is why you always have something to comment on when the professor is explaining the topic!"

Mike: "Yeah, and there is more!"

Leo: "Wait a sec! Let me get my cell phone, I want to take notes of these tips."

Mike: "Yes, they're my strategies, they might work for you too."

Leo: "Okay! I should give it a try!"

Mike: "All right! Before reading, I always think about what I want to learn from the book, the chapter or even the phonetics class. Sometimes, I get what I want, others not. Then, I search for other sources. Oftentimes, it's the professor; others, it's a paper or even another book."

Leo: "Wait, wait, wait! But Isn't that a lot of things to do?"

Mike: "Yes and no! To my mind, the first thing we should do is believe in our capacity to do things. We are able to do it. However, believing is one thing, taking actions is another."

Leo: "Oh, so complicated, uh?! What do you mean by "taking actions?"

Mike: "Well, as I said before, I always think about 'what I think I will learn from this, this book, this class, this paper, etc.?' After that, I also set some time to plan the following week. So, I can devote some time to reading, to check what the classes were about, what are my questions and I set some space to..."

Leo: "Ok, ok, too much info! That's ok so far! Another day we continue talking about that! Now, I have to leave, otherwise I will be late for work. Thank you! See ya!"

Mike: "Alright! See ya!"

A) Who do you think is more similar to you, Leo or Mike? Why?

B) What self-regulated processes can you find in the text?

C) What pieces of advice would you give to Leo?

Sharing experiences

1 - Choose one of the questions below and answer it in the forum (Don't forget to copy and paste the question so that your classmates may know it). After answering it, choose one classmate's answer and reply to it saying whether you agree with him/her.

a) Now that you know about self-regulated learning, do you see yourself as a self-regulated learner? Why?

b) In your experience as a learner, can you remember any moments in which you self-regulated? Give details.

c) Do you think explanations about self-regulated learning at the beginning of college would help you to succeed? Why? How?

d) Do you think if you knew how to self-regulate, it would have helped you at any task you had in your life? How?

7

SELF-REFLECTION PHASE

Should I stay or should I go?

A) Mark the options which you believe your current state is.
- I understand what the item class profile is;
- I can build a class profile;
- I can define self-regulated learning;
- I think that it is possible to insert self-regulated learning in my practice;
- I can mention/summarize a self-regulated learning research;
- I know how to identify some self-regulation processes in my practice.

Now, answer the following questions:

B) Do you feel insecure about any of the elements above? If so, what can you do in order to improve your skills or complement this knowledge?

C) It may be helpful to imagine a scale from 1-4, in which 1 is no knowledge and 4 is a lot of knowledge. What grade would you attribute to any of the topics above?

    1 - No knowledge;
    2 - Little knowledge;
    3 - Some knowledge;
    4 - A lot of knowledge.

I understand what the item class profile is ( )

I can build a class profile ( )

I can define self-regulated learning ( )

I think that it is possible to insert self-regulated learning in my practice ( )

I can mention/summarize a self-regulated learning research ( )

I know how to identify some self-regulation processes in my practice ( )

D) Learning strategy: If you need to review or to deepen your knowledge about any of the topics above, think about:

When can you do it? _____

What will you do (look for papers or YouTube videos, read the unit again, review the subject, summarize a topic, make questions to ask your professor in the following class, etc)? _____

Where will you do it? _____

With whom (with a friend, a professor, look for somebody to help you)? _____

UNIT 2 - BETTER ENDS START WITH BETTER AIMS

Lesson objectives according to each section:

LESSON PLAN SECTION
- To associate different kinds of lesson objectives;
- To create lesson objectives.

SELF-REGULATED LEARNING (SRL)
- To identify elements regarding learning objectives;
- To build a small schedule concerning learning objectives.

SELF-REGULATED LEARNING APPLIED TO TEACHING
- To reflect on how to guide students into the act of planning their studies;
- To elaborate one activity about teaching students how to plan their studies.

CONSOLIDATION
- To reflect on a research on self-regulated learning in the process of planning studies;
- To recognize issues of planning study in a small narrative;
- To identify and share experiences about self-regulated learning;
- To reflect on the knowledge built in this unit.

LESSON PLAN:
Learning Outcomes or Learning Objectives

8

Forethought Phase

A) After analyzing the lesson aims, do you consider yourself motivated to learn those topics? Why?

B) Mark the options you think best apply to you (more than one is possible):

( ) I want to learn this because I think this knowledge is important to being a good professional.

( ) I want to learn this to get a good grade.

( ) I want to learn this because I think this knowledge is integrated into the person I am. In other words, it is convergent to my identity and personal values.

( ) I don't want to learn this.

( ) I want to learn this because learning it leads me to pleasure, enjoyment, and satisfaction.

( ) I want to learn this because I don't want to feel that I am disappointing my teacher/professor/parents.

C) Can you say why did you mark any of them?

_____

_____

_____

CONCEPTUALIZING

1 - Have you ever thought about what lesson objectives are? Can you write below your conceptions?

_____

_____

2 - What do you think when you have to elaborate lesson objectives? Can you give some examples?

_____

_____

3 - Read the following objectives. Are all of them ok? Can you say why?

> Know the simple past.
> Fill a form.
> Understand the present perfect uses.
> Order food.
> Ask questions about friends' family.
> Listen to a video on racism and tell their opinion.
> Present the first conditional
> Teach the 'th' sound

Source: the author

DISCUSSIONS AND ACTIVITIES

4 - What SMART objectives stand for? Listen to the following video and answer.

WRITING LESSON OBJECTIVES FOR CLASSROOM TEACHERS (CLICK HERE)

S _____

M_____

A _____

R _____

T _____

9

Forethought and Performance phases:

A) From now on, we will check different ways of writing learning objectives. We have many paths, so how we can plan based on what you think is more relevant. To do this, read a brief description of the sources to create learning objectives and, on a scale from 1 to 5 (1 not interested and 5 very interested), how would you grade:

► FOLLOWING THE OFFICIAL DOCUMENTS: In Brazil, we have many official documents in which we can find guidance to some classroom acts. Some of these orientations can be found in PCN, OCN, DCN, and the most recent one is the BNCC. _____

► FOLLOWING COMMUNICATIVE OBJECTIVES: Communication is the objective of many students in different classrooms. There are many features of communication and we can plan to teach these characteristics. _____

► FOLLOWING STRATEGIC OBJECTIVES: Strategies are an important topic! Strategies can be defined as steps, techniques, or specific behaviors performed intentionally so that an objective can be facilitated to be achieved. _____

► FOLLOWING MICRO AND MACRO SKILLS: According to Brown (2015), microskills are at the sentence level, and macroskills are at the discourse level. Richards (2015) refers to microskills as those that involve processing at the linguistic level as a bottom-up process; and macroskills as those that focus on the larger elements involved in a top-down approach to a listening task. _____

► FOLLOWING BLOOM'S TAXONOMY: This may be the most used tool to write learning objectives. There are different categories for different levels of cognitive process and different dimensions of learning. _____

► FOLLOWING 'GLOBAL SCALE OF ENGLISH TEACHER TOOLKIT': It is good to check what your learners should know at different levels of proficiency. This tool will help you to create lessons, plan material, report progress and give feedback to your students. _____

B) Now let's discuss.

1) What do you know about learning strategies?

_____

_____

2) When you have to learn a certain content, how do you interact with it?

_____

_____

3) One strategy you can adopt is SELF-RECORDING. It is about checking what you have understood about it until a certain point. You can create codes or a script for your reading to check your comprehension while you are reading or listening to something. That could be an audio file, some written questions or other interesting ways. For example, we will learn about different ways to write learning objectives, let's elaborate three or four questions to answer to check our comprehension while studying? Don't forget to think about how you will record your answers.

_____

_____

► *FOLLOWING THE OFFICIAL DOCUMENTS*

5 - Read some descriptors from Base Nacional Comum Curricular (BNCC). Then, answer the questions and discuss the answers with a classmate.

a) What is the importance of knowing BNCC descriptors to teach in public schools?

_____

_____

b) Is it possible to formulate learning objectives from BNCC descriptors? If so, give examples, if not, say why not.

_____

_____

Here we will present only three abilities presented on BNCC for the 9th grade in the English Language Component:		
(EF09LI02) Compilar as ideias-chave de textos por meio de tomada de notas.	(EF09LI04) Expor resultados de pesquisa ou estudo com o apoio de recursos, tais como notas, gráficos, tabelas, entre outros, adequando as estratégias de construção do texto oral aos objetivos de comunicação e ao contexto.	(EF09LI12) Produzir textos (infográficos, fóruns de discussão on-line, fotorreportagens, campanhas publicitárias, memes, entre outros) sobre temas de interesse coletivo local ou global, que revelem posicionamento crítico.

Source: BRASIL (2018).

10

Self-reflection phase → Forethought phase

A) On a scale of 1 to 10, how well do you know BNCC?

B) Why do you judge so?

C) How do you think you can improve this knowledge?

D) You can download BNCC at *http://download.basenacionalcomum.mec.gov.br/ (click here)*. How can you plan to learn more about it?

► Establish your aims (try to think about something very specific - like learning 5 descriptors;

► Plan when you will do it. (Try not to deviate from your aim);

► Plan how you will do it. (on the computer? Notepad? Notebook? How will you learn better, writing key-words, creating a concept map or self-recording (writing the questions and comments that come to your mind while reading)

► Plan with whom you would like to do it. (It's difficult to find a study partner, however sometimes we find one. Besides that, you can do it alone, and write your questions and ask a professor).

TEACHER TIPS
You can find other official documents at the links below!

Document	Link
PCN (1-4 grandes)	*http://portal.mec.gov.br/component/content/article?id=12640:parametros-curriculares-nacionais-1o-a-4o-series*
PCN (5-8 grades)	*http://portal.mec.gov.br/component/content/article/195-secretarias-112877938/seb-educacao-basica-2007048997/12657-parametros-curriculares-nacionais-5o-a-8o-series*
DCN	*http://portal.mec.gov.br/docman/junho-2013-pdf/13448-diretrizes-curiculares-nacionais-2013-pdf*
OCN	*http://portal.mec.gov.br/seb/arquivos/pdf/book_volume_01_internet.pdf*
BNCC	*http://download.basenacionalcomum.mec.gov.br/*

When you are elaborating a formal lesson plan to hand in to a job admonition at university, Federal institution or another school, it is always good to show that you know that there are federal, state and city guidelines as well as laws that have importance in Education.

► *FOLLOWING COMMUNICATIVE OBJECTIVES*

> **Discussion**
>
> What are the features of communication? We can think of a thousand characteristics. Which one(s) of them can be taught? How can they be taught?

6 - Can you think of three COMMUNICATIVE OBJECTIVES? List them below.

7 - In pairs, read and discuss the topics below.

> → **Read your objectives to your classmate and ask him/her to do the same.**
>
> → **Are they communicative or speaking objectives?**
>
> Are they communicative or speaking objectives? People often think communicative is a synonym for speaking, and it's not. When you are sending a WhatsApp message to your best friend, you are surely communicating. However, are you speaking?

8 - Change partners, read and discuss the topics below:

> • Have you ever heard of the Communicative Approach?!
> • Did it have any impact on how teachers write learning objectives? Why (not)?
> • How is communication presented in our lives? What don't we do with language?

9 - There are some ways to produce communicative objectives. You can read some of them below. After that, choose one of them and create one communicative objective regarding the topic chosen.

• To create communicative objectives you must think about how communication happens.

SPEECH ACTS

► So, when we are at a bar, we greet, we ASK AND ANSWER CASUAL QUESTIONS, we ORDER, we SAY THANKS, we SAY GOODBYE, etc.

COMMUNICATIVE SITUATION

► Thinking about communicative situations, we have a JOB INTERVIEW, we GIVE OPINIONS, we POST MESSAGES ON SOCIAL MEDIA, etc. Depending on a job, HOW TO ANSWER PHONES, TAKE NOTES and EXPLAIN MESSAGES may be relevant.

GENRES

► When we want to APPLY TO A NEW JOB, we normally MAKE A CURRICULUM VITAE, which follows some specific patterns and there are some inherent elements.

10 - AT SCHOOL, for example, can you mention some SPEECH ACTS, GENRES we may find?

_____

_____

► *FOLLOWING STRATEGIC OBJECTIVES*

11 - What does it mean to be a strategic student? As a student, what strategies can you name? Discuss it in trios and write your conclusion below.

_____

_____

12 - The Common European Framework of Reference for languages (CEFR) supplies some strategies and some descriptors for those strategies. Read some examples and check if you have questions about them.

TYPES OF STRATEGIES	STRATEGIES, CEFR LEVEL OF PROFICIENCY AND DESCRIPTORS
Production strategies	**Planning (A2):** Can give their impressions and opinions about topics of personal interest (e.g. lifestyles and culture, stories), using basic everyday vocabulary and expressions.
	Compensating (B1): Can define the features of something concrete for which they can't remember the word/sign.
	Monitoring and repair (B2): Can correct slips and errors that they become conscious of, or that have led to misunderstandings.
Interaction strategies	**Turntaking (C1):** Can select a suitable phrase from a readily available range of discourse functions to preface their remarks appropriately in order to get the floor, or to gain time and keep the floor while thinking.
	Co-operation (C2): Can link contributions skilfully to those of others, widen the scope of the interaction and help steer it towards an outcome.
	Asking for clarification (B2): Can ask follow-up questions to check that they have understood what someone intended to say, and get clarification of ambiguous points.

Source: Council of Europe (2020).

13 - Study the chart below. It presents different strategies regarding language skills. In trios, choose one strategy from each skill and think about one activity to promote this in the classroom.

Listening	Making predictions, focusing on key-words, focusing on chunks, dealing with comprehension gaps, formulating and verifying hypotheses, taking notes, considering elements to support decisions, listening in collaboration, listening to learn about oral communication
Writing	Generating ideas, considering the type and genre, using a similar text as a reference, using a dictionary, using and monitoring collocations, using discourse markers, activating self-monitoring, making summaries, reflecting on how you write
Reading	Identifying transparent words, skimming (general idea), scanning (specific information), using a bilingual dictionary, identifying the meaning we are looking up in a dictionary, predicting the text subject, identifying the textual genre and understanding its characteristics
Speaking	Clarifying the meaning of a word, asking for repetition, monitoring the listener's comprehension, using discourse markers, establishing interaction though questions, positive reactions, preparing yourself to speak, perform repairs, expressing interest

Source: Santos (2011; 2012a; 2012b; 2012c; 2013).

SKILLS	STRATEGY	ACTIVITY
Listening		_____ _____ _____
Writing		_____ _____ _____ _____
Reading		_____ _____ _____
Speaking		_____ _____ _____

▶ *FOLLOWING MICRO AND MACRO SKILLS*

14 - Read the micro- and macroskills of listening comprehension and write what differentiates them in your own words.

Write your answer below:

_____

_____

_____

Micro- and Macroskills of Listening Comprehension

Microskills

1. Retain chunks of language of different lengths in short-term memory.
2. Discriminate among the distinctive sounds of English.
3. Recognize English stress patterns, words in stressed and unstressed positions, rhythmic structure, intonational contours, and their role in signaling information.
4. Recognize reduced forms of words.

Macroskills

11. Recognize cohesive devices in spoken discourse.
12. Recognize the communicative functions of utterances, according to situations, participants, goals.
13. Infer situations, participants, goals using real-world knowledge.
15. Distinguish between literal and implied meanings.

Source: Brown (2015).

15 - Write MIC if the sentence refers to MICROSKILLS and MAC if the sentence refers to MACROSKILLS with regard to oral communication.

1. (   ) Orally produce differences among the English phonemes and allophonic variants.

2. (   ) Use cohesive devices in spoken discourse.

3. (   ) Produce chunks of language of different lengths.

4. (   ) Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonational contours.

5. (   ) Accomplish appropriately communicative functions according to situations, participants, and goals.

6. (   ) Use appropriate registers, implicature, pragmatic conventions, and other sociolinguistic features in face-to-face conversations.

7. (   ) Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.

8. (   ) Produce reduced forms of words and phrases.

Source: Brown (2015).

16 - Can you explain the reason why the skill is classified as either MICRO or MACROSKILL? Write it below.

Micro- and Macroskills for Reading Comprehension

Microskills

1. Discriminate among the distinctive graphemes and orthographic patterns of English.

_____

2. Retain chunks of language of different lengths in short-term memory.

_____

3. Comprehend written language at an efficient rate of speed to suit the purpose.

_____

4. Recognize a core of words, and interpret word order patterns and their significance.

_____

Macroskills

7. Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

_____

8. Recognize the rhetorical forms of written discourse and their significance for interpretation.

_____

9. Recognize the communicative functions of written texts, according to form and purpose.

_____

10. Infer context that is not explicit by using background knowledge.

_____

Source: Brown (2015).

17 - Read the micro- and macroskills for writing. Then, discuss the questions below with a partner.

A) How often do you teach writing?

B) When you do it, how do you normally do it?

C) Do you recognize micro and macroskills for writing a possible way to guide your teaching? Why (not)?

D) Which microskill and which macroskill were the most difficult for you to learn? Why do you think so?

Micro- and Macroskills for Writing

Microskills

1. Produce graphemes and orthographic patterns of English.

2. Produce writing at an efficient rate of speed to suit the purpose.

3. Produce an acceptable core of words and use appropriate word order patterns.

4. Use acceptable grammatical systems (e.g., tense, agreement, pluralization), patterns, and rules.

Macroskills

6. Use cohesive devices in written discourse.

7. Use the rhetorical forms and conventions of written discourse.

8. Appropriately accomplish the communicative functions of written texts according to form and purpose.

9. Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.

Source: Brown (2015).

TIPS FOR TEACHERS

If you find this subject interesting, there are two books with interesting complements.

BROWN, H. D. **Teaching by principles**: an interactive approach to language pedagogy. White Plains, NY: Pearson Education, 2015.

RICHARDS, J. K. **Key issues in language teaching**. Cambridge, UK: Cambridge University Press, 2015.

► **FOLLOWING BLOOM'S TAXONOMY:** This may be the most used tool to write learning objectives. There are different categories for different levels of cognitive process and different dimensions of learning.

18 - What do you know about Bloom's Taxonomy?

_____

_____

19 - Watch the following video and answer the questions.

What is Bloom's Digital Taxonomy?

A) What is Bloom's Taxonomy? (0:00-0:59)

_____

B) What are the changes from the 1950's Bloom's Taxonomy to the Revised Bloom's Taxonomy in the 1990's? (1:00-2:05)

_____

C) What is the purpose of Bloom's Digital Taxonomy? (2:06-2:55)

_____

D) What are some of the 21st century skills that Bloom's digital taxonomy can foster? (2:56-3:25)

_____

E) What are some practical examples of applying Bloom's Taxonomy to digital activities? (3:25-4:35)

_____

20 - There are 4 dimensions of knowledge. Match the names with the definitions.

    A) Factual

    B) Conceptual

    C) Procedural

    D) Metacognitive

    (   ) The interrelationships among the basic elements within a larger structure that enable them to function together

    (   ) How to do things, methods or inquiry, and criteria for using skills, algorithms, techniques, and methods

    (   ) Knowledge of cognition in general as well as awareness and knowledge of one's own cognition

    (   ) The basic elements students must know to be acquainted with a discipline or solve problems with it

21 - There are 6 Dimensions of the Cognitive Process in the box. Write their names in their definitions.

> Remember - Understand - Apply - Analyze - Evaluate - Create

A) Break material into constituent parts and determine how parts relate to one another and to an overall structure or purpose. _____

B) Make judgements based on criteria and standards. _____

C) Retrieve relevant knowledge from long-term memory. _____

D) Carry out or use a procedure in a given situation. _____

E) Put elements together to form a coherent whole; reorganize into a new pattern or structure. _____

F) Construct meaning from instructional messages, including oral, written, and graphic communication. _____

22 - Study the chart below and elaborate lesson objectives for the intentions given in letters A to F.

Some action verbs used to apply Bloom's Taxonomy to Learning Objectives					
Remember	Understand	Apply	Analyze	Evaluate	Create
List Recognize Recall Identify	Summarize Classify Clarify Predict	Respond Provide Carry out Use	Select Differentiate Integrate Deconstruct	Check Determine Judge Reflect	Generate Assemble Design Create

A) You want to check whether your students remember some parts of the body after studying this in the lesson.

_____

_____

B) You are planning to teach the simple past and you want to check whether your students are applying it correctly.

_____

_____

C) You will teach some phrasal verbs and you want your students to understand their meanings.

_____

_____

D) You will give some examples of informal emails and some activities regarding this genre. You want your students to build one.

_____

_____

E) You are planning to teach about politeness. Your intention is giving a text so that the students evaluate it to say how polite they judge it.

_____

_____

F) You are about to teach a unit about modal verbs. Your plan is giving spoken texts and asking the students to analyze which meaning each modal verb conveys.

_____

_____

TIPS FOR TEACHERS

Great content available online:

• An outstanding course!
Universidade Federal de São Carlos (Ufscar) through Portal de Cursos Abertos (PoCa) offers a great course on Bloom's Taxonomy called "A importância da elaboração de objetivos educacionais no ensino superior". It is available at the link: *https://cursos.poca.ufscar.br/course/view.php?id=7*.
For more information, check its website out: *https://cursos.poca.ufscar.br/*.

• A lot of information and fantastic materials are available on IOWA State University website. Check it out!
Revised Bloom's Taxonomy

Writing Course Goals/Learning Outcomes and Learning Objectives

• Hey! Dive into this fascinating theme with the book Bloom's digital Taxonomy, by Andrew Churches. It is available at the link: *https://www.yumpu.com/en/document/read/31996905/blooms-digital-taxonomy-educational-origami-wikispaces*

► **FOLLOWING 'GLOBAL SCALE OF ENGLISH TEACHER TOOLKIT'**

23 - Access this tool and study how to find goals using it. Can you find one specific aim?

TUTORIAL

01 - Access the website *https://www.english.com/gse/teacher-toolkit/user/lo*

02 - Choose the learner: academic learners, adult learners, pre-primary learners (3-5), professional learners, young learners (6-14).

03 - Choose the skill: listening, reading, speaking, writing ► Depending on the learner profile, you may find other skills, such as communicative categories for adult learners. That involves comprehension, forms of communication, language functions, linguistic competence, mediation, meeting practical needs, online interaction, and strategies.

04 - Choose the range on the GSL/CEFR.

05 - Click on *show results.*

Summary

Following these instructions, we have done a research taking these steps as an example:

adult learners > A2 level (GSE 33) > communicative categories skill > online interaction > goal-oriented online transactions and collaboration and online conversation and discussion.

After taking the steps above, we were able to find examples of objectives stated with the modal verb 'can' at the beginning (i.e., the abilities the students would be learning in a lesson). Some of them are presented below:

- Can ask basic questions about the availability of a product or feature.
- Can make simple online transactions (e.g. ordering goods or enrolling in a course) by filling in an online form or questionnaire, providing personal details and confirming acceptance of terms and conditions, declining extra services, etc.
- Can make brief positive or negative comments online about embedded links and media using a repertoire of basic language, though they will generally have to refer to an online translation tool and other resources.
- Can engage in basic social communication online (e.g. a simple message on a virtual card for a special occasion, sharing news and making/confirming arrangements to meet).
- Can respond to simple instructions and ask simple questions in order to accomplish a shared task online with the help of a supportive interlocutor.

24 - What did you find most useful in 'GLOBAL SCALE OF ENGLISH TEACHER TOOLKIT' (GLETT)?

25 - Build a paragraph in contrast to what you wrote in activity 21, explain why a teacher should be careful when using GLETT.

26 - Think of the aims we analyzed at the beginning of this section. Can you now tell whether they are good options or not? Justify your answer.

> Know the simple past.
>
> Fill a form.
>
> Understand the present perfect uses.
>
> Order food.
>
> Ask questions about friends' family.
>
> Listen to a video on racism and tell their opinion.

27 - In unit 1, you have created a class profile. Think of this profile and adapt the aims that you considered inappropriate to this class. Can you justify your answers?

KEY POINT

28 - Read the task below and answer the questions.

A) Why do we have to create lesson objectives?

B) Do we write lesson objectives thinking about what we are going to teach or what the students will learn? Comment.

C) What are three features we must have in mind when stating objectives. Describe them.

D) Think about the last class you taught, how would you state the lesson objective taking in consideration the text in the table above?

The **purpose** of creating objectives, both long- and short-term, is to provide intent and direction to your instruction. Students need to know where they are going and why.

The key point [when stating objectives] is that you must alert the students to **what they are to learn**. Instructional fairness is the essential prerequisite in specifying learning outcomes, objectives, or anything else.

Performance objectives are very precise statements of what you expect the student to do (Mager 1962, 1997). Although performance objectives are written in a wide variety of styles, three elements are generally included:
1. The statement of an observable behavior, or **performance**, on the part of the learner
2. A description of the **conditions** under which learner behavior or performance is to occur
3. The prescription of a minimally acceptable level of performance, or **criterion**, on the part of the learner

Performance: Verbs such as match, name, compute, list, assemble, write, circle, and classify describe observable learner behaviors or outcomes, which will help you evaluate student achievement of performance objectives. For example, if you state that the student must name the capital cities of ten states listed, the student's behavior is manifested when this performance takes place; everyone will know that the student has attained the stated objective or outcome.

The **conditions** refer to the circumstances under which the learner must perform. Generally, conditional elements refer to 1) How the performance may be accomplished—for example, using memory, a textbook, a computer program, or calculator; 2) Time elements (although time may also be used in evaluation); 3) Location of the performance (for example, in the classroom, in a gymnasium, or in the library); 4) What materials may be used to perform the tasks

The **criterion** measure, level of performance, minimum criterion, or minimum acceptable performance. Whatever term is used, the designated level is the minimum or lowest level of acceptable performance. When this is specified, students know in advance the standards by which their work will be judged.

Examples: From the notes taken while listening to a pub conversation, the students will be able to list at least 10 verbs regarding everyday actions.

After reading a text about self-regulated learning, the students will be able to define it by mentioning its three different phases.

Source: Orlich et al (2010).

Self-Regulated Learning:
Planning Studies

DIAGNOSING KNOWLEDGE

11

Forethought Phase

A) Do you usually plan your studies?

B) When you have to study a specific topic, do you plan where you will study?

C) Which is more difficult for you, dealing with the study time or dealing with the content to be studied?

D) Do you reflect on how motivated you are to study a topic? Do you know how to do it?

1 - Let's reflect together:

A) What is the best place to study at UEL?

B) What is the worst place you have ever studied in?

C) True or false: some environments help us in our studies and others are a hindrance.

D) How can a good environment to study be described?

E) How can a bad environment to study be described?

CORE CONCEPT

2 - When you plan your studies, you can think of some specific questions. Study the chart below and comment on it with a partner: A) have you ever done something similar? B) Would you add anything? C) Would you remove anything? D) Is it helpful for developing self-regulated learning? E) Is it viable to do a table like this to plan every study?

DATE	JULY 17TH	JULY 24TH
Activity	Read the Chapter 1 from the book "Creating Self-regulated Learners"	Develop my research design
Aim	Answer "what is self-regulation?"	- read two texts and find how to apply self-regulated learning to teaching - Add these texts to my research design
Place	At home - using a book	At home - using my computer
With whom?	Alone	Alone
Motivation Level	4	5
Self-efficacy Level	4	5
Outcome expectations	I will succeed	I hope I can do it, but I'm not sure it will be correct.
Estimation of Time Needed	1h40	2:30
Timed Started	9 am	8:30 am
Time Completed	11:48 pm	12:00 pm
Studying strategy	Read the whole chapter in details to understand the theory	- Read the texts and underline important details - write them on Google Docs - Define where they will be useful in the final text - Develop some the text from the citations

DATE	JULY 17TH	JULY 24TH
Distractions / Problem	My cell phone was ringing, I got hungry in the middle of the study, I stopped twice to do other activities	I was tired because the previous night I stayed up late watching a series.
Aim achieved (grade/marks/performance)	No marks were attributed. I got a nice performance.	Task was achieved.
Justification	I did well because I didn't face problems with reading.	I did nice, however I could be better.
Feedback	For my next tasks, I will have some cookies near me, I will turn off my smartphone, I will try to focus on the questions and not get distracted by other things on my computer.	I just think I should have slept more, next time I won't stay up until late.

3 - Choose the five most important issues regarding planning studies for you. Write your opinion about why it is important to reflect on them.

A) Activity _____

B) Aim _____

C) Place _____

D) With whom _____

E) Motivational Level _____

F) Self-efficacy Level _____

G) Outcome expectations _____

H) Estimation of Time needed _____

I) Time started _____

J) Time completed _____

K) Studying strategy _____

L) Distraction/Problems _____

M) Aim achieved _____

N) Justification _____

O) Feedback _____

4 - How can the information on the table help you to plan your studies?

_____

_____

_____

SELF-REGULATED LEARNING APPLIED TO TEACHING:
How to Help your Students to Plan Their Studies

DISCUSSIONS AND ACTIVITIES

TIPS FOR TEACHERS

The table you saw in the previous section could be applied to adult students; however, it is advisable to adapt it to high school students. You can hand out a small questionnaire or discuss it with your students. Then, after knowing the key issues on which they need help, you can start to prepare different strategies to show them based on their needs.

5 - Study the model created by Zimmerman and Risemberg (1997) that is presented below. Complete the table with the following question words.

When? / With whom? / Why? / Where? / How? / What?

QUESTION	SELF-REGULATION DIMENSION	CORRESPONDS TO
	Motivation	Objectives and self-efficacy
	Method	Strategies and routines for achievement
	Time	Management of time
	Behavior	Processes of self-observation, self-judgment and self-reaction
	Physical environment	Environment structuring
	Social environment	Social relationship and the search for selective help

FORESEEING TEACHING MOMENTS

TIPS FOR TEACHERS

There are many ways of helping your students to plan their studies. If you set a brief time, you can help them in each dimension. Remember to verify what is happening, what causes their problem with studying. Is it their motivation, their study method, their time setting for studying, their actions at the time of learning, the place where they choose to study or with whom they study?

TASK TIME

6 - Elaborate a reflective self-report about one experience you tried to plan your studies. How did you do it? Would knowledge about Self-Regulated Learning have helped you? How? Think about something you need to study now, describe how you will manage this situation. Check the information below and the rubric to help you.

What is a reflective self-report?

A reflective self-report is a description of an experience and you highlight your **reflection** about your **decisions** and explain your **actions**. To help you to think of descriptions, think of *what, when, who, with whom* and to analyze think of *how, why, what if*.

RUBRIC				
CRITERIA	DESCRIPTORS			
Length of the text	500 to 600 words (2,0)	From 400 to 500 words (1,5)	From 300 to 400 words (1,0)	Less than 300 words or more than 600 words (0)
Grammar, spelling, cohesion and coherence	Up to 10 mistakes.(2,0)	From 11 to 15 mistakes. (1,5)	From 16 to 26 mistakes. (1,0)	More than 27 mistakes. (0)
Described how you studied	Rich description(2,0)	Average description (1,5)	Poor description (1,0)	No description (0)
Mentioned if SRL would help you and how (if so) or how not (if don't)	Mentioned and gave a rich description (2,0)	Mentioned and gave an average description (1,5)	Mentioned and gave a poor description (1,0)	No mention / no description (0)
Described one example about how you will manage your studies in at least one dimension (time, method, behavior, etc)	Rich description (2,0)	Average description (1,5)	Poor description (1,0)	No description (0)

TIPS FOR TEACHERS

Did you enjoy this topic? If you feel like learning more about it, check out these further readings:

A) Cartilha de Planejamento de estudos e manejo do tempo (UFRA)

https://parauapebas.ufra.edu.br/images/Cartilha_Planejamento_de_Estudos_e_Manejo_do_Tempo.pdf

B) Êxito: guia para otimização da rotina de estudos a distância (IFNMG)

https://educapes.capes.gov.br/bitstream/capes/582344/2/%c3%8axito%20guia%20para%20otimiza%c3%a7%c3%a3o%20da%20rotina%20de%20estudos%20a%20dist%c3%a2ncia.pdf

C) Conversa com discentes da UFRPE sobre organização dos estudos e práticas de autocuidado

http://www.uabj.ufrpe.br/sites/uabj.ufrpe.br/files/prv/Conversa_com_discentes_sobre_organiza%C3%A7%C3%A3o_dos_estudos_e_pr%C3%A1ticas_de_autocuidado.pdf

D) Estratégias e planejamento do estudo não presencial (UFSC)

https://nupe.paginas.ufsc.br/files/2020/09/NuPe-E-book_-Estrat%C3%A9gias-e-Planejamento-do-Estudo-N%C3%A3o-Presencial-1-compactado.pdf

E) Guia de técnicas de estudo, organização e planejamento: como estudar, organizar e planejar os estudos (UFDPar)

https://ufpi.br/arquivos_download/arquivos/Parnaiba/2021/Guia_de_Estudos_UFDPar_-_SEPE-PRAEC.pdf

F) The effect of explicit teaching of concept mapping in expository on EFL students' self-regulation

https://www.academia.edu/69624596/The_effect_of_explicit_teaching_of_concept_mapping_in_expository_writing_on_EFL_students_self_regulation?email_work_card=view-paper

CONSOLIDATION

Self-Regulated Learning in Science

A) Read the title of the paper and talk to a partner about your impressions and what you expect from it.

Title of the paper: Guide of Techniques for Study Time Management: Report of Construction

B) Read the abstract and the keywords. Then, write what the purpose of the paper is.

Abstract: One of the difficulties that college students face when they start college is how to manage time, what interferes in their studies and life in general. Due to this situation, it is important that the professional who will assist the student in his time management can understand how the orientation process occurs in relation to this topic. The aim of this work is to describe the creation and use of the Guide to Techniques for Time Management of Studies in the University. It intends to assist professionals in the practice of attending university students who have difficulties in the management of study time. This material, developed in the years 2017 and 2018, presents an intervention composed of sixteen techniques, (the purposes of each technique, necessary materials and the application guidelines). The techniques should be applied in four stages: a) diagnosis of the use of time; b) development of coping strategies; c) setting goals and targets; and d) implementation and evaluation of changes. It was noted that the interventions, supported by the use of the guide, have helped the students that attend a service of support to university students in their difficulties with the management of their time.

Keywords: Guide to Techniques, Time Management of Studies, Learning, University Students.

Source: Marcilio, Blando, Rocha and Dias (2021).

The article is available online at the link:
https://www.scielo.br/j/pcp/a/vLRKNGMHtjbrxKrtz5jsCBD/?format=pdf

_____

_____

C) Read the results section: in which of the 4 stages do you think you should improve more?

_____

_____

D) Read the Discussion section. Mention 5 aspects from which you could improve your learning or search to be a better student.

_____

_____

Narrative Time

Leo and Mike are going to the library after the professor asked the class to search about different methodologies in language teaching. They have to present a seminar about the Communicative Approach next Thursday.

Leo thinks he does not have to develop the project and he complains: why do we have to do this?! I wanna go to the pub (Beco).

Mike: "Hey, if I tell you that you can have both, what would you say?"

Leo: "IMPOSSIBLE!!!"

Mike: "Have you ever heard of Self-Regulated Learning?"

Leo: "What the…"

Mike: "DON'T FINISH THIS SENTENCE! Hahaha I'll show you. First of all, you need to think of the activity you have to do."

Leo: "What?"

Mike: "The seminar. *-*"

Leo: "Let me write it down, so I can think better about it."

Mike: "Ok, now, think about an aim, what strategies can you use to accomplish this task?"

Leo: "Uuuummm… Well, I think of… creating the presentation for the seminar."

Mike: "That's good, but this is a big task. You can break it into some small actions, such as: 1) to look for information on websites and books; 2) to think about the structure of a seminar - introductions, development, and conclusion; 3) to think of what our objective regarding this seminar is; 4) to select necessary information; 5) to organize the information in sections for the seminar structures; 6) to create slides for the presentation; etc."

Leo: "Jeez…"

Mike: "Relax, and take notes of the following steps. Tell me, when do you have some available time?"

Leo: "I don't have any."

Mike: "Come on! It gets harder when you don't cooperate. Think of thirty minutes or an hour."

Leo: "Hhhhmm… maybe I have some free time on Friday night, Saturday morning, on Sunday and next Tuesday afternoon."

Mike: "See! You have some time! o/ Next steps: Where and with whom?"

Leo: "That depends on what we are going to do. For example, to look for information, we'll do it in the library or in our bedrooms on our computers; some we can do together, others we'll do alone."

Mike: "Now you're talking! We can handle this!"

Leo: "I'm not quite sure yet… but let's go… at least, if embarrassed, I won't be alone… hahaha."

Mike: "Now, let's just set the specific time and let's go!"

Leo: "Friday at 7 pm, Saturday at 9 am, Sunday at 2 pm, and Tuesday at 4 pm."

Mike: "All right! Let's organize it, then!"

Source: the author, 2023.

A) Have you ever faced a similar situation during your academic life?

B) With whom are you more similar: Mike or Leo? Why?

C) Leo's facing some trouble to complete his table. Complete the blanks with information according to the text. If you cannot find any information, you must add based on inference about the information from the text.

Date (Choose one)	
Activity (Choose one)	
Aim	
Place	
With whom	
Motivation levern	
Self-efficacy	
Outcome expectations	
Estimation of Time Needed	
Time Started	
Time Completed	
Studying strategy	
Distractions / Problems	
Aim achieved (grade /marks / performance)	
Justification	
Feedback	

D) What words of advice would you give to Mike so he can improve his academic performance?

Sharing Experiences

You will be divided into two groups, A and B. People from group A will answer the questions and people in group B will comment on Group A's answers.

a) What did you find most interesting about writing learning objectives? Is it useful? Why?

b) In your opinion, is it important to let students be aware of the learning objectives? Why (not)?

c) As a learner, what dimension of planning studies do you find most difficult to manage?

d) Do you think you are able to manage your studies?

e) As a teacher, how can you help your students to manage their studies? Can it be done in a single class?

12

Self-Reflection Phase

Should I stay or should I go?

A) Mark the options which you believe your current state is.

- I can mention some characteristics of learning objectives.
- I can create learning objectives.
- I can describe how to plan my studies to accomplish a task.
- I can record the information regarding planning studies in a table.
- I can plan a lesson to teach my students how to plan their studies.
- I can list ways of helping my students to plan their studies.

B) Now, answer the following questions:

1) Do you feel insecure about any of the elements above? If so, what can you do in order to improve your skills or complement this knowledge?

2) It may be helpful to imagine a scale from 1-4, in which 1 is no knowledge and 4 is a lot of knowledge. What grade would you attribute to any of the topics above?

1 - No knowledge.
2 - Little knowledge.
3 - Some knowledge.
4 - A lot of knowledge.

I (   ) I can mention some characteristics of learning objectives

II (   ) I can create learning objectives

III (   ) I can describe how to plan my studies to accomplish a task

IV (   ) I can record the information regarding to planning studies in a table

V (   ) I can plan a lesson to teach my students to how to plan their studies

VI (   ) I can list ways of helping my students how to plan their studies

3) Learning strategy: If you need to review or to deepen your knowledge about any of the topics above, think about:

When can you do it?

_____

What will you do (look for papers, YouTube videos, read the unit again, review the subject, summarize a topic, make questions to ask your professor in the following class, etc)?

_____

Where will you do it?

_____

With whom (with a friend, a professor, look for somebody to help you)?

_____

UNIT 3 - FOLLOWING THE RIGHT TRACK

Lesson objectives according to each section:

LESSON PLAN SECTION
- To define what materials are in language teaching;
- To recognize the importance of knowing the purpose of the material chosen for a given class;
- To associate materials with learning objectives;
- To define what material adaptation is;
- To check some techniques for adapting materials;
- To plan a material adaptation.

SELF-REGULATED LEARNING (SRL) SECTION
- To define cognitive strategies;
- To give examples of cognitive strategies;
- To differentiate concept map from mind map;
- To identify some steps on how to build concept maps;
- To produce a concept map.

SELF-REGULATED LEARNING APPLIED TO TEACHING SECTION
- To discuss the importance of teaching Cognitive Strategies for students;
- To reflect on which map is better to teach: concept or mind;
- To formulate a way to teach concept maps in a given class.

CONSOLIDATION SECTION
- To reflect on a research on self-regulated learning in the process of mind mapping;
- To recognize issues of planning study in a small narrative;
- To identify and share experiences about self-regulated learning;
- To reflect on the knowledge built in unit 3.

Lesson plan:
Materials

13

Forethought phase

A) Let's reflect on this section. We have 11 activities and 1 task. Have a quick read on them. 5 minutes should be enough. After that, answer:

1) What is the main topic of this unit?
_____

2) What do you know about it?
_____

3) On a scale from 1 to 5 (1 very easy and 5 is very difficult), how hard do you think this unit will be?
_____

4) Read the task again (activity number 13), do you think you will have a positive result in doing it? Why do you think so?
_____

1 - Check what could be considered Materials for language teaching.

- A notebook
- A textbook
- A pen
- A credit card
- A dictionary
- A computer
- A website
- A song
- A clip from a movie

- A list of proverbs and expressions
- A blog
- A Youtube video
- A text
- A grammar book
- A speaker
- A board game
- A literary book
- A text about law

2 - Choose one item that you checked and one that you did not. Can you explain why you think one is a material and the other not?

_____
_____
_____

3 - Can you think of other language teaching materials besides the ones presented above. Mention some of them below.

_____

_____

_____

> ***Keep in mind!***
>
> Sometimes *materials* are referred to as *resources* in some lesson plans.

4 - Discuss with a partner: what are language teaching materials?

5 - Now, check the definition for materials. Is it similar or different from what you discussed with your classmate? Would you add or remove anything from it?

> **Materials**
>
> in language teaching, anything which can be used by teachers or learners to facilitate the learning of a language. Materials may be linguistic, visual, auditory, or kinesthetic, and they may be presented in print, audio or video form, on CD-ROMS, on the Internet or through live performance or display.
>
> *Source: Richards and Schmidt (2011, p. 354).*

6 - Discuss with a classmate thinking about the last class you have already taught. What materials did you use? Can you think of the reasons for which you used these specific materials?

> ***Orientation for next steps:***
>
> From now on in this section, we will go deeper in materials. So, we will study about **COMBINING LEARNING AIMS AND MATERIALS**.

7 - Combining learning objectives with materials is very important. Read the three learning objectives below, then you are going to find three different materials. Check whether you can link which material is used to achieve each learning aim:

Aim 1: To use a dictionary to discover unknown words.

Aim 2: To combine parts of speech to form a noun phrase.

Aim 3: To associate chronological sequence in a formal structured text.

A (   )

BOX
I'm a mother
I'm a friend
I'm a lover
All these things
I'm a sinner
I'm a saint
I'm the sunshine
And the rain
I am fragile
I am strong
But don't tell me
Where I belong
Don't you put me in a box
And try to tell me what I'm not
'Cause there is so much more to me
So much more than what you see
Don't you put me in a box
Don't you put me in a box
I'm a soldier
I'm a queen
I'm an actress
On the screen
I'm a story
To be told
I'm a singer
On the road
I can change
Like the tides
I am human
With many sides
Don't you put me in a box
And try to tell me what I'm not
'Cause there is so much more to me
So much more than what you see
Don't try to tell me who I am
'Cause I don't really give a damn
Don't you put me in a box
Don't you put me in a box
If you dare to look just a little deeper
You will see
There are so many sides to me
Sides to me
Don't you put me in a box

Songwriters: Andrew Sylvester Richard Roachford / Hans-martin Buff / Ada Morghe

B ( )

Former President Donald Trump is set to turn himself in to the authorities on Tuesday afternoon for his first court appearance on charges of mishandling classified national security documents after he left the White House in 2021.

The arraignment, set for 3 p.m. (EDT) on Tuesday, will take place under heavy security in a federal courtroom in downtown Miami.

Federal authorities have beefed up security around the court building, and Miami officials say they're prepared to handle protests by up to 50,000 people.

"In our city, we obviously believe in the Constitution and believe that people should have the right to express themselves," Miami Mayor Francis Suarez said at a news conference on Monday. "But we also believe in law and order. And we know that, and we hope that tomorrow will be peaceful."

Source: https://www.voanews.com/a/trump-set-to-be-arraigned-on-federal-indictment/7134556.html

C ( )

WRITING SUMMARIES AND STRATEGIES OF SELF-REGULATION OF LEARNING

ABSTRACT

This study, in the Human Sciences area, aims to verify if authors of abstracts attempt, in their texts, to understand the features of this discursive genre, and if they show self-regulated ability to do so. First, twenty-four abstracts written by master degree students of a federal university were analyzed. An instrument of analysis and quantitative considerations was better From twenty-four abstracts analyzed, five were considered compatible with a written production, as they expressed semantic properties of reading and discursive organization; thirteen abstracts did not present the expected features; and, the other six had serious problems, such as plagiarizing the original work. The analysis was based on the construct of self-regulation of learning and discursive linguistic theories.

READING • WRITING • SELF-REGULATION • SUMMARIES

Source: Abstract from the paper "Escrita de resumos e estratégias de autorregulação da aprendizagem", by Veiga-Simão, Frison and Machado. Available at: http://educa.fcc.org.br/scielo.php?pid=S0100-15742015000100030&script=sci_abstract&tlng=en

8 - Compare your answers with a classmate. Do you have common or different results? Why?

TIPS FOR TEACHERS

→ What comes first: the objectives or the material? That depends. You can have the objectives first and then adapt material to match them, or you can have the material first and then, based on that, create your lesson objectives. The important aspect is not to start your lesson without learning objectives for your students. If you can state clearly how you are using your material so that the objectives are achieved, that is way better. Another important aspect to keep in mind is that the same material can have a lot of functions, so it can be guided for a large range of objectives.

→ It is important that the material fulfill students' needs and be in alignment with your aims.

→ Objectives fixed, materials chosen. Now, we have to check the procedures, that is, what you are going to do with your material to reach your aims. However, this is the subject for our next unit!

→ In formal Lesson Plans, it is advisable that you state the purpose and the reason why you are using the material (e.g., a song, pictures, a passage from a text, an excerpt from a movie, an advertisement, etc.).

So, it is often appreciated that you are able to link the materials you are using to the lesson objectives. Sometimes, it may be required that you explain what the material is, where it comes from, why it was chosen, what its purpose is in that class, and how you will use it to help the students to achieve the learning objective.

Orientation for next steps:

We have built some knowledge about materials. Now, we will go on this subject. However, we will check about the necessity of adapting textbooks).

14

Performance phase

A) Have you ever felt lost when you had to highlight a text?
_____

B) Have you ever experienced what is represented in the picture?

Highlighting important parts:

Expectation   Reality

Highlight only the important parts

Source: https://blog.gosnippet.com/ at 23/08/2023

C) Read about the strategy of emphasizing, then discuss with a classmate: which of them have you done so far? Which is the easiest? Which is harder?

When we read a text or study, it is important to emphasize the most important ideas, procedures, information etc. You can emphasize a text: highlighting it (you can explore colors), underlying it (you can create a code for conveying meaning such as double underline for main idea, dotted line to explanation of concepts etc), emphasizing its lateral parts (you draw a vertical line in both sides of paragraph, then you can use different lines to convey different meaning, or you can write something to summarize or to indicate why it is important), or emphasizing its structure (it can be done along with the others with arrows, keywords, letters, numbers to indicate relations).

Source: Arredondo e González (2010, p. 78-81).

D) Read 10 tips about emphasizing a text and how you can apply this strategy.

Emphasizing technique

1. Emphasizing a theme makes the study easies, improves your attention, and makes the REPASSE more efficacious.

2. Underlying fundamental ideas aid to emphasize and highlight what the important topics are regarding a theme.

3. You should emphasize only the most essential elements from a lesson or theme.

4. Everything that you emphasize must be meaningful by itself, and its meaning must have been assimilated.

5. Emphasize using a pencil if you want to erase later, using a pen or a highlighter if you want a stronger emphasis.

6. Read the whole theme (pre-reading), and then, in the second reading (analysis and synthesis reading), start to highlight paragraph by paragraph.

7. In each paragraph, find the fundamental idea (highlight it in red), and the ideas that complement it (highlight it in blue). If you are underlining, you can use different codes to sign it, such as a continuous line for the main idea and dotted line for complementary ideas.

8. The main idea is normally at the beginning of the paragraph. However, it may be in the middle or at the end of it.

9. Do not highlight books from a library or classmate's books. Do it only when the book is yours.

10. Do not study a theme without emphasizing it previously (studying for assimilation and memorization).

Source: Arredondo e González (2010, p. 81).

Brian Tomlinson (2013) wrote about trends in material development. Read a small part of the text and highlight the most important information. Below, can you give the reason why the passage highlighted deserves the emphasis?

What are the current trends in materials development?

In the first edition of this book (Tomlinson, 2003) I claimed that it is arguable that there is nothing much new going on in materials development and that in the area of commercially produced materials there is even a sort of principle going back. This is justified by publishers by reference to their confidential research into what learners and teachers want (e.g. the return to the centrality of grammar highlighted in Tomlinson et al., 2001, p. 84). But in my view it is almost certainly driven by economic constraints and the ever-increasing cost of producing the sort of multicoloured, multicomponent coursebook which seems to attract the biggest sales these days.

As a result, publishers dare not risk losing vast sums of money on a radically different type of textbook, they opt for safe, middle-of-the-road, global coursebooks which clone the features of such best-selling coursebooks as Headway and they cut down on non-profit-making supplementary materials. Unfortunately this then has a washback effect on non-commercial materials, as teachers and curriculum developers tend to imitate the approaches of best-selling coursebooks on the assumption that this must be what learners and teachers want (though the reality is more likely that the models are the books which have been promoted most expensively and successfully by their publishers).

Ten years later I think my words above are still true. There have been a few peripheral developments such as materials for Content and Integrated Language Learning (e.g. Coyle et al., 2010), materials for task-based approaches (e.g. Van den Branden, 2006) and materials which are corpus informed (e.g. McCarthy et al., 2006) but nothing much else has changed.

There is still some hope of progress, though, and in my list of current trends below I have listed a number of positive ones:

Positive trends

★ There are some materials requiring investment by the learners in order for them to make discoveries for themselves from analysis of samples of language in use (e.g. McCarthy et al., 2006; Bradfield and Letharby, 2011; Clare and Wilson, 2011). Unfortunately though most of the current coursebooks inviting discovery just ask the learners to find predetermined answers rather than to make unexpected discoveries of their own.

★ There are more materials making use of corpus data reflecting actual language use (e.g. McCarthy et al., 2006). However, as Timmis (2013) points out, there are still many coursebooks which deliberately do not make any use of corpora at all (e.g. Dellar and Walkley, 2005).

★ There are more extensive reader series being produced with fewer linguistic constraints and more provocative content (e.g. Maley, 2008; Maley and Prowse, 2013) but, as Maley and Prowse (2013) point out, there has also been a disturbing trend for publishers to add comprehension questions to their extensive readers, thus ironically promoting intensive reading.

★ There has been a very noticeable and welcome increase in attempts to personalize the learning process by getting learners to relate topics and texts to their own lives, views and feelings (e.g. Clanfield and Benn, 2010; Bradfield and Letharby, 2011; Clare and Wilson, 2011).

★ There is an increase in attempts to gain the affective engagement of learners (Tomlinson, 2010, 2011) by involving them in tasks which encourage the expression of feelings but there has also been a decline in the number of texts likely to stimulate affective engagement (see Tomlinson and Masuhara, 2013).

★ There is an increasing use of the internet as a source of current, relevant and appealing texts. For information about and examples of this trend see Kervin and Derewianka, 2011; Motteram, 2011; Levy, 2012; Reinders, 2012; McDonough, Shaw and Masuhara, 2013; Tomlinson and Whittaker, 2013; and Chapters 4 (Tomlinson), 9 (Kiddle) and 10 (Mishan) in this book.

★ There is evidence of a movement away from spoken practice of written grammar and towards experience of spoken grammar in use (e.g. Dellar and Walkley, 2005; McCarthy et al., 2006).

★ There is a considerable increase in the number of ministries (e.g. in Belarus, Bulgaria, Columbia; Ethiopia, India, Iran, Morocco, Namibia, Romania, Russia and Uzbekistan) and institutions (e.g. Bilkent University in Ankara; the University of Hue; Sultan Qaboos University, Muscat) which have decided to produce their own locally relevant materials (see Busaidi and Tindle, 2010; Tomlinson, 2012b).

Negative trends

» There is an even more pronounced return to the 'central place of grammar in the language curriculum' (Soars and Soars, 1996), which contradicts what my own confidential research for a British publisher revealed about the needs and wants of learners and teachers and which goes against many of the findings of second language acquisition research (Ellis, 2010; Tomlinson, 2010, 2011, 2013; Tomlinson and Masuhara, 2013).

Negative trends

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» There is still a far greater prominence given in coursebooks to listening and speaking than to reading and writing (Tomlinson et al., 2001; Masuhara et al., 2008).

» There is an assumption that most learners have short attention spans, can only cope with very short reading and writing texts and will only engage in activities for a short time.

» There seems to be an assumption that learners do not want and would not gain from intellectually demanding activities while engaged in language learning.

» There is a neglect (or sometimes an abuse) of literature in coursebooks, despite its potential as a source of stimulating and engaging texts and despite the many claims of methodologists for the potential value and appeal of literature (e.g. Chapters 2 (Saraceni), 4 (Tomlinson), 6 (Tomlinson) and 8 (Maley)) in this volume.

» There is a continuing predominance of analytical activities and a neglect of activities which could cater for learners with other preferred learning styles (Masuhara et al., 2008; Tomlinson and Masuhara, 2013).

» There is still an 'absence of controversial issues to stimulate thought, to provide opportunities for exchanges of views, and to make topic content meaningful' (Tomlinson et al., 2001) and there is a resultant trivialization of content (see, for example, Tomlinson and Masuhara, 2013; Chapters 2 (Saraceni) and 18 (Masuhara)) in this volume.

» There is a tendency to underestimate learners linguistically, intellectually and emotionally.

» Despite the increase in publications reflecting the predominant use of International English as a lingua franca most coursebooks still focus on English as used by native speakers and prepare the learners for interaction with them (see Tomlinson and Masuhara, 2013)

Obviously my evaluation of the trends above is subjective and is related to my principles, hopes and beliefs. Another materials developer might come to very different conclusions as a result of holding different principles, hopes and beliefs.

Source: Tomlinson (2013, p. 9-12).

9 - Think about the studying environments you have experienced so far both as a student and as a teacher. Is there a place where a text-book was not present?

10 - Tomlinson and Masuhara (2005) mentioned 10 techniques regarding materials adaptation. There are three different categories: plus, when you add something; minus, when you remove somethings; and zero, that is, when you do not change the quantity. Write the 10 techniques in the correct column.

Modification - Substitution - Addition - Reorganization - Subtraction - Expansion - Reduction Exclusion - New Sequencing - Conversion

Category PLUS	Category MINUS	Category ZERO

Source: the author, based on Tomlinson and Masuhara (2005, p. 27-28)

11 - Inexperienced teachers usually teach things by the book, that is, following the rules and instructions in a very strict way. However, experienced teachers often adapt text-book activities depending on the lesson and class environment. Write the 3 categories and the 10 techniques according to their meaning.

CATEGORY	TECHNIQUE	DEFINITION
		Putting a new activity together so that it increases the number of exercises.
		Extending texts or activities so that their difficulty, depth increases.
		Eliminating a text or an activity from the lesson.
		Reducing the number of sentences in a text or part of an activity.
		Decreasing the extension of a text or an activity so that they become less difficult or deep.
		Changing the instructions of the activity.
		Replacing one activity for another.
		Changing the order of the activities.
		Changing the genre, modify the text type, or transfer the content from one way to another (from a sheet of paper to an online environment)

Source: the author, based on Tomlinson and Masuhara (2005, p. 27-28)

TASK TIME

12 - Think of a class you will teach soon. Consider the materials you will use and whether you are going to have to adapt it. So, take the activity (or activities) and explain what your aims are, what the material you are using (brief definition and descriptions) is, what adaptation techniques you are going to use and why you are doing so.

_____

_____

_____

_____

Self-Regulated Learning:
Cognitives strategies, the mind map and the Concept map

CONCEPTUALIZING

15

Performance phase

A) What actions do you carry out while studying?

_____

_____

→ Perhaps the main activity you do is watching videos, reading books, reading scientific papers, watching lectures, writing something related to what you are studying etc.

B) What do you do when you read something in a book and you realize you did not understand it?

_____

_____

C) Do you have the habit of searching for extra information to understand a topic better?

_____

_____

> Throughout this unit, there will be a lot of online references available. To enhance your knowledge or to understand the topic better, try to visit, at least, one for each topic.

1 - Class discussion: when you are asked to read a paper at college, do you do anything else apart from reading? Reading is a way of interacting with the text. However, when you study, do you do anything else? Comment on it.

2 - Which of the following strategies are cognitive in your opinion?

1. Highlighting
2. Underlying
3. Summarizing
4. Building a scheme
5. Creating a concept map
6. Producing a synoptic table
7. Elaborating a content sheet
8. Building a review
9. Organizing the vocabulary
10. Creating a study file
11. Elaborating text comments

3 - Read a definition of cognitive strategies and check if your answers in number 2 were correct.

Cognitive or primary learning strategies are more directed to help the student to organize, elaborate and integrate the information. They may be divided into rehearsal, elaboration and organization. **Rehearsal strategies** refers to repetition of the information learned. For example, repeat key-words aloud or written, underline or highlight important parts of the text, take notes etc. **Elaboration strategies** are related to the association of the new information with information already learned. They involve rewriting, summarizing, paraphrasing, elaborating notes about the own understanding of the subject, creating rhymes, acronyms, key-words, analogies, elaborating questionnaires about the theme and answering it. **Organization strategies** are used to structure the information to be learned. For instance, create categories, elaborate concept webs, build concept maps.

Source: Vidal and Lomônaco (2017).

4 - Imagine your professor asked you to read the text above because he/she would apply a questionnaire about it. What would you do to study it or to learn better?

_____

_____

_____

5 - Discuss with a friend: is a concept map the same as a mind map?

_____

_____

6 - Read a definition of a mind map and complete the table writing what you already knew about mind maps and what is new information.

Mind maps are an organized brainstorm method (Michalko, 2001). Mind map is a strong graphical technique which targets to utilize the brain with its full capacity (Buzan and Buzan, 2007). Since the simultaneous usage of words and symbols activates the imagination as well, creativity also increases along with the consideration skills (Anderson, 1993; Margulies, 1991; Mento, Martinelli and Raymond, 1999; Tetzeli, 1992).

Mind maps may be used as an effective technique in the process of learning-teaching as a form of note taking which has significant differences from traditional note taking form, facilitating remembrance with its colorful structure with links on the basis of actively using both lobes of the brain, convenient for constructivist learning. With reference to this consideration, the objective of this study is to determine the opinions of university students related to using mind maps and their developing processes in preparing mind maps.

Source: Erdem (2017).

What I already knew about mind maps	What is new information about mind maps

7 - Read mind map fundamental features and the laws of mind mapping. Then, reflect on your own abilities. What are the most difficult and the easiest issues for you concerning the elaboration of a mind map?

_____

_____

_____

_____

_____

A mind map has three fundamental features:

1 - A central image: it needs to be related to the principal theme in question.

2 - Thick branches radiating out: The central picture will be the starting point and you will write the main topics regarding the theme. One branch for each topic and you may use different colors for each branch.

3 - A single key image or word: you put one word or image for each branch.

Besides that, the process of creating a concept map involves some steps:

1 - Place the sheet of paper in front of you in landscape format;

2 - Draw an image in the center that best represents the theme;

3 - Now pick a color and draw a thick branch coming away from the central image;

4 - Label the branch;

5 - Send out second-level shoots from the main branch, write keywords or draw symbols;

6 - You can draw third level branches that spread out from the secondary levels;

7 - Pick another color to create the next branch, working around the central image;

8 - Now that you have the main branches, move freely around your mind map;

9 - If you wish, add arrows, curving lives and links between branches.

The laws of mind mapping:

1 - Always use a blank sheet of paper;

2 - Draw a picture in the center of the paper;

3 - Use images, symbols, codes, and dimension;

4- Select keywords;

5 - Place each word or image on its own branch;

6- Radiate flowing branches out;

7 - Keep branches the same length;

8 - Use colors throughout the mind map;

9 - Use emphasis, arrows and connecting lines;

10 - Aim for clarity in your mind map by positioning your branches in carefully; thought-through space.

Source: Buzan (2018).

TASK TIME

Orientation for next steps

Now you can choose between numbers 8 or 9. You will do only one of them. Which do you think will be more meaningful for you?

8 - In the "self-regulated learning in science" section in unit 2, we read and discussed techniques for studying time management. Reflect on this subject again and create a mind map about it. Assure it fulfills the requirements from the rubrics below. After that, write a paragraph explaining your choices about the elements (central image, use of colors, use of images and symbols, use of words in branches, keywords and links).

9 - Check an example of a mind map in the papers below in the TIPS FOR TEACHERS table. Then, choose a topic from your college that you have already studied. Elaborate a mind map about this topic considering the issues studied so far.

RUBRIC				
CRITERIA	DESCRIPTORS			
Mind map element	Excellent (20)	Good (15)	Poor (10)	Failing (05)
Central image	Central image is completely related the topic	Central image is partially related the topic	Central image is little related the topic	Central image is not related the topic
Colors	Each branch has a different color	Some branches repeat colors unpurposefully	Repeat many colors unpurposefully	Use just one color
Images and symbols	All of the images and symbols contribute to a general understanding of the topic	Some of the images and symbols contribute to a general understanding of the topic	A few of the images and symbols contribute to a general understanding of the topic	Images and symbols do not contribute to a general understanding of the topic
Keywords in the first-level branch	Keywords in the first-level branch represent the main elements of the topic	Keywords in the first-level branch represent some of the main elements of the topic	Keywords in the first-level branch represent a few elements of the topic	Keywords in the first-level branch do not represent the main elements of the topic
Links between main branches and the branches of the following levels	All first-level, second-level and third-level branches are logically connected	Some of the first-level, second-level and third-level branches are logically connected	A few of the first-level, second-level and third-level branches are logically connected	First-level, second-level and third-level branches are not logically connected

Source: the author

TIPS FOR TEACHERS

Are you willing to know more about mind maps? Check these links out, then:

https://www.youtube.com/watch?v=g7j_CoKD1Xs&ab_channel=CajunKoiAcademy
In the video in the channel Cajun Koi Academy, a valuable guide and a thorough step-by-step description is shown.

https://www.semanticscholar.org/paper/Mind-Mapping-in-Learning-Models%3A-A-Tool-to-Improve-Astriani-Susilo/64860ec96610932c7326e657bba3ca7706a211f0
Title: Mind Mapping in Learning Models: A Tool to Improve Student Metacognitive Skills.
Author (s): D. Astriani, H. Susilo, H. Suwono, B. Lukiati, A. R. Purnomo

https://www.semanticscholar.org/paper/The-Effect-of-College-Students'-Self-Generated-Mind-Sabbah/df5dd46cd5f9c82f9e1da29fa963747d498da4fd
Title: The Effect of College Students' Self-Generated Computerized Mind Mapping on Their Reading Achievement.
Author (s): S. Sabbah.

https://www.semanticscholar.org/paper/Prospective-English-Teachers%E2%80%99-Knowledge-on-Mind-Christiani-Tungka/89b9a0be00243fde8db4ced9b5b81e7f57b97334
Title: Prospective English Teachers' Knowledge on Mind Mapping.
Author (s): N. Christiani, Novalita Fransisca Tungka, R. Nainggolan.

https://www.semanticscholar.org/paper/Using-Mind-Maps-To-Teach-Social-Problems-Analysis.-Peterson-Snyder/77c7b5aa5afa5ee5287937f20dcdd4b63af6f450
Title: Using Mind Maps To Teach Social Problems Analysis.
Author (s): Anne Peterson, P. Snyder.

https://www.semanticscholar.org/paper/An-investigation-into-the-concept-of-Mind-Mapping-p-Holland-Holland/b49eb59c843fb94e5941399d469eebf571ec893d
Title: An investigation into the concept of Mind Mapping and the use of Mind Mapping software to support and improve student academic performance'. Learning and Teaching Projects.
Author (s): B. Holland, Lynda Holland, J. Davies.

https://revistas.marilia.unesp.br/index.php/RIPPMAR/article/view/11640
(In Portuguese - An interventional proposal concerning the mind maps for the learning process.)
Title: Mapas mentais para o processo de aprendizagem: uma proposta de intervenção.
Author (s): Francisco Regis Abreu Gomes, Francisco Glauco Gomes Bastos, Jean Custódio de Lima.

https://brapci.inf.br/index.php/res/v/103035
(In Portuguese - An interesting reading for those who want to know the differences between the mind map and the concept map.)
Title: Organização e representações: uso de mapa mental e mapa conceitual.
Author (s): Veronica Ribeiro da Silva Cordovil and Marivalde Moacir Francelin.

10 - Read about the concept maps, then mark the correct option after analyzing the given concept map. Can you justify why the incorrect ones are not right?

A concept map is the union of three elements:

1 - Concepts: They can be happenings or objects. The first ones stand for anything that may happen or be provoked, and the second ones are anything that exists and can be observed. The term computer can have different meanings to a driver and or an IT technician, so we have the same word, but different concepts.

2 - Propositions: It is built when you have two or more conceptual terms (concepts) united by one or a few linking words. It generates positive or negative sentences.

**3 - Linking words:** They are words or a few words that link two or more conceptual terms.

Besides that, the process of creating a concept map involves:

1 - Hierarchy: You will find either the most important concepts first or the ones that create more propositions closer to the central concept.

2 - Selection: It should be a summary of the most important or significant in a message.

3 - Visual impact: Choosing different colors to represent divergent issues, include visual elements to emphasize (such as writhing the core concept in capital letters)

Source: Peña (2005).
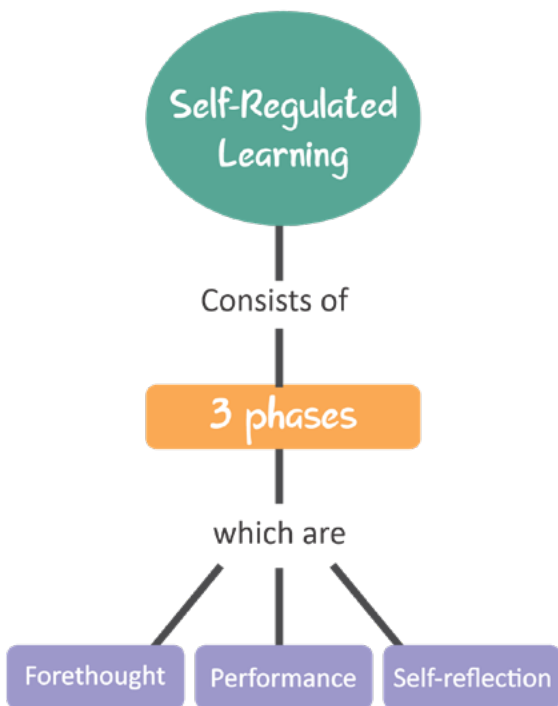
Source: the author.

(   ) This concept map is made of 7 concepts

(   ) This concept map is made of 5 concepts

(   ) There are 5 items of linking words

(   ) There are 2 items of linking words

(   ) 'Self-Regulated learning consist of' is a proposition

(   ) 'Self-Regulated Learning consists of three phases is a proposition'

(   ) 'Three phases, which are forethought, performance, self-reflection' is a proposition

11 - According to the concept map presented in the previous activity. Discuss with a partner: how does it display "hierarchy", "selection" and "visual impact"? What would you include, remove or change so that it could be improved?

Steps	Guidelines	Tips
	Guidelines to create a concept map:	
1	To identify focus question or what is your the object of the concept map	→ Do you want a definition about a concept, expose its descriptions, etc
2	To identify some concepts that are pertinent to the question (in a given text, for example) and list them	→ You may use sticky notes, smartphone apps or websites to do it
3	To identify some concepts that are pertinent to the question (in a given text, for example) and list them	→ Sometimes it's difficult to identify the broadest and most inclusive concept → Reflect on your focus question to help decide ranking of the concepts → Modifying the focus questions is part of the whole process
4	To work down the list and add more concepts as needed	
5	To begin to build your map by placing the most inclusive, most general concept(s) at the top	→ There may be only one, two or three most general concepts at the top of the map
6	To select two, three or four sub-concepts to place under each general concept	→ Avoid placing more than four under any other concept → If there seem to be six or eight concepts that belong under a major concept or sub concept, it is possible to identify some appropriate concept of intermediate inclusiveness, thus, creating another level of hierarchy in your map
7	To connect the concepts by lines	→ Label the lines with one or a few linking words → Linking words define the relationship between the two concepts so that it reads as a valid statement or proposition → The connection creates meaning → When you hierarchically link together a large number of related ideas, you can see the structure of meaning for a given subject or domain

8	To rework the structure of your map	→ Add, subtract, change superordinate concepts → You may do this reworking several times → This process can go indefinitely as you gain new knowledge or new insights. In this part, stick notes and computer software for creating maps may be particularly useful here.
9	To look for crosslinks between the concepts in different sections of the map and label these lines.	→ Crosslinks can often help to see new, creative relationships in the knowledge domain
10	To give specific examples of concepts can be attached to the concept labeled	→ Crosslinks can often help to see new, creative relationships in the knowledge domain
11	To be made in many different forms for the same set of concepts	→ There is no one way to draw a concept map → As your understandings of relationships between concepts changes, so will your maps

Adapted from: Novak (2010).

12 - Observe another concept map. Discuss with a classmate: Is it a good example of a concept map? Why or why not?
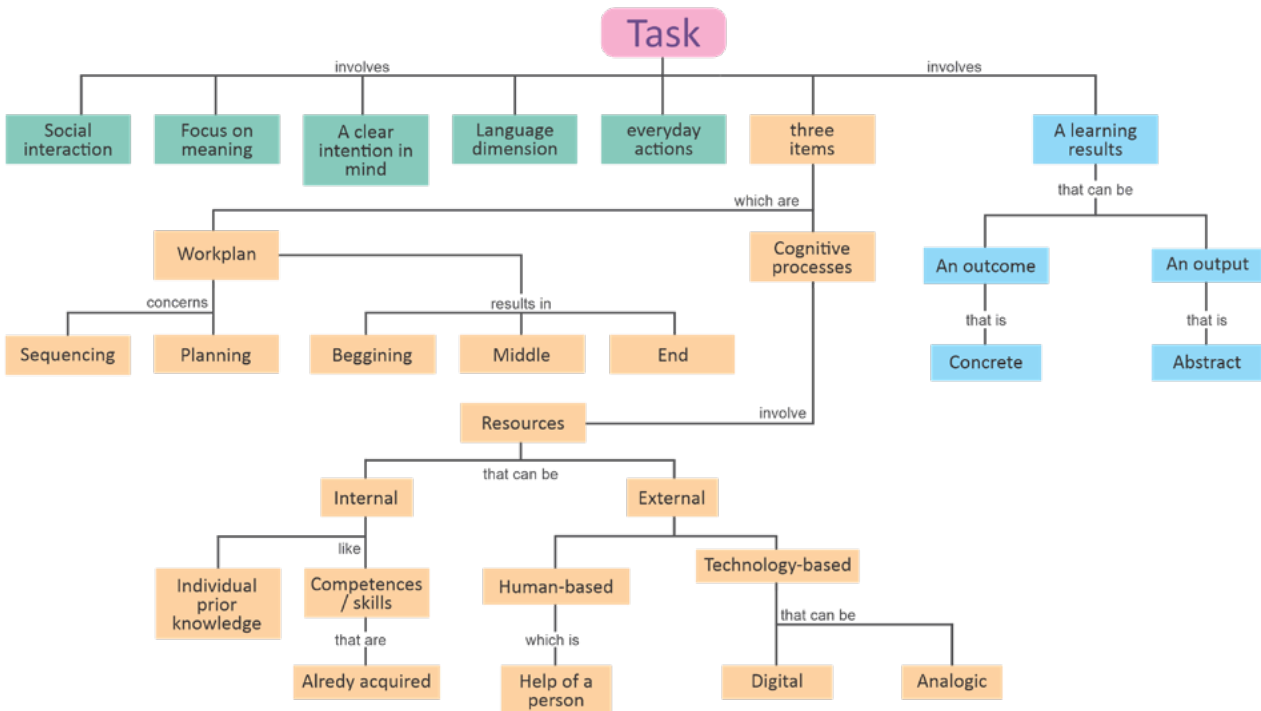
Source: Elaborated by the author, based on: Ollivier (2018).

TASK TIME

13 - Now that you've learned about concept maps, you have to build in pairs a concept map. Choose one of the following themes to create your map:

A) Social Cognitive Theory

B) Self-Regulated Learning

C) Materials in Language teaching

D) Learning objectives

E) Planning studies

Orientation for next steps:

You can search for more information about the topic on the papers in the Tips for Teachers section (after the evaluation rubric).

CRITERIA	DESCRIPTORS			
Concept map element	**Excellent (20)**	**Good (15)**	**Poor (10)**	**Failing (05)**
Breadth of net	Map includes the important concepts and describes domain on multiple levels	Map includes most important concepts; describes domain on limited number of levels	Important concepts missing and/or describes domain on only one level	Map includes minimum concepts with many important concepts missing
Embeddedness and inter-connectedness	All concepts interlinked with several other concepts	Most concepts interlinked with other concepts	Several concepts linked to other concepts	Few concepts linked to other concepts
Use of descriptive links	Links succinctly and accurately describe all relationships	Links are descriptive and valid for most relationships	Some links nclear or vague; some invalid or unclear	Links are vague; show inconsistent relationships
Efficient links	Each link type is distinct from all others, clearly describes relationship; used consistently	Most links are distinct from others; discriminate concepts; present variety of relationships; used fairly consistently	Several links are synonymous; don't discriminate concepts well; don't show a variety of relationships; used inconsistently	Most links synonymous or vaguely describe relationships and aren't distinct from other links

Layouts	Map is contained in a single page, has multiple clear hierarchies, is well laid out and provides a sufficient number of relevant examples with links	Map is contained in a single page, has multiple clear hierarchies, is well laid out and provides a sufficient number of relevant examples with links	Map is not contained in a single page, has unclear hierarchies, is poorly laid out and provides some fairly relevant examples with links	Map is not contained in a single page, is confusing to read with no hierarchical organization

Source: adapted from https://uwaterloo.ca/centre-for-teaching-excellence/catalogs/tip-sheets/rubric-assessing-concept-maps

TIPS FOR TEACHERS

Are you willing to know more about concept maps?

https://www.youtube.com/watch?v=8XGQGhli0I0&ab_channel=LucidSoftware
An interesting video that introduces what is a concept map and how to create one with an online tool

https://www.youtube.com/watch?v=22YeW55POBs&ab_channel=PiersSupport
An introduction to concept maps and how to use Cmap to elaborate one.

https://www.if.ufrgs.br/~moreira/mapasport.pdf
(In Portuguese) A scientific paper about concept maps and the meaningful learning.

http://www.cienciasecognicao.org/pdf/v12/m347187.pdf
(In Portuguese) A rich step-by-step guide showing how to elaborate a concept map

https://www.revistas.unijui.edu.br/index.php/contextoeducacao/article/view/9071
(In Portuguese) A concept Map as a learning tool in higher education

https://www.researchgate.net/publication/228761562_Theoretical_origins_of_concept_maps_how_to_construct_them_and_uses_in_education
Concept mapping as a tool for meaningful learning

https://www.researchgate.net/publication/228761562_Theoretical_origins_of_concept_maps_how_to_construct_them_and_uses_in_education
Theoretical origins of concept maps, how to construct them, and uses in education

https://www.academypublication.com/issues/past/tpls/vol03/11/27.pdf
The Effect of Concept Mapping on Iranian Intermediate EFL Learners' Self-efficacy and Expository Writing Accuracy

SELF-REGULATED LEARNING APPLIED TO TEACHING:
Showing Your Students How to Build a Concept Map as a Learning Strategy

1- In this section, you are going to read two scenarios, and you have to reflect on them. Consider whether a class using the concept map learning strategy would be a good idea. Explain your point of view.

a) You are teaching a 3rd year high school class. They are somewhat interested in English and they like your classes. However, they have been facing many difficulties in making questions, especially confusing the information related to question words. When you planned the activities, you separated 2 extra classes in case of having to teach something new or to do a different activity.

_____
_____
_____
_____

b) You are teaching a 6th grade class during the basic education cycle. You have been teaching vocabulary related to family and friends. Most of the students already know some of the words because they have seen them before. You don't have plenty of time available, however, you still could adapt the following class because there are many activities about the same theme.

_____
_____
_____
_____

2- Think of a group and build a class profile for them. They can be young learners, teenagers, young people or adults. Consider how you could teach them how to build a concept map. Would you use the same prompt as it is in this book? What would you adapt? Would it take one class or more?

_____
_____
_____
_____

3 - The Center for Advanced Research on Language Acquisition (CARLA) has developed a guide to help teachers to teach learning strategies! Before reading the document, make assumptions about the five steps presented below, what do you think they mean and what are their role in teaching strategies?

1-Preparation
2-Presentation
3-Practice
4-Evaluation
5-Expansion

4 - Now pair up with a classmate and read the table from Chamot et al (1999) on teaching learning strategies together. Then discuss together were your assumptions close to what you found in the document?

> **Table available at the link:**
> *https://carla.umn.edu/cobaltt/modules/strategies/lstrategies/CALLA_Table4-2.pdf*

5) Based on the document you read and your discussion with your classmate, complete the table below with the aim of each stage and one example of activity used to operationalize all of them.

How to teach learning strategies		
Stage	**Aim (what is the teaching intention regarding the stage)**	**Example (Give one example of activity used to do that)**
1-Preparation		
2-Presentation		
3-Practice		
4-Evaluation		
5-Expansion		

DISCUSSION AND ACTIVITIES

5 -Think about a class you have taught. Now, reflect upon how you could add learning strategies in this lesson plan. Before that, you should establish the context.

Important: since this is a unit, you don't need to think about timing, but you need to think about how many classes it would take you to teach it. Besides, you should describe the general ideas/stages/teaching intentions of some activities for these classes.

Title of the unit:
Class profile:
Learning objectives:
Quantity of classes estimated and how long each meeting has:
Materials:
Procedures[1] (think about how you would teach both learning strategies and the subject/topics simultaneously. Subjects/topics e. g. good driving manners, critical thinking, reading a biography focusing on the simple past, genres, TV shows, racism etc)

---

1 If you feel like seeing some examples of procedures to inspire you, check out the e-book "Oficinas de oralidade na sala de aula". They are not exactly procedures as in a lesson plan and they are elaborate workshops, however the sections "passos para a implementação" must be very insightful for you.The e-book is available at the following link: *https://publicacoes.even3.com.br/book/oficinas-de-oralidade-na-sala-de-aula-781465*

CONSOLIDATION

Self-Regulated Learning in Science

In this section, do the following activities with a partner.

A) Access the article "Utilização de mapa conceitual como ferramenta de análise de trabalhos científicos" through the link below.

https://www2.ifrn.edu.br/ojs/index.php/HOLOS/article/download/2130/pdf_167/8593

B) Read the title and the abstract of the article and answer: 1) What is the article about? 2) What are your expectations for this reading? 3) What can you learn from it?

USE OF CONCEPT MAP AS A TOOL FOR ANALYSIS OF SCIENTIFIC WORK

ABSTRACT

Generally, we use concept maps as a tool directed to teaching and assessment, supporting the systematization of knowledge built. In this article we propose the use of this instrument aiming at the analysis of scientific work, featuring another form to use this tool. Thus, with support the Ausubel cognitive theory, we aim to build a concept map of a scientific work entitled "The automotive energy sources approached under STS focus in professional teaching", providing an embracing and a quick overview of all the methodological approaches chosen for its building.

Source: Araújo and Formento (2015)

C) You can find some rhetoric movements identified in the introduction section of this research. Can you identify in which paragraph the movement is done? Do you think there is any other movement?

Objective (2) - Definition of concept maps - Establish the context of the research
- Methodology - Justification (2) - Present the research question
- Explain the use of the concept map in this research

1st paragraph - _____

2nd paragraph - _____

3rd paragraph - _____

4th paragraph - _____

5th paragraph - _____
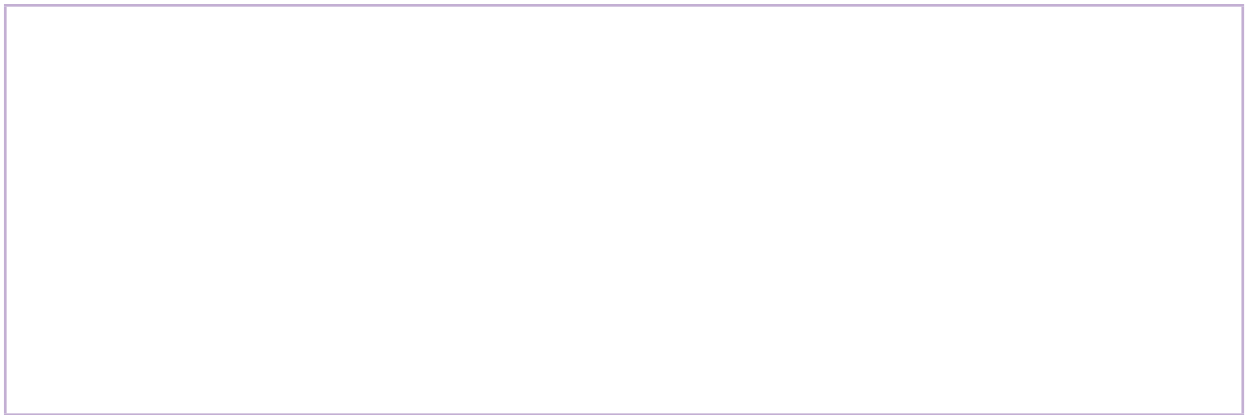
6th paragraph - _____

7th paragraph - _____

8th paragraph - _____

9th paragraph - _____

D) Read the second section of the article (viz. Reflexões sobre o mapa conceitual) and discuss it with your classmate: 1) What are the main points regarding a concept map? 2) Is there anything different from what you have learned so far?

E) Keep the same pair from the previous activity. Which relevant information would you highlight in the section 3 of the article (viz. utilizando o recurso mapas conceituais na análise de uma dissertação)?

F) In pairs, elaborate a step-by-step guide concerning the following question: "How to analyze thesis and dissertations though concept maps?" Take into consideration the section 4 of the article (viz. mapas conceituais complementares para análise da dissertação) to create this small guide.

G) Which rhetorical moves can you identify in the final remarks section of the article (viz. considerações finais).

Narrative Time

Leo and Mike were eating chicken and fries at the university restaurant. During lunch time, Mike checked his messages on WhatsApp and then he said: "Leo, I'm seeing here on the group that Mr. Cardoso graded our first-term exam. Let's check at the university website."

When they both checked their grades, Mike's smile faded away and Leo choked. Their grades were not good at all. They did not know whether they should cry or get desperate. At this moment, they see their classmate Carol entering the restaurant. She does not see them, but Leo had an idea.

Carol is a brilliant student, she often gets good grades. So, Leo thought that it should be a nice idea to ask her for advice. Then he tells his idea to Mike, who agrees immediately to find a solution for their problem by talking to her.

Leo and Mike see Carol at 7 pm and then they decide to talk to her at that time. At the beginning, they are a little ashamed of talking to her about this topic. However, they start talking anyway.

Leo: "Hey, Carol! How's it going?"

Carol: "Hey! Everything's alright! And you, guys?"

Leo and Mike: "Fine".

Leo: "But we could be better. We didn't do well in the last Mr. Cardoso's test."

Carol: "Yeah, I heard that some people really weren't well at this."

Mike: "How was it for you?"

Carol: "Well, that wasn't my best grade; however, I got a 8,5."

Mike: "Would it be my Dream?! I got a 4!"

Leo: "And I got a 5,5. How do you study for this kind of exam?"

Carol: "When I'm dealing with theoretical subjects, I usually take time to do two things: a glossary and a synoptic table. I learned this at an online course that I took last semester. It was offered by a public university from São Paulo, but I can't recall its name."

Mike: "Synopt table???"

Leo: "Glossary???"

Carol: "Yeah, guys! I know it sounds weird at the beginning, but it really helps me. Come on! I'll show you my notes from this course. And for the synoptic table, that was a subject in which so many concepts were involved. So, I took notes of them, searched about them, and, finally, I compared them using a synoptic table. It took me some time, however, I'm still learning how to do it.

Mike: "You are a study master, girl!"

Leo: "Can I take a picture of that, Carol?"

Carol: "Of course, be my guest."

Mike: "Send them to me, Leo, please!"

Leo: "All right! Let's try to apply these strategies!"

Glossary

A) What is it?
A subject-specific listing of terms and definitions (Richards; Schmidt, 2010)

B) How do I elaborate one?
1. After reading the materials and attending classes, take notes on <u>important concepts.</u>
2. In a specific piece of paper or an online document, write these important concepts.
3. While writing the terms, write the definitions (you can elaborate them by yourself or copy from the texts, always mentioning the source, the authors, etc.).
4. You can ask a classmate or your teacher/professor to check it out, indicate improvements, where you can find definitions to make your glossary even more complete).
5. Save some time to review the concepts, check if you can find better definitions, what needs to be included or removed etc.

C) Example:

Glossary - Self-Reflection Phase

Adaptive decisions: refer to students' willingness to engage in further cycles of learning by continuing their use of a strategy or by modifying it (ZIMMERMAN, MOYLAN, 2009).

Causal attribution: beliefs about the causal implications of personal outcomes, such as one's fixed ability, effort, and use of strategies (ZIMMERMAN, MOYLAN, 2009).

Defensive decisions: refer to students' willingness to engage in further cycles of learning by continuing their use of a strategy or by modifying it (ZIMMERMAN, MOYLAN, 2009).

Self-evaluation: is the students' assessment of their own performance based on the assessment criteria and modulated by their performance level goal (PANADERO; ALONSO-TÁPIA, 2014).

Self-judgment: Self-judgment is the process through which the students assess their performance (PANADERO; ALONSO-TÁPIA, 2014).

Self-reactions: refers to the process that "the students react emotionally and cognitively to
their own attributions" (PANADERO; ALONSO-TÁPIA, 2014).

Self-reflection phase: the third phase of self-regulated learning in Zimmerman's model.

Self-satisfaction/affect: is defined as cognitive and affective reactions to one's self-judgments (ZIMMERMAN, MOYLAN, 2009).

D) Online tool to do it:
Google Docs
Simple Note

Synoptic table

A) What is it?

It is a synthesis technique used to have a group vision of a theme or lesson through a comparative and relational table with a double entry table.

B) How do I elaborate one?

1. While reading the text, take notes on the concepts you want to compare.
2. Think about what characteristics you need to have a view, take notes on them too.
3. Remember to highlight the characteristics regarding each concept as long as you read (however, if the content is very dense, maybe you can leave this to a second reading).
4. Elaborate a table, the concept normally goes in the lines, and the characteristics usually form the columns.
5. Fill the table using the information you highlighted before. If you didn't do this, it is time for a second reading.
6. If possible, have a next reading to review or to check if anything can be improved.

C) Example:

Methods and approaches in language teaching

	GOALS	ROLE OF THE TEACHER	ROLE OF THE STUDENTS	LANGUAGE CONCEPT
GRAMMAR-TRANSLATION METHOD	to be able to read literature written in the target language.	The teacher is the authority in the classroom.	The students do as the teacher says so they can learn what she knows.	Literary language is seen as superior to spoken language, so that's the language to be studied.
AUDIO-LINGUAL METHOD	Teachers want their students to be able to use the target language communicatively.	The teacher is like an orchestra leader, directing and controlling the students' behaviors.	Students are imitators of the teacher's model or the tapes she supplies of model speakers.	Every language is seen as having its own unique system. It was influenced by descriptive linguists.
COMMUNICATIVE LANGUAGE TEACHING	to enable students to communicate in the target language.	Facilitates communication in the classroom.	Communicators, meaning negotiators	Language is for communication.
TASK BASED TEACHING	to facilitate students' language learning	To choose tasks, to create pre-task and task follow-up phases, monitors the students' performance	To communicate with their peers to complete a task.	Language is for communicating and for 'doing.'

Source: The author, based on Larssen-Freeman and Anderson (2011).

D) Online tool to do it:

https://creately.com/lp/synoptic-table-maker/
https://genial.ly/template/synoptic-table-ii/
https://www.canva.com/graphs/synoptic-tables/
Google Docs
Microsoft Word

Sharing Experiences

Based on the group division made last unit, we will keep the same groups. However, we will change the function. Now, the ones in group B will answer the questions, and people in group A will comment on group B's answers.

a) What are the key points related to Materials for a language teacher, in your opinion?

b) What is your experience with materials in language teaching? Would it change after this unit?

c) As a learner, what cognitive strategies can you remember? Which are most useful for you?

d) Is it possible to apply cognitive strategies in every lesson as a student?

e) How do you evaluate your ability to teach learning strategies? How can you improve it?

16

Should I Stay or Should I Go?

A) To check whether you should stay or should go, we will answer some questions regarding the topics studied in this unit.

LESSON PLAN SECTION

1) Lesson objective: To define what materials are in language teaching.
Question: What are learning materials in language teaching?
_____
_____

2) Lesson objective: To recognize the importance of knowing the purpose of the material chosen for a given class.
Question: Why is it important to have in mind the learning objectives when you choose a material for a certain class?
_____
_____

3) Lesson objective: To associate materials with learning objectives
Question: How are learning objectives connected with materials?
_____
_____

4) Lesson objective: To define what materials adaptation is.
Question: What are materials adaptation in language teaching?
_____
_____

5) Lesson objective: To check some techniques for adapting materials

Question: Can you mention at least 5 techniques when it comes to adapting materials.

_____

_____

6) Lesson objective: To plan a material adaptation

Question: Did you plan a material adaptation in this lesson? How well do you think you did it? Can you improve on any topic?

_____

_____

SELF-REGULATED LEARNING (SRL) SECTION

7) Lesson objective: To define Cognitive strategies.

Question: What are cognitive strategies?

_____

_____

8) Lesson objective: To give examples of cognitive strategies.

Question: Mention, at least, two examples of cognitive strategies.

_____

_____

9) Lesson objective: To differentiate concept map from mind map.

Question: What is the difference between concept map and mind map?

_____

_____

7) Lesson objective: To identify some steps on how to build concept maps.

Question: Using your own words, explain how to concept mapping.

_____

_____

10) Lesson objective: To produce a concept map.

Question: Did you elaborate a concept map in this unit? How difficult was it? Do you think you would face difficulties in applying this strategy in other contexts? Why (not)? Which difficulties would it be? How can you solve them?

_____

_____

SELF-REGULATED LEARNING APPLIED TO TEACHING SECTION

11) Lesson objective: To discuss the importance of teaching Cognitive Strategies with students.

Question: Why is it important to teach cognitive strategies for students?

_____

_____

12) Lesson objective: To reflect on which map is better to teach: concept or mind.
Question: Considering the implications of concept and mind mapping, for what reasons would you teach each of them?
_____
_____

13) Lesson objective: To formulate a way to teach concept maps in a given class.
Question: Did you create a way of teaching a unit for teaching concept maps to students?
_____
_____

CONSOLIDATION SECTION

14) Lesson objective: To reflect on research on self-regulated learning in the process of concept mapping.
What did you do to reflect on self-regulated learning in the process of concept mapping?
_____
_____

15) Lesson objective: To recognize issues of planning study in a small narrative
Question: What issues of planning studies did you recognize in the narrative you read?
_____
_____

16) Lesson objective: To identify and share experiences about self-regulated learning
Question: How did you share experiences about self-regulated learning in this unit?
_____
_____

17) Lesson objective: To reflect on the knowledge built in this unit.
Question: What would you say about the general knowledge you learned in this unit?
_____
_____

B) Which of the questions above do you feel you didn't answer well?

C) After checking this, let's reflect on how satisfied you are with each of the aims mentioned above. Write from 1 - 4 (1 - Not satisfied; 2 - A little satisfied; 3 - Satisfied; 4 - Very satisfied)

NUMBER OF THE OBJECTIVE	DEGREE OF SATISFACTION
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
16	
17	

D) Let's think about the one you graded 1 and 2. What was the reason?

_____

_____

_____

E) What do you think you can do differently next time to be more satisfied with your learning?

_____

_____
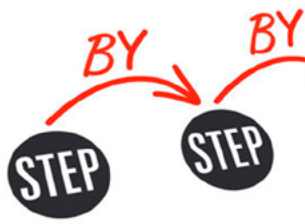
UNIT 4 - STEP BY STEP

Lesson objectives according to each section:

LESSON PLAN SECTION
- To describe what are procedures in a lesson plan;
- To associate procedures with learning objectives;
- To produce a Procedures Section based on a learning objective;

SELF-REGULATED LEARNING (SRL)
- To describe the 6 types of motivation according to Ryan and Decy (2000);
- To identify the type of motivation according to cases;

SELF-REGULATED LEARNING APPLIED TO TEACHING
- To add moments in the lesson plan to increase student's level of motivation;
- To select ways of helping students to analyze their intrinsic motivation;
- To reflect on what teachers can do with students' motivation information;

CONSOLIDATION
- To discuss about a research on self-regulated learning whose theme is motivation;
- To recognize issues of motivation in a brief narrative;
- To identify and share experiences about self-regulated learning concerning motivation;
- To reflect on the knowledge built in unit 4.

LESSON PLAN:
Procedures

CONCEPTUALIZING

1 - Complete the following sentence: The element Procedures, in a lesson plan, is _____

_____

_____

Where are we and where do we go from here?

Before getting started, let's just take a look at what we have studied so far.

We need to know who our students are → Class profile
We need to know what we want our students to achieve → Learning objectives
We need to know what resources we will use during the class → Materials

Now, we will discuss about what we plan to happen in the classroom → Procedures

---

2 - Study the case below, and then discuss some questions with a classmate:

Teaching case

Larissa is a very dedicated teacher. She finished her undergraduate course last year, and she was always very committed to her studies! At the beginning of this year, she could already choose where she would work because she had been accepted into three different schools to teach. She chose the one where she could spend 40-working hours at just one place because she preferred not to go to different schools during the week.

Thus, she is now having her first teaching experience. In some classes, everything goes fine, and in others, it is very difficult to handle because the students do not seem very motivated to learn. Larissa remembered what she used to motivate herself during school classes: she wanted to be an English teacher, and that was her key point to pay attention and dedicate time and effort to learning.

After taking that into consideration, she tried to include the students' future plans in her lessons. She needed to do some research about that, and she also asked some colleagues to get some ideas about how to operationalize this idea into practice.

Then, in the third year of high school, one of the levels in which she is teaching, she decided to do an activity in the students' first language, asking them to write about "how do I view my future? What are my main plans? How do I see myself in five years? Do I have a profession in mind already?"

So, each day, she started the class by writing the objectives and the topic for the day. This topic was something she would bring up about a student's future. She also wrote the students' names so that they could feel part of the lesson.

Some students were really enthusiastic about the change in the lessons, while others didn't care very much about it. However, Larissa could feel some shifts in some students' behavior and willingness to learn.

Source: the author

A) What elements of the lesson plan did Larissa change?

B) Can you see anything related to the element procedures in the lesson? If so, in what excerpt?

C) Would you do anything different from Larissa? If you were a friend of hers, what idea(s) would you offer?

KEY CONCEPT

Are you familiar with any of the following terms?

Flipped classroom
Constructionism
Social Cognitive Theory
English as a Lingua Franca
Communicative approach
Grammar-Translation approach
Audio-lingual approach
Critical Race theory

Procedures are your teaching decisions. And your teaching decisions will reflect your beliefs, your teaching and learning knowledge, etc. The theories, learning conception, view of instructions you read above will shed light on your procedures. This is a long process and the more you teach, the better you will be to shape your lessons according to your teaching beliefs.

It is good to follow a pattern, to think of your class as parts of learning that lead to a learning outcome. However, in the same way, it is good to provide your students with some variety of activities (PURGASON, 2014).

Source: Purgason (2014).

3 - Think about a class you have taught in your internship. How did you start it, how did you develop it and how did you finish it?

_____

_____

17

Performance phase

A) While you are studying, do you think about what you are learning?

_____

B) To increase your learning in the activity below, you could ask yourself some questions while doing this exercise: 1) what is this activity? 2) Have I ever done it? 3) How could I do/adapt it?

_____

_____

4 - Purgason (2014) provides some ways of starting, varying activities and finishing a lesson. Place the numbers in the appropriate column according to which part of the lesson you think it goes.

Things the teacher can do
1. To adjust the grouping of students (whole class, small groups, pairs, individual work) as appropriate for the given activity.
2. To integrate several skills, moving from one skill to another (speaking, listening, reading, and writing).
3. To establish the appropriate atmosphere for the day's class 2. Warm students up so they are ready for class and focused on English (e.g., "talk to your partner about three things you don't like about cell phones").
4. To give an assignment. (However, if the assignment will take a long time to explain and students are already thinking about catching the bus or eating lunch, it is better to give the instructions earlier in the class and just a reminder at the end of the class).
5. To mix up easy and challenging activities so all students can both experience success and feel that they are learning something new.
6. To make a positive comment about what has been learned to encourage the students (e.g., "You've learned the first step in writing a summary today" or "You're pronunciation of /I/ has improved").

7. To prepare your students with ideas or vocabulary they will use in upcoming activities (e.g., "Check these Five words in your dictionaries" or "what comes to mind when you hear the word forgiveness?").

8. To appeal to different learning styles (auditory, visual, and kinesthetic/tactile).

9. To review material from the previous lesson (e.g., "yesterday we learned about the difference between excited and exciting. Amina, can you give an example with exiting?").

10. To balance activities that are accuracy-oriented versus fluency-oriented, student-centered versus teacher-centered serious versus light-hearted, low-tech versus high-tech, familiar versus new, and so on.

11. To preview the next class. Tell students what will happen in the next class and make them look forward to it.

12. To reward early-arriving students with something useful and fun while you wait for others to tickle in (e.g., give students a chance to go over a composition with the teacher or play a game that reviews vocabulary).

13. To use a filler. It happens occasionally that you have come to a good stopping point - the goals have been met and the materials have been used - but there are still 5-10 minutes left in the class. Have a collection of 5-minute activities ready that you can bring out so that the use of time is maximized by doing one or two.

Ways of beginning a lesson	Ways of varying activities	Ways of ending a lesson

CONCEPTUALIZING

5 - Before reading the text in the box, fill in the first column of the table below. After reading it, fill in the second and third columns, according to your understanding.

What did I already know about sequencing?	What do I know about sequencing now?	How can this concept be applied in a lesson?

What is sequencing? What's it for?

Sequencing is the art of developing a logical plan for instructional activities that will help your students effectively master a body of knowledge or discipline in an organized way. Presenting knowledge in a series of carefully interrelated steps not only helps students to master content but also develops their information-processing skills—that is, their ability to think.

Sequencing has **two basic purposes**. The first is to isolate either a piece of knowledge (a fact, concept, generalization, or principle) so that students learn and understand its unique characteristics or a thinking process to help students master it under varying conditions. The second is to relate the knowledge or process being taught to a larger organized body of knowledge. The first function—isolating what is being taught—helps make learning more manageable. The second function—relating the information to the bigger picture—makes learning more meaningful.

Source: *Orlich et al (2010).*

18

Self-Reflection phase

A) Considering your performance on the last activity:

1) Would you say you are satisfied with your result? Why?

2) What feelings would you mention to describe your situation towards the activity?

3) Are the feelings positive or negative?

4) What could you do to increase the amount of positive feelings?

KEY CONCEPTS

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Forethought phase

A) Take a look at the activity #6 and answer.

1) What do you have to do?

2) How long will it take for you to do it?

3) What strategies would you use to learn it better?

6 - Study the case below and answer the questions.

Lucas and Maria are teaching phonology for the Letras undergraduate course this semester. The college semester has just begun. Analyze an excerpt in which they talk about their procedures for studying the content.

Lucas started the class sticking some papers on the wall with different definitions for phonology. The students had a handout to fill by answering "What is the term in this passage?; Have you ever heard of it before?; What does this science study?". After this part, he asked the students phonetics questions such as "Do you know how do we produce the sound for letter 't'?; What's the difference between a vowel and a consonant?; What was the difference of producing the sounds tree, three, and free?". At the end of the lesson, he told the students that they would work on these topics throughout the semester.

Maria developed an activity that first the students had to watch a brief video in which a small sound led to misunderstanding and then they discussed what caused the miscommunication. After that, the students had to pair up some words that were the same in pronunciation, except for one sound (minimal pairs). Then, she conducted a discussion on how those sounds were different and what the students thought that they were saying differently. At the end of the class, she asked the students what they were reflecting on, and what that had to do with the subject. And then she named the subject and gave a definition of this.

A) Considering ways of instruction, do you know how Lucas's and Maria's lessons differ?

> **Modes of Presentation: Deductive and Inductive Reasoning**
>
> There are two basic modes of thinking: deductive reasoning and inductive reasoning. Deductive reasoning moves from the general to the specific; inductive reasoning proceeds from the specific to the general.
>
> The primary modes of presentation are based on these modes of thinking. As a teacher, you have options: You can teach students a concept or a generalization by providing them with a definition followed by examples, or you can help students form the concepts or generalizations themselves based on observation or examples you provide. The type of reasoning you select will determine the sequence of lesson activities.
>
> So:
> Deductive ► Concept first
> Inductive ► Examples first
>
> *Source: Orlich et al (2010)*

B) After this consideration, discuss in trios: how do you usually teach, deductively or inductively?

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Forethought phase

A) Consider #7, and answer:

1) What do you have to do in this activity?

2) State at least one aim you have with this content.

3) Write "steps", that is, what you will do in order to achieve your aim(s).

7 - Read the texts below. In the second text, you can find characteristics of grammar, vocabulary, pronunciation, listening, speaking, reading and writing. You have to highlight one point from each of them that you found most interesting and explain why.

Since we are language teachers, we work with language, texts, discourse, genres, and meanings. While planning our procedures, it is always important to think about how we will help students develop and understand grammar, vocabulary, pronunciation, listening, speaking, reading, writing, the explicit and implicit meanings (discourse and pragmatics).

Source: the author

► **Approaches to teaching grammar**

- Public performance: After completing an activity in small groups, students carry out the same task in front of the class or another group. This can have the effect of prompting them to perform the activity using more accurate language, as well as more fluently, and can lead to stretched output as noted above.

- Repeat performance: The same activity might be repeated with some elements modified, such as the amount of time available. Nation (1989), for example, reports improvements in fluency, control of content and, to a lesser extent, accuracy when learners repeat an oral task under time constraints.

- Performance by others: The students might listen to more advanced learners (or even native speakers) completing the same task and focus on some of the linguistic and communicative resources employed in the process.

► **Dealing with vocabulary systematically**

Nation (2001: 93–4) argues that teachers should deal with vocabulary in a systematic and principled way. In considering the vocabulary learners will encounter in a reading text, for example, he looks at a number of different ways of dealing with words, with the option chosen depending on the word in question and its importance in the text, or potential usefulness for the learners:

- Pre-teach.

- Replace the unknown word in the text before giving the text to the learners.

- Put the unknown word in a glossary.

- Put the unknown word in an exercise after the text.

- Quickly give the meaning.

- Do nothing about the word.

- Help the learners use context to guess, use a dictionary or break the word into parts.

- Spend time looking at the range of meanings and collocations of the word.

► **Noticing pronunciation features before learning them:**

Techniques that focus on noticing features of pronunciation include:

- <u>Marking a text</u>: Students listen to a text and circle words containing specific sounds (e.g. final consonants, as in the example from the teacher above).

- <u>Same or different</u>: Students listen to pairs or sets of words or sentences which may or may not contain one different item (e.g. a feature the teacher wants them to notice).

- <u>They check off</u> whether the items they hear are the same or different.

- <u>Focused listening</u>: Students listen to a text which contains a number of highlighted words. As they listen, they mark the stressed syllable on the highlighted words.

- <u>Following a script</u>: When listening to an audio recording, students can read the script and try to identify examples of features such as blended and linked sounds.

- <u>Intonation signals</u>: Students listen to a text and mark with an arrow if sentences end with rising or falling intonation.

► **What can you ask your student to do while listening?**

<u>Predicting</u>: Students listen to the first part of a story and predict what happens next. They then listen to the next part of the text to compare their predictions.

<u>Sequencing</u>: Students number, in sequence, a series of events that occur in a text. True–false: While they listen, students tick if statements are true or false.

<u>Matching</u>: Students match pictures to things that are described.

<u>Key words</u>: The teacher stops the audio just before a key word occurs and asks students what word they think they will hear. They then listen to compare.

<u>Gap-fill (cloze) dialogue</u>: Students receive a dialogue with one speaker's part deleted. They try to guess the missing parts and then listen and compare.

<u>Check predictions</u>: Students listen and check to see if predictions they made about a text is correct.

<u>Chart filling</u>: Students complete a chart as they listen, based on information in a text.

► **Different speaking activities and their purpose:**

- <u>Dialogue work</u> → Teach fixed expressions and routines.

- <u>Study the transcriptions of spoken exchanges</u> → Develop awareness of nature of authentic interactions.

- <u>Information-gap activities</u> → Develop communication strategies.

- <u>Surveys and questionnaires</u> → Develop questioning strategies

- <u>Role plays</u> → Develop routines for handling transactions.

- <u>Picture description</u> → Practice recounts.

- <u>Record their own performance</u> → Identify errors.

► **While-reading activities**

• Underlining, Highlighting, Note-taking → Help students develop more effective study skills;

• Vocabulary-building activities → Help students find clues for meaning within the text.

• Paraphrasing and summarizing → Encourage students to see how an idea is developed and a text is structured, to draw inferences and to effectively tie new ideas to prior topics.

► **Regarding writing ability related to genre.**

1. Establish clear aims (for the lesson);

2. Provide example(s) (of the genre);

3. Explore the features of the text;

4. Define the conventions (typical language and how it works);

5. Demonstrate how it is written (the teacher performs writing while showing generic conventions);

6. Compose together (Students compose together);

7. Scaffold the first attempts (teacher provides feedback on students' outcomes);

8. Independent writing (Students write individually);

9. Review (formative evaluation).

Source: Richards (2015).

FEATURE	WHAT DID I FIND MOST INTERESTING AND WHY?
Grammar	
Vocabulary	
Pronunciation	

TASK TIME

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Forethought phase

A) Check what you have to do in this task (#8).

B) Do you feel capable of doing it?

C) Think about your previous experiences? Have you achieved a similar task previously?

D) Can you recall someone's lesson plan (one you think was really good)?

E) Among your classmates, teachers and others whose opinion is important to you, has anyone praised one of your lesson plans before?

8 - You have to create a lesson for 3rd year of high school. You can develop one aim and a class profile (imagine), choose one focus for your lesson, think of materials, and set out procedures to accomplish the aims. Remember that the learning objectives must be related to the material and the procedures are related to how you will help the students to accomplish the aims.

RUBRICS			
CRITERIA	**DESCRIPTORS**		
Aim	Mention and justify the choice	Mention and don't justify the choice	Don't mention
Class profile	Describe richly the class (2,0)	Describe the class with few features (1,0)	Don't describe the class (0)
Focus/theme	Expose the focus/ theme (2,0)		Don't expose the focus/ theme (0)
Materials	Mention materials and justify its use (2,0)	Mention materials and don't justify its use (1,0)	Don't mention materials (0)
Procedures	Write procedures theoretically informed (justifying your choices based on a scientific framework) (2,0)	Write procedures without theoretical information (1,0)	Write not detailed procedures (0)

Self-Regulated Learning:
motivation dimension

CONCEPTUALIZING

1- Read the three definitions for motivation below and answer the questions:

     a) Are you familiar with any of them?

     b) Which caught your attention the most?

     c) Are there similarities and differences between them? If so, what?

(Ryan; Deci, 2000, p. 54)	(Dörnyei, 2014, p. 519)	(MOOK, 1996, p. 3-4)
To be motivated means to be moved to do something. A person who feels no impetus or inspiration to act is thus characterized as unmotivated, whereas someone who is energized or activated toward an end is considered motivated.	Motivation determines the direction and magnitude of human behavior or, in other words, the choice of a particular action, the persistence with it, and the effort expended on it. This seems to be fairly straightforward: motivation is responsible for why people decide to do something, how long they are willing to sustain the activity, and how hard they are going to pursue it.	For any action a person or animal performs, we may ask: "Why did she or he do that?" When we ask that question, we are asking about the person or animal's motivation. (...) Questions about motivation, then, are questions about the causes of specific action. Why does this organism, this person, or rat or chimpanzee, do this particular thing we see it do? The study of motivation is the search for principles that will help us to understand why people and animals initiate, choose, or persist in, specific actions in specific circumstances.

2 - In what words would you define motivation?

_____

_____

KEY CONCEPTS

3 - Mention 3 activities you do, and then mention the main reason why you do these things.

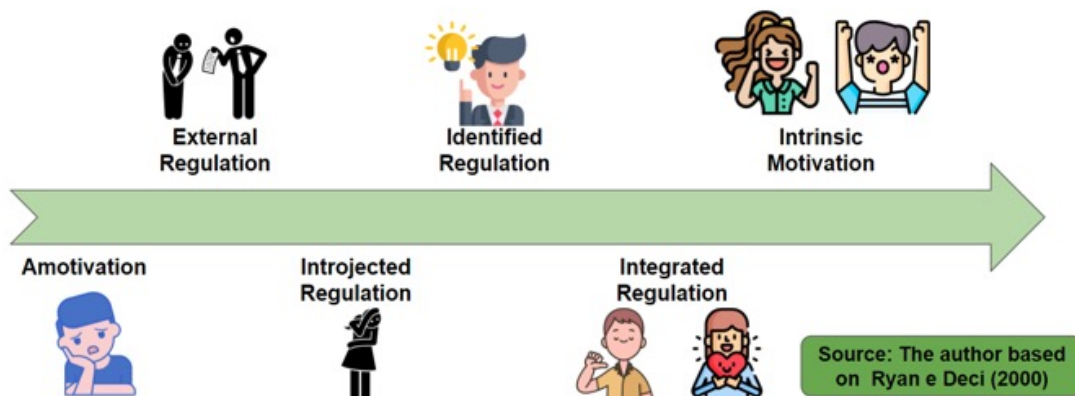| #	ACTIVITY	WHY
1		
2		
3		

TIPS FOR TEACHERS

Investigating the reason why we do things is an important source to qualify what kind of motivation we have. With regard to our students, you may ask them to write on a piece of paper why they attend your lesson or why they are engaging in a certain activity.

Key point

Zimmerman and Moylan (2009) compares the task interest/task value to Deci and Ryan's (1985) intrinsic motivation and we will go deeper into this subject using this framework. Motivation can be extrinsic when the reason that moves the person to the action is external to a person and intrinsic when what takes a person to perform an action is internal reasons. Ryan and Deci state that the more intrinsic, the more autonomous a person is in doing something. Let's check a continuum proposed by them, below you can see that besides intrinsic and extrinsic, we have plenty of types of motivation. You can find below a chart with more information about it.

4 - Study the chart about the types of motivation. After that, read about Jessica's life. Match the types of motivation with the description of Jessica's feelings and perceptions.

TYPES OF MOTIVATION AND ITS DESCRIPTIONS

External Regulation

Identified Regulation

Intrinsic Motivation

Amotivation

Introjected Regulation

Integrated Regulation

Source: The author based on Ryan e Deci (2000)

Source: The author, based on Ryan and Deci (2000).

The icons used to illustrate the types of motivation were taken from https://www.flaticon.com/.

Motivation	Perceived Locus of causality	Description	Relevant Regulatory Processes
1. Amotivation (non-regulation)	Impersonal	The state of lacking the intention to act. When amotivated, people either do not act at all or act without intent - they just go through the motions.	Non Intentional, non valuing, incompetence, lack of control
2. External regulation	External	When behaviors are performed to satisfy an external demand or reward contingency.	Compliance, external rewards and punishments
3. Introjected regulation	Somewhat external	Introjection involves taking in a regulation but not fully accepting it as one's own. It is a relatively controlled form of regulation in which behaviors are performed to avoid guilt or anxiety or to attain ego enhancements such as pride.	Self-control, ego-involvement, internal rewards and punishments
4. Identified regulation	Somewhat internal	Identification reflects a conscious valuing of a behavioral goal or regulation, such that the action is accepted or owned as personally important.	Personal importance, conscious, valuing
5. Integrated regulation	Internal	Integration occurs when identified regulations are fully assimilated to the self, which means they have been evaluated and brought into congruence with one's other values and needs. Actions characterized by integrated motivation share many qualities with intrinsic motivation, although they are still considered extrinsic because they are done to attain separable outcomes rather than for their inherent enjoyment.	Congruence, awareness, synthesis with Self
6. Intrinsic motivation	Internal	the doing of an activity for its inherent satisfactions. It is highly autonomous and represents the prototypic instance of self-determination.	Interest, enjoyment, inherent, Satisfaction

Source: the author, based on Ryan and Deci (2000).

ORIENTATION FOR NEXT STEPS

Case: Julia is an English teacher, wife, daughter, sister among other roles she performs. Based on the table above, you will read the reasons why she does some things below. Then, you should write which type of motivation she has to do different things in her life in the appropriate space.

Types of motivation:

1. Amotivation (non-regulation);
2. External regulation;
3. Introjected regulation;
4. Identified regulation;
5. Integrated regulation;
6. Intrinsic motivation.

1. _____
There is a subject she does not feel very comfortable studying. However, that is part of her degree completion. Although she does not think it is very important to her career, she has to do it so that she can accomplish her diploma.

2. _____
She is a student in a post-graduate course, her professor asked her to read a book. It is about how education can improve people's lives. She can't wait to read it because she loves this topic and this is part of what she understands as valuable for herself.

3. _____
If there's something Julia loves doing is being at the beach. She enjoys sunbathing, swimming, and the atmosphere. She doesn't need a reason to go to the beach, just the experience of being there makes her happy and excited.

4. _____
When she does not understand much about a topic from a university subject, she buys a book to read about the theme. She does this not because she is obligated, but she feels better doing it. If she does not buy the book, she gets guilty because she thinks she is not studying enough.

5. _____
Once a friend of hers invited her to go to a party. It would last the whole night and she didn't feel like going. She does not like some kind of parties in which you stand the whole night and you don't know most of the people. Result: she didn't go.

6. _____
There is an event next month and Julia enrolled to conduct a workshop. She does not need it, but she enjoys the topic a lot. Besides, she thinks it is important for her future as a professional and it may help her in future admission selection processes.

5 - Now, explain why you chose the kind of motivation for each situation.

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

6. _____

_____

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Self-Reflection Phase

A) Considering your performance in this section:

1) What strategies did you use?
_____
_____

2) Were they effective?
_____
_____

3) If you had to learn it again or do similar activities, would you do the same? If not, what would you do differently?
_____
_____
_____

Self-Regulated Learning Applied to Teaching:
Motivation in the Classroom or Investigating Students' Motivation

1 - Motivation is a very gripping topic in the field of education. Can you mention one experience as a teacher that you recognized the type of motivation or the lack of it in your students? If you don't teach yet, think of your experience as a student.

ORIENTATION FOR NEXT STEPS

Who never asked why a student was not motivated to do an activity? Or why some students were so intrinsically motivated and others not? In this section, we will try to discuss this issue.

TIPS FOR TEACHERS

We strongly recommend that you read the book "Estratégias motivacionais para aulas de língua estrangeira", by Gretel Eres Fernández and Marília Vasques Callegari.

2 - You can use motivational strategies at different levels. Complete the first column of the table with the items from the box below:

The learning situation level / The student's level / The language level

MOTIVATIONAL STRATEGIES	
	a) Include sociocultural elements in the syllabus; b) Focus on similarities between the languages, not only on the differences; c) Foster the possibility for the students to talk to natives and non-natives English speakers; d) Talk about the importance of the target language and its importance in the learner's life and community.
	a) Develop student's self-confidence; b) Foster the self-efficacy feeling; c) Promote positive self-perceptions regarding the additional language competence; d) Invest some effort in decreasing students' anxiety; e) Help the students to recognize and admit the relation between effort and results; f) Encourage students to establish partial and specific aims during the course.

	Regarding the course	a) Make the course content relevant; b) Present the content in a creative way; c) Discuss with students the choice of materials and textbooks; d) Awaken and keep students curiosity and attention; e) Encourage students' interests and involvement in tasks; f) Match the students skills and the level of difficulty of tasks; g) Encourage students' expectation for task accomplishment; h) Facilitate students' satisfaction during the course.
	Regarding the teacher	a) Try to be kind, fair and receptive; b) Play the role as a facilitator; c) Promote students' autonomy; d) Encourage students' interest for the additional language; e) Introduce tasks to stimulate intrinsic motivation; f) Utilize motivational feedback.
	Regarding the group	a) Encourage the creation of groups with specific objectives; b) Foster the internalization of classroom norms and help them to keep them; c) Reduce the effect on the students' intrinsic motivation.

Source: Fernández and Callegari (2010, p. 74-77).

TIPS FOR TEACHERS

Working with motivation is not as simple as you may think. We reinforce that there is no magical recipe. An intervention in one class may not work with another class.

Studying the table above helps us get some insights about some possible ways to approach and promote motivation in our lessons.

Keep in mind that you may choose one, two, or three items to work on within a period of time. Working with a lot of variables might confuse students. So, it is very important that the teacher knows his or her students to choose the best activities.

Do some self-experimentation, think about one of the items presented above, and think about an activity. For example, "Foster the self-efficacy feeling." Self-efficacy is the belief that one can perform an activity. So, how can you do this?! With positive messages, create activities with different levels of difficulty so that the majority of the students may experience a sense of achievement, have a group conversation about their abilities toward a specific skill to check their perceptions about themselves, etc.

3 - Now, we have an excerpt from an instrument to check a student's motivation. Can you think of some items to extend it?

A small instrument to check a student's motivation.

They have to read attentively and mark only one number for each statement.
1 stands for "I completely agree with it".
2 stands for "I partially agree".
3 stands for "I partially disagree".
4 stands for "I completely disagree".

Learning English is important to the labor market.	1	2	3	4
The activities we do in the classroom are challenging.	1	2	3	4
I'm studying English because I want to.	1	2	3	4
I think learning English is pleasant.	1	2	3	4
I think the number of students we have in class is adequate.	1	2	3	4
I believe I will learn English.	1	2	3	4
I know many singers who sing in English.	1	2	3	4
I don't get nervous when I have to speak in English during our classes.	1	2	3	4
I like to do the homework.When I don't know the meaning of a work, I ask somebody or I look it up in a dictionary.	1	2	3	4
When I'm studying English, I don't think about tests, only about learning itself.	1	2	3	4
The English teacher is kind to the students.	1	2	3	4
	1	2	3	4
	1	2	3	4
	1	2	3	4
	1	2	3	4
	1	2	3	4

Source: Adapted from Fernández and Callegari (2010, p. 100-103)

4 - Discuss these questions with a friend after studying the topics below.

A) Have you ever paid attention to any of these issues before?

B) What was the most gripping issue?

C) Have you ever applied any of these topics without thinking about motivation?

D) Would you add anything to this list? What? And why?

TIPS FOR TEACHERS

Topics to pay attention

- To try to transform part of extrinsic motivation in intrinsic motivation;
- To be aware of students' motivation is a transitory state;
- To recognize the importance of your attitudes to the class motivation process;
- To be communicatively competent in the additional language;
- To know students' first language;
- To communicate to the students their outcomes as soon as possible, using motivational feedbacks;
- To be transparent and explicit when it comes to syllabus, course objectives, teaching; and learning conception and assessment;
- To explain the importance of an activity and content.

Source: the author, based on Fernández and Callegari (2010).

TASK TIME

5 - Choose an activity of a class you have already taught. Choose one level of motivational strategy to develop an activity to foster students' motivation. Don't forget to describe the class environment, the objective for the activity and why you think this activity would be effective to motivate your students.

Consolidation

Self-Regulated Learning in Science

Title of the paper: Self-determination Theory and facilitation of intrinsic motivation, social development, and well-being

A) Read the abstract and answer:

1- What is the main theory in this paper?

_____

2 - What is its focus?

_____

3 - What are the three innate psychological needs?

_____

Human beings can be proactive and engaged or, alternatively, passive and alienated, largely as a function of the social conditions in which they develop and function. Accordingly, research guided by self-determination theory has focused on the social-contextual conditions that facilitate versus forestall the natural processes of self-motivation and healthy psychological development. Specifically, factors have been examined that enhance versus undermine intrinsic motivation, self-regulation, and well-being. The findings have led to the postulate of three innate psychological needs - competence, autonomy, and relatedness - which when satisfied yield enhanced self-motivation and mental health and when thwarted lead to diminished motivation and well-being. Also considered is the significance of these psychological needs and processes within domains such as health care, education, work, sport, religion, and psychotherapy.

B) Now, read the whole paper available at *https://selfdeterminationtheory.org/SDT/documents/2000_RyanDeci_SDT.pdf* and as you read take notes or highlight important parts to elaborate a summary. After this, each student will read the classmate's summary and evaluate them.

Assure your summary cover the following topics:
- WhatSelf-Determination Theory is;
- Issues about the nature of Motivation;
- Important facts about Intrinsic Motivation;
- A general view of Facilitating integration of Extrinsic Motivation.

Your summary must be written in times new roman, 12, and it must be one page at most.

Narrative time

Leo, Mike, and Carol are talking to another friend, Jessica. She feels she isn't doing well in two subjects, and then she is complaining about her level of motivation. Although they keep trying to tell her to change her mind a little and start viewing things differently, she continues struggling with her issues.

Jessica: "Seriously, this is the end of my academic life! I can't go on like this anymore!"

Carol: "Don't say that. I'm sure you'll get over this!"

Mike: "In which subjects are you not passing?"

Jessica: "Applied Linguistics and English Language Literature."

Leo: "I'm terrible at all literature subjects, although I like them."

Jessica: "At least you like it. I don't see the point in studying this; I don't want to work with literature."

Mike: "Imagine if Mr. Silva listens to you… hahaha."

Jessica: "I will fail in this subject anyway…"

Mike: "Hey, Jessica, let me ask you something… do you think you can handle the topics in these subjects?"

Jessica: "To tell you the truth, I think I could, but with different professors. I can't understand it the way Mr. Silva explains the subject."

Leo: "Oh, I like Mr. Silva's explanations."

Carol: "Hey, Jessica, I can see your point. But don't give up. Leo could help you with English Language Literature and Mike and I could help you with Applied Linguistics."

Jessica: "I don't know… Do you think I could take higher grades this way?"

Mike: "Grades… They're always between us and happiness…"

Jessica: "But that's true, Mike. I just want to pass in these two disciplines and forget them."

Carol: "Hey, watch your mouth… hahaha. Sometimes what we say we will never do is what we end up doing… hahaha. See, Carla, she always said she would never teach kids. Who is she teaching now?"

Jessica: "That's true, kids… hahaha. But, see, English Language, I love it and I don't have problems with it. I don't even think of grades during the class because they are so good for me!"

Carol: "Jessica… But what have you been doing to study these subjects?"

Jessica: "Being sincere… nothing but going to classes."

Mike: "Oh, Jessica! But if you have issues with these subjects, you should do more than just go to classes, don't you think?"

Jessica: "But I don't have time available."

Mike: "Hellooo, see how many stories you have posted so far?"

Leo: "Mike's right, Jess… Maybe you should try to manage your time better…"

Carol: "And away from your cell phone too…"

Jessica: "I admit I can do better. Okay, I will do some things differently! Will you help me, guys?"

Leo: "Of course!"

Carol: "Indubitably!"

Mike: "You can bet!"

You should do this activity in trios.

1 - What self-regulated learning processes regarding motivation can you find in the story?

2 - Do you think you lived in similar situations like you read in the story? How did you deal with it?

3 - Have you helped any friends to feel more motivated to study? How did you do it?

Sharing Experiences

A) What are the key points you have learned in this unit?

B) How do you evaluate your experience?

C) How would you define motivation now?

D) What strategies do you think you adopted to learn in this unit? Were they effective?

E) Dealing with motivation and teaching, what can you say now about this union?

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Self-Reflection Phase

Should I stay or should I go?

A) In this part, you will self-evaluate your learning according to your self-perception. You can find information about the table and instructions to fill it.

- In the first column (**#**), you have a list of numbers to organize the learning objectives better;
- In the second column (learning objective), you can find the learning objectives established for this lesson;
- In the third column (**self-evaluation**), think about how well the aim was achieved, you can use a column (1 not well, 2 little well, 3 very well);
- In the fourth column (**causal attribution**), you will think about your performance regarding the accomplishment of the specific objective and your self-evaluation, and then you will answer the questions "why did I get this result?"
- In the fifth column (**self-satisfaction**), you will think about the feelings, satisfactions and emotions that emerged from getting your results. You can write the feeling, the emotion, or you can write a sentence to describe your sensations.
- In the sixth column (**adaptive/defensive decision**), you will reflect on the whole process of learning, your results, the strategies you use and then you will elaborate a sentence expressing your attitude toward the next steps in your learning: do you want to continue using the same strategies and/or adapting them? Or do you prefer not to engage in further lessons of learning using this topic/objective.

Just to go deeper in the definition of adaptive and defensive decisions:
According to Zimmerman and Moylan (2009), "Adaptive decisions refer to students' willingness to engage in further cycles of learning by continuing their use of a strategy or by modifying it. By contrast, defensive decisions avoid further efforts to learn in order to shield a student from future dissatisfaction and aversive affect."

#	Learning objective	Self-evaluation	Causal attribution	Self-satisfaction	Adaptive/ Defensive decisions
1	To describe what are procedures in a lesson plan				
2	To associate procedures with learning objectives				
3	To produce a 'Procedures Section' based on a learning objective				
4	To describe the 6 types of motivation according to Ryan and Decy (2000)				
5	To identify the type of motivation according to the cases				
6	To add moments in the lesson plan to identify different types of motivations				
7	To select ways of helping students to analyze their intrinsic motivation				
8	To reflect on what teachers can do with students' motivation information				
9	To discuss about a research on self-regulated learning whose theme is motivation				
10	To recognize issues of motivation in a brief narrative				
11	To identify and share experiences about self-regulated learning concerning motivation				
12	To reflect on the knowledge built in unit 4				

UNIT 5 - MEASURING THE UNMEASURABLE: HOW TO EVALUATE KNOWLEDGE?

Lesson objectives according to each section:

LESSON PLAN SECTION
- To define what assessment in a lesson plan is;
- To reflect on how assessment is related to the other elements of the lesson plan;
- To associate two main principles of assessment to test-item construction

SELF-REGULATED LEARNING (SRL)
- To define what causal attribution is;
- To list the dimensions of causal attributions;
- To mention the sources of causal attribution;
- To reflect on the role of causal attributions in emotion.

SELF-REGULATED LEARNING APPLIED TO TEACHING
- To discuss about ways of promoting reflections on causal attributions reflection in class;
- To add activities in a lesson plan related to causal attributions.

CONSOLIDATION
- To discuss about a research on causal attributions;
- To recognize issues of causal attributions in a brief narrative;
- To identify and share experiences about self-regulated learning concerning causal attributions;
- To self-evaluate knowledge built in unit 5.

LESSON PLAN:
Assessment

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Forethought Phase

A) How do you feel about your ability regarding the topic we are about to learn?
_____

B) Do you think it is a theme to be mastered in your profession?
_____

C) Do you think this topic can help you to increase your ability in teaching?
_____

DISCUSSION AND ACTIVITIES

1 - Discuss the question below with a partner.

a) Have you ever needed to build an exam? If so, how was the experience: If not, how do you think it would be?

b) What criteria do you think a teacher must have in mind when creating an exam?

c) Is fairness an important value when grading?

2 - Read the excerpt below and then discuss with a partner: what is the difference between an assessment and a test?

Assessment and testing

Assessment is "appraising or estimating the level or magnitude of some attribute of a person" (Mousavi, 2009, p. 35). In educational practice, assessment is an ongoing process that encompasses a wide range of methodological techniques. Whenever a student responds to a question, offers a comment, or tries a new word or structure, the teacher subconsciously appraises the student's performance. Written work—from a jotted-down phrase to a formal essay—is a performance that ultimately is "judged" by self, teacher, and possibly other students. Reading and listening activities usually require some sort of productive performance that the teacher observes and then implicitly appraises, however peripheral that appraisal may be. A good teacher never ceases to assess students, whether those assessments are incidental or intended.
(...)

In scientific terms, a **test** is a method of measuring a person's ability, knowledge, or performance in a given domain. Let's look at the components of this definition. A test is first a *method*. It's an instrument—a set of techniques, procedures, or items—that requires performance on the part of the test-taker. To qualify as a test, the method must be explicit and structured: multiple-choice questions with prescribed correct answers, a writing prompt with a scoring rubric, an oral interview based on a question script, or a checklist of expected responses to be completed by the administrator.

Second, a test must *measure*, which may be defined as a process of quantifying a test-taker's performance according to explicit procedures or rules (Bachman, 1990, pp. 18-19). (...) Next, a test measures an individual's ability, knowledge, or performance. (...) Finally, a test measures a given domain. For example, in the case of a proficiency test, even though the actual performance on the test involves only a sampling of skills, the domain is overall proficiency in a language—general competence in all skills of a language.

Source: Brown and Abeywickrama (2018)

TIPS FOR TEACHERS

When you prepare an assessment to finish your lesson plan it may be more related to an assessment or a small test, due to time availability. According to Nitko and Brookhart (2014, p. 2-19), assessment is used for making decisions about students, curricula and programs, and educational policy while a test leads to the observations and description of one or more features of the students displayed in the form of a grade, for example.

3 - Your assessment may have two distinctive functions: **formative** or **summative** according to Brown. Place its name on the top of the column.

It's done while the students are still in the process of learning.	It's normally done at the end of a class, unity or a couple of units.
Its objective is helping students to continue that growth process.	Its objective is to measure what students have achieved.
Giving feedback is a key-point and it is done with an eye toward the continuation of learning.	It is often related to looking back at what was taught, it does not necessarily point to future progress.
It should not be graded.	It is usually graded.

Source: Adapted from Brown (2018) and Nitko and Brookhart (2014).

4 - Brown (2018, p. 9-12) states that "tests tend to fall into a finite number of types, classified according to their purpose." Match the types of tests in the box below with their purposes.

Achievement test / Diagnostic test / Placement test / Proficiency test / Aptitude test

_____ is designed to measure the capacity or general ability to learn a foreign language before taking a course and ultimate predicted success in that undertaking.

_____ is designed to measure learners' ability within a classroom lesson, a unit, or even an entire curriculum.

_____ is designed to test global competence in a language. It is not limited to any one course, curriculum, or single skill in the language; rather, it tests overall ability.

_____ is designed to place a student into a particular level or section of a language curriculum or school.

_____ to identify aspects of a language that a student needs to develop or that a course should include.

KEY-POINT

Every single element in your lesson plan must be connected, that is to say, who your learners are, your learning objectives, your material, your procedures and your assessment.

Source: the author

Therefore, when you plan assessment in your lesson plan, you must keep in mind some questions:

1) Who are my students?

2) What was/were my learning objective(s)?

3) What materials were used during the lesson?

4) What procedures did I use and what activities did the students do?

5) Will it be an informal assessment or a formal test? Will it have a formative or summative function? Will it serve as an achievement test?

Depending on the reflection on the questions above and how much time you have available, you may design an assessment in many different ways. For example, asking your students to perform a task or to answer a multiple-choice question, ask them to fill-in blanks or to state true or false items. Also, you can ask them to answer an open-ended question about the knowledge built in the lesson, the process of doing the main task, or students' self-regulation.

TIPS FOR TEACHERS

Be careful not to ask your students to do something you didn't teach.

For example, your main task was reading for specific information, so your assessment must be involved with reading, not listening to a topic.

In the same way, if the lesson objective was to develop th pronunciation, your assessment must be related to the pronunciation of the th sounds.

That is the importance of keeping in mind that: you have an objective since the beginning, you have procedures with different activities that leads students to the mastery of the learning target, and assure that the materials will support students learning taking into consideration who they are and, at the end, you have an assessment that can give you information about the students' knowledge or skills presented in the learning objective and developed during the activities of the lesson.

5 - Study the list of do's and don'ts for writing good test items shortened from Brookhart (2011). Discuss with a partner its usefulness and how it can be applied to assessments.

General
1. Use clear, concise language.
2. Prepare a draft and proofread it from a student's point of view.
3. Test important ideas, not trivial points.
4. Write short, clear directions for all sections of the test.
5. Don't copy statements from a textbook.

True or false items
1. Make statements definitely true or definitely false.
2. Keep statements short, and make "trues" and "falses" about the same length.
3. Have only one idea per statement.
4. Use positive statements. If a statement contains a *not*, highlight it.
5. Avoid patterns of answers (for example, TTFF or TFTF).

Matching items
1. Number the items in the first column; letter the response choices in the second column.
2. Make items and response choices homogeneous, with each response a plausible choice for any item in the set.
3. Keep the lists short (five to ten items).
4. Avoid "perfect" matching, where the last answer doesn't require a choice (that is, either provide more responses than items or specify that each response can be used more than one time)
5. Keep all items and response choices on the same page of the test.

Completion/Fill-in Items
1. Don't put too many blanks together.
2. Make the answer a single word, if possible.
3. Make sure there is only one way to interpret the blank.
4. Use a word bank if total recall is not important.

Multiple-choice items
1. The stem should ask or imply a question.
2. If the stem is an incomplete sentence, alternatives should be at the end.
3. If "not" is used, highlight it.
4. Avoid statements of opinion.
5. Avoid linking two items, making the answer to one dependent on the other.

Source: Shortened from Brookhart (2011, p. 45-48).

25

Self-reflection Phase

A) What was the main theme studied in this lesson?
_____

B) Without consulting the material, write as much as possible about what you remember about the main theme of the lesson?
_____
_____
_____

C) Now check what you weren't able to remember. Why do you think you weren't able to remember everything or why do you think you were able to remember everything?
_____
_____

D) Are you satisfied with your result? Why?
_____
_____

E) What could you do to improve your learning on this topic?
_____
_____

F) Do you want to engage in further cycles of learning about this topic? Why?
_____
_____

6- Have you ever heard of **Reliability** and **Validity** in tests? Read their definitions and fill in the blanks with the case that best represents issues of **Reliability** or **Validity**. Consider the following cases:

Reliability: The amount of consistency of assessment results (scores) (Nitko; Brookhart, 2014, p. 15).
Validity: The soundness of your interpretations and uses of students' assessment results. (Nitko; Brookhart, 2014, p. 20).

1 - _____ Diego prepared a test full of trick questions. He thinks his students need to pay full attention to the reading of the wording of the questions. Also, he does not like to make it explicit in the exam how many points each question is worth, because he wants his students to be equally careful with all the questions. (Source: the author)

2 - _____ After a lesson about family members, Lucy prepared a mini-test to check students' ability to recognize (listen and understand) family members in a conversation. She played the audio. When the tests were handed in, Larissa wrote all the family members with 'd' instead of 'th'. For each mistake Larissa took off 1 point. It ended up that Larissa got a 3 out of 10. (Source: the author)

7 - Now read more details about **Reliability** and **Validity**. After that, write what problem Diegos's and Lucy's tests have.

Reliability has to do with having consistent conditions across two or more administrations (e. g., an oral comprehension test but there is a lot of noise outside, so the condition that the test is being taken is unreliable), giving clear directions for scoring/evaluation, having uniform rubrics for scoring/evaluation, lending the test itself to consistent application of rubrics by the scorer (if there is no rubrics for the task, two teacher may grade two similar presentations differently, because they themselves will choose how each item should be graded), and containing items/tasks that are unambiguous to the test taker. (Source: Brown, 2018, p. 29-31)

Validity has to do with measuring exactly what the test proposes to measure, not measuring irrelevant variables (like lowering the grade of a student for the use of a different accent when this is not the purpose of the test), relying as much as possible on empirical evidence (performance) (some test data may come from what you are seeing and listening to what students o and speak, but some constructs may require inferential data, so you need to assure that you are relying on theoretical criteria to infer your interpretation)), involving performance that samples the test's criterion (objective), offering useful, meaningful information about a test-taker's ability, being supported by a theoretical rationale or argument (when you rely on theoretical background to offer interpretations for the test, like Social Cognitive Theory, Self-Regulated Learning Theory, Communicative Competence, etc.).

_____
_____
_____
_____
_____
_____

TASK TIME

8 - Choose a lesson plan you have already taught and analyze it.

A) Is there an assessment at the end of the lesson?

B) If so, what was it? Would you change anything? Why? // If not, elaborate an assessment for this lesson?

C) About the assessment: was it an informal assessment or a formal test? Did it have a formative or summative function? Will it serve as an achievement test? Did it ask the students to perform a task, answer activities, reflect on the process of solving an activity of the lesson or reflect on students' self-regulation?

26

Performance phase

A) Have you applied any strategies to learn better during this lesson?
_____
_____

B) Have you structured your time so that you have some time available to study?
_____
_____

C) One of the self-regulatory processes is called self-monitoring (or metacognitive monitoring). You may apply it in the following way: we begin by highlighting the main concepts you have seen throughout this unit; next, you ask yourself, "Did I understand this?", "Do I need to search for more information?", "Am I satisfied with my performance?", and "What can I do to improve my knowledge about it?" Ask yourself these questions and register your impressions and main conclusions below.
_____
_____
_____

SELF-REGULATED LEARNING:
Causal Attribution

27

Forethought Phase

A) After rereading the learning objectives for this section, do you think you will face difficulties in the topics?
_____
_____

B) Remember your previous learning experiences regarding SRL throughout this book, do you feel capable of learning the topics for this section?
_____
_____

C) Do you see people who you consider similar to you (e. g., classmates) succeeding in learning about SRL?
_____
_____

D) Do you receive encouragement and feedback from your peers and teacher so that you feel prepared to learn a new topic?

_____
_____

E) Thinking of what you are going to learn in this section (i.e., causal attributions), would you say your feelings tend towards excitement or anxiety when it comes to learning this new topic? What other feelings would you mention that you have?

_____
_____

CONCEPTUALIZING

1 - To introduce this topic, let's recall an experience. Think about the last test or project you did. Taking into consideration the result you had, answer:

A) What was your experience? What was the result? Do you think it was positive or negative?

B) Why do you think you received that result?

C) Do you think this reason was under your control?

D) Do you think this reason fits in this test/project only or it may be applied to other tests/projects in this context?

E) Is this reason dependent on you or independent from you?

F) What consequences do you think you faced because of this experience?

ORIENTATION FOR NEXT STEPS

All the questions answered above are related to **causal attributions** (sometimes referred to as attributions). In this section we will analyze more information about this theory.

KEY CONCEPTS

2 - Read the definition for Attribution Theory. After that, rewrite it with your own words.

Attribution theories are concerned with the way in which an individual explains success or failure, and how these explanations influence subsequent motivation and behaviour.

Source: Duchesne, McMaugh, and Mackenzie (2022, p. 132).

_____
_____
_____

3 - Three main variables in this theory are: (I) Perceived causes, (II) Causal dimensions, and (III) Psychological (Affect) consequences. Fill in the blanks between the parenthesis with the correct number.

(I) Perceived causes

(II) Causal characteristics

(III) Psychological (Affect) consequences

(   ) Three categories in which the outcomes may be classified (stability, locus, and control).

(   ) The reasons why an outcome was produced according to the person's beliefs.

(   ) Feelings that may emerge after a consequence.

4 - Make a list with justification a student can give to his or her success or failure in an English exam. These are **perceived causes.**

Success	Failure
(1)"I have studied hard since the beginning." (2)_____ (3)_____ (4)_____	(5)"The professor made a very difficult test." (6)_____ (7)_____ (8)_____

5 - Read the definition of three of the main characteristics in Attributional Theory. After that, check what is true about the causal interpretations you wrote in activity 4.

Causal characteristics	Definitions
Locus	(location of the cause — <u>internal</u> or <u>external</u> to the person). For example, attributing a great piano performance to your musical talent or hard work is an internal attribution. Explaining that the performance is based on coaching from a great teacher is an external attribution.
Stability	Stability (whether the cause of the event is the same across time and in different situations). For example, most people view talent as <u>stable</u> but luck as <u>unstable</u> because luck changes over time.
Controllability	Controllability (whether the person can control the cause, that is, whether the cause is <u>controllable</u> or <u>uncontrollable</u>). For example, your personal effort is controllable, but perhaps your innate musical talent is not.

Source: Woolfolk and Usher (2023, p. 528).

Number of the attribution (Act. 4)	Locus		Stability		Controllability	
	Internal	External	Regular across time	Irregular across time	Controllable	Uncontrollable
1	X		X		X	
2						
3						
4						
5		X		X		X
6						
7						
8						

Explanation:

(1)"I have studied hard since the beginning."
The decision and behavior for studying **emerges from the student**; since it's something done since the beginning of the semester, **it has a certain regularity**; and, **the student himself/herself can control** if they study or not.

(5)"The professor made a very difficult test." The test elaboration is something external to the student; regarding regularity, we assumed that the professor made **this test** difficult (if we can talk to the student we may ask if this professor **always creates** difficult tests [= regular across time] or if this is an **isolated case** [=irregular across time]); the test elaboration is something out of the student's control.

28

Performance Phase

A) What do you do when you have questions about something you are learning?
_____

B) Do you usually seek help? Why/why not?
_____

C) Do you consider yourself a person who usually knows when assistance is needed?
_____

D) Have you ever thought about how important it is to know how to frame a request in order to obtain what you need? Mention some examples.
_____
_____
_____

E) When you seek help, do you think strategically whom you are going to ask?
_____

> Help-seeking is an important skill! Everybody needs some guidance in different moments. It has nothing to do with low ability! Rather, it is a self-regulatory strategy and it is entirely positive.

DISCUSSIONS AND ACTIVITIES

6 - Discuss with a partner.

A) Think about the last test you took. Do you consider the result successful or unsuccessful?

B) What was the main cause of the outcome?

C) How did you feel after taking the result?

D) Highlight the emotions you consider you felt in this context.

Pride	Self-esteem	Helplessness	Hopefulness	Shame
Guilt	Anger	Pity	Sympathy	Anxious
Depressive	Happy	Regret	Joy	Enthusiasm
Cheerfulness	Surprise	Sadness	Fear	Safe

7 - Read the excerpt about emotional reactions by Ormrod and Jones (2023). After that, write the attributions, the emotions and the behavioral consequences you can find in the text.

Learners' attributions for past successes and failures affect their emotional reactions and future performances.

Let's return to those two fictional exams you considered in the "Carberry and Seville" exercise—the psychoceramics exam (on which you got an A–) and the sociocosmetology exam (on which you got an F). Imagine that you'll be taking a second exam in both psychoceramics and sociocosmetology in about 3 weeks' time. Your attributions for your earlier test grades will affect both how you feel about taking the exams and how much time you'll spend studying for them.

Let's first consider your A– on Professor Carberry's exam. If you think you did well because you studied hard for this test, you'll probably feel proud and spend a lot of time studying for the second test because you attribute your high grade to your hard work (internal) that is within your control. If you think you did well because you're smart or a natural whiz at psychoceramics, you may not study quite as much, especially if you think of academic ability as an inherited, uncontrollable, talent. If you think the A– reflects how much Carberry likes you because of your friendly disposition, you may decide that time spent talking to him after class is more important than time spent studying. And if you believe your success was because he gives easy tests, you may hardly study at all.

Now let's consider your failing grade on Professor Seville's exam. If you believe you didn't study enough or prepare appropriately, you'll likely feel guilty and you may spend more time studying the next time because you believe that your effort and strategies are internal and controllable. If you think your poor grade was due to a temporary situation—perhaps you weren't feeling well, or perhaps you couldn't concentrate during the exam—you will likely feel hopeful and may study in much the same way as you did before, because these unfortunate events were uncontrollable and unstable. If you believe your failure was due to your low aptitude for sociocosmetology, you may feel helpless, ashamed, and/or embarrassed, and you may study even less than you did the first time because your performance is due to something uncontrollable and stable. And you may decide not to use effective learning strategies and, instead, use rote-learning approaches. Finally, if you believe that your failure was due to the fact that Dr. Seville doesn't like you or that he is a poor instructor, you may be angry and decide it isn't worth studying because the cause of your failure is something stable and external to you.

Source: Ormrod and Jones (2023, p. 207-208).

Attribution	Emotion	Behavioral consequence

Remember: There may be blank spaces in the table above.

8 - According to what you studied in this section, what is the link among causal attributions, characteristics/dimensions of attributions, emotions and behavior? Give at least one example to illustrate.

_____
_____
_____

Attention!

"It is important to remember that attributions are perceived causes of outcomes; they may not be the actual causes. (...) Although there may be concerns about the accuracy of individuals' attributions (Nisbett & Wilson, 1977), accuracy is not necessary for the attribution to have psychological and behavioral consequences" (Schunk; Meece; Pintrich, 2014, p. 94-96).

What does that mean?
One may attribute his outcome to an inherent lack of ability for a certain task (e. g., to produce the th sounds in English), when the actual reason may be not investing the necessary time or effort in studying and training. Above all, it is important to understand that, accurate or not, the attribution results in both psychological (like shame or pride) and behavioral consequences (deciding not to engage in new cycles of learning in that subject or persisting in doing a certain task).

Self-Regulated Learning Applied to Teaching:
How to Apply Causal Attribution Theory in our Classes?

FORESEEING TEACHING MOMENTS

Orientation for next steps

Currently, there are several studies about applications of Causal Attribution Theory in classrooms. For example, you can read an overview of theoretical aspects in Coleta and Godoy (1986), in Martini and Boruchovitch (2004), or in Ferreira (2019); you can read a research in Martini and Prette (2005), in Garcia and Boruchovitch (2014), or in Ganda and Boruchovitch (2011). Besides these texts mentioned above, one of the seminal studies may be found in Weiner (1986).

In this section, we are going to cover four aspects on how teachers can approach this theory with students:

I) Helping the students be aware of their causal attributions.
II) Paying attention to the attributional feedback you give to your students.
III) Telling small narratives to your students.
IV) Develop reflections about fixed vs growth mindset.

1 - A teacher may help students become aware of their attributions with self-reflective questionnaires. Simulate a questionnaire based on the following situation: you have given a test about 'presenting yourself' in the 'focus on communication' section and 'verb to be' in the 'focus on form section'. Elaborate some questions you could ask your students after returning the tests with their grades.

_____
_____
_____

2 - When a student experiences success or failure in a task, the feedback the teacher offers to the student is immensely important. Schunk, Meece, and Pintrich (2014) highlight the importance of making accurate and valid attributions. Read the explanation below, and then allow yourself to reflect on your teaching experience.

What do you do when your students experience success and failure?

► Help the students attribute **failures** to low effort and support students in making this low effort attribution.
► If, even after investing effort, the student experiences **failure**, then it is advisable to highlight what skills and knowledge are necessary to master the task, say they can be learned, and (re)teach them..

> ► If the teacher is not sure whether the student devoted effort or not, then it is better not to attribute **success** to it because students may think they have low ability or discredit teacher feedback due to inaccuracy.
> ► When students **succeed**, attribute their success to a stable cause. If a student tells you that they have not tried hard and have experienced success, then you may say they have aptitude for doing the task.
>
> *Source: Schunk, Meece, and Pintrich (2014, p. 130-131).*

A) Have you ever thought about the ideas you read above? What is most interesting to you?

_____

_____

B) Do you already apply any of these strategies?

_____

_____

C) Do you think they can be effective in guiding students' attributions? Why/Why not?

_____

_____

D) Do you see yourself applying any of these strategies in your teaching? Explain how you would do it.

_____

_____

3) Another way of fostering positive causal attribution is through modeling. Considering your knowledge of causal attribution, could you briefly mention a story of a character or one experience of yours in which causal attribution was important to maintain motivation? Imagine that you will tell this to your students. Then, what questions could you ask to foster causal attribution reflections?

_____

_____

_____

_____

_____

_____

_____

_____

4 - If your students believe that they are not intelligent enough to learn English and they attribute their failure to this cause, then you may have an issue about it.

Students with an **entity theory of intelligence** believe that intelligence is fixed and something you cannot control. In contrast, students with an **incremental theory of intelligence** believe that intelligence is something which is malleable and can be improved through effort. In other words, they have what is more commonly known today as a **growth mindset.**

Source: (Kirschner and Hendrick 2020, p. 79).

Self-theories of intelligence address students' beliefs about the nature of their intelligence. Individuals with a **growth mindset** (also called an incremental view of intelligence) believe that intelligence improves with effort and practice. In contrast, those with a **fixed mindset** (also called an entity view of intelligence) believe that intelligence is a distinct ability that is relatively permanent and unchangeable.

Source: (Ormrod and Jones 2023, p. 208).

A) How do you understand intelligence, as a fixed thing or as an improvable thing? Think of your students, which kind of belief do you think they usually present?

_____

_____

B) We are going to read about an activity presented by Muncaster and Clarke (2020). It is addressed to children who are 6-7 years old. After reading, discuss with a friend if you think this activity would work with your students and how can this idea be adapted or changed to older students.

The name of the activity is "Super Effort," and its learning objectives are: 1) to create a character to represent effort; and 2) to explain what the characteristics of effort are.

First of all, you create some cards with fixed and growth mindsets, e. g., gives up, perseveres, is resilient, practices, tries again, etc.

Then, you arrange the class so the students can talk to each other. You give them the cards, and they can repeat the words with you and to you. So, you clarify the meaning of the words to them, if necessary, and ask them to group the words into groups (they are free to decide).

After that, the students start talking about the characteristics. When they finish, elicit some feedback from them, asking about the connections they made, how they sorted the vocabulary cards, etc.

The next step is to provide an A4 sheet of paper with a line crossing the middle of it. At the top, they will draw a character to represent "Super Effort" when they are learning. As they are drawing, you may display some questions for them, like "How does someone demonstrating Super Effort behave?" and "What sort of learner would they be?"

When they finish their heroes, they can complete part of the sheet of paper where Supper Effort is drawn with his characteristics. This may be done at the bottom part of the sheet of paper.

In the next stage, the students can share their ideas with the class. Besides that, students can write instructions to indicate how to behave like a "Super Effort," they may create a "No Effort" character, and they can choose one to be displayed in class as a visual source of effective learning behavior.

Source: Muncaster and Clarke (2020, p. 99-108).

29

Forethought Phase

A) After discussing how to apply Causal Attribution Theory in your teaching, do you feel able to apply this concept in your teaching? Why/Why not?

_____

_____

B) What would be the main difficulties for you in applying this concept to teaching?

_____

_____

C) Number the option you consider most important regarding your belief in successfully applying causal attributions in a class (e. g., 1 to the most important, 2 to the second most important, etc.).

To increase my belief in my teaching skills on this topic, I need to...

( ) see a workmate similar to me doing this successfully.

( ) listen from a teacher that I can do it.

( ) feel excitement regarding the topic.

( ) teach and check if it turns out well.

( ) receive good grades at college.

( ) listen from a peer that I can do it.

( ) feel psyched up about the topic.

( ) receive encouragement from a workmate.

( ) recognize that I am investing a lot of effort to make it.

CONSOLIDATION

Self-Regulated Learning in Science

A) Have you heard of the Impostor Phenomenon? Discuss with a friend about it.

B) Read the abstract and answer: 1) What are your impressions about this article? 2) Do you think it is an important topic for teachers?

The Impostor Phenomenon (IP) is characterized by an external-instable-specific attributional style (i.e., Impostors perceive successful performance as due to chance). To our knowledge no study has yet tested this notion in real-life situations. Therefore, we invited 76 participants to complete computer-based numerical and verbal intelligence tasks, gave them positive feedback, irrespective of their actual performance, and assessed their attributions of the positive performance feedback. While the self-reported IP was unrelated to psychometrically measured intelligence (rs ≤ 0.07), those high in IP discounted their performance and attributed the cause for their performance as external-instable-specific (r = 0.40). The findings hold when controlling for age, gender, and actual performance. Our study extends the knowledge on the associations between the IP and causal attributions of performance. We discuss how addressing attributional styles could benefit interventions for the IP.

Source: Brauer and Proyer (2022).

C) Download the article and do the following activities with a partner:

Download the article is available at the following link:
https://www.researchgate.net/publication/359788257_The_Impostor_Phenomenon_and_Causal_Attributions_of_Positive_Feedback_on_Intelligence_Tests

1) Read section "1 Attributional styles" and elaborate a small glossary of important terms.

_____
_____
_____
_____

Stability or globality?

As you may have read, the authors use the term **Globality**. One of the Attribution theories is called **Learned Helplessness**. Globality may be understood as how global or how specific a cause is. For example, a person may justify their outcomes saying that they don't have aptitude for doing all kinds of housework (global), or they have no aptitude to do kitchen housework (specific) or to cook (even more specific). Schunk, Meece, and Pintrich suggests that "the globality dimension is subsumed under the stability dimension" (2014, p. 144), perhaps because they mention that Petterson at al. (1993) presents stability and globality being highly correlated (Schunk, Meece, and Pintrich, 2014, p. 112). Therefore, they are not the same, but they share some characteristics.

Source: Schunk, Meece, and Pintrich (2014).

2) Read the section "2 The present study" and define their objective and their hypothesis with the study.

_____

_____

_____

3) Read the section "5 discussion" (especially the first and the second paragraphs) and elaborate a list of their key findings.

_____

_____

_____

_____

_____

30

Performance Phase

A) Do you understand the findings you wrote in activity 3?

_____

B) What can you do if you still struggle to understand them?

_____

C) When you have questions, do you usually re-read the material, seek information on websites, or seek help from a peer or professor?

_____

4) Based on the article, how knowledge about Causal Attribution Theory is connected to the Impostor Phenomenon?

_____

_____

5) Do you think their results are important for teachers and professors? Why/Why not?

_____

_____

_____

Narrative Time

Marcos, Dayane, and Victor are talking about their exam results. Each of them has a different opinion about their results. Very often, after a task, we attribute a cause to our outcome.

Marcos: "I can't believe I got a three. This exam was very difficult! The professor is very unfair!"

Dayane: "Oh, Marcos! I'm sorry to hear that. I ended up getting a nine! I guess my study routine is working fine!

Victor: "Well, I got a seven and, to tell you the truth, I'm satisfied with that."

Dayane: "What do you mean by satisfied, Vi?"

Victor: "Well, you know, I work forty hours a week, right? It's so complicated to achieve better grades when you work that much!"

Dayane: "I see, as Madonna would say, 'we live in a material world'. Oh, and Marcos, why do you think the professor is unfair?"

Marcos: "Did you see questions 2, 4, 6, and 8?! I don't remember him teaching that."

Dayane: "Let me check this. Questions two and four were about methods of teaching. The professor has taught that at the beginning of the semester."

Marcos: "No way! Are you kidding me?"

Victor: "Marcos, isn't it around this time that you traveled to spend two days with your boyfriend?! You said that it would make a big difference! I remember that."

Marcos: "You know, that could be true."

Victor: "And questions 6 and 8 are about the postmethod condition. I remember it was discussed in class, but my number 8 is incorrect. I sent you the paper for you to read. Have you checked it out?"

Marcos: "Maybe, I can't recall this moment."

Dayane: "So, perhaps you haven't read! Marcos, you're so crazy. You will have to study as much as possible so that you can make up for that."

Victor: "I heard that creating concept maps is a good strategy when it comes to studying. If I were you, I wouldn't wait for the finals and I would start studying right now."

Marcos: "Okay, okay. I hadn't prepared well for this test. You convinced me. I will start now. Nothing comes for free, isn't this the quote? Next time, when I miss classes, I'll ask you what the topics of the class and the materials were."

Sharing Experiences

A) In groups of 4, discuss the questions below.

1) What is causal attribution? What's its importance to teaching?

2) What did you do to learn better throughout this unit?

3) What would you mention as helping or hindering factors for understanding the theme?

4) What could you have done to improve your learning in this unit?

5) What didn't you learn well or what would you like to learn more? How can you get this information?

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Self-Reflection Phase

Should I stay or should I go?

A) You are going to complete a chart about your learning process throughout this unit. In the first column, you can find the *learning objectives of this unit*; in the second column, you should write the *main information you could grasp* from this objective/topic; in the third column, you will *check if you are satisfied with the knowledge you built* (with the material, peers, teacher, etc.); in the fourth and fifth columns , you will discuss with a partner about *how you can deepen your knowledge* seeking for further information in research or with someone.

→ LESSON PLAN SECTION
→ SELF-REGULATED LEARNING (SRL)
→ SELF-REGULATED LEARNING APPLIED TO TEACHING
→ CONSOLIDATION

Objectives	Main information	Main information	Where can I find more information about it? (Papers, books, YouTube videos)	Who can I clear my doubts with?
To define what assessment in a lesson plan is;				
To reflect on how assessment is related to the other elements of the lesson plan;				
To associate two main principles of assessment to test-item construction;				

Objectives	Main information	Main information	Where can I find more information about it? (Papers, books, YouTube videos)	Who can I clear my doubts with?
To define what causal attribution is;		145		
To list the dimensions of causal attributions;				
To mention the sources of causal attribution;				
To reflect on the role of causal attributions in emotion;				
To discuss about ways of promoting reflections on causal attributions reflection;				
To add activities in a lesson plan related to causal attributions;				
To discuss about a research on causal attributions;				
To recognize issues of causal attributions in a brief narrative;				
To identify and share experiences about self-regulated learning concerning causal attributions;				
To self-evaluate knowledge built in unit 5.				

FINAL WORDS (FOR NOW...)

How do we learn? How can we improve learning (ours and our students')? We sincerely hope this book helped you by providing significant insights. We also hope that this book can contribute with better teaching practices in all the levels of instructions both public and private.

Lesson Planning is very important for every teacher! So remember asking yourself who your students are, and elaborate learning objectives to your instructions. Now that we have discussed not only about the fascinating theme of Self-Regulated Learning (SRL), but also about possibilities of approaching it in the classroom, don't be ashamed! As far as it is possible in your context, take advantage of this knowledge to improve teaching and learning in your lessons.

Looking back, 5 lessons were built, in each section we studied about one element from the lesson plan, one self-regulated learning variable, and ways to apply it in the classroom. Besides that, we had, in each consolidation section, a paper about something related to SRL, a narrative, a moment to share experiences and a self-evaluation moment named 'should I stay or should I go'.

Looking forward, we wish to stimulate research and teaching practices regarding self-regulated learning issues. Share this knowledge with friends and colleagues so that it may reach more and more people. References are included in this book, thus you may find valuable further readings in the next section.

Keep up the good work, students, teachers, professors, researchers!

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APPENDIXES

Appendix A: Self-Regulated Learning Processes Fostered Throughout This Book

UNIT	SRL QUESTIONNAIRES	SRL PHASES	SRL STRATEGIES INVOLVED
1 - First Steps	1	Forethought Phase	A) Intrinsic motivation / task value; B and C) Outcome expectation; D) Outcome expectation.
	2	Forethought Phase	A and B) Self-efficacy; C) Intrinsic motivation / task value.
	3	Self-reflection Phase	A) Self-evaluation B) Causal attribution
	4	Forethought phase / Performance Phase	A) Task strategies; B, C, D, E and F) Strategic planning.
	5	Self-Reflection Phase	A, B, C and D) Self-evaluation, and Adaptive/ defensive decisions.
	6	Performance Phase	A) Strategic planning and task strategies; B and C) Task strategies; D and E) strategic planning.
	7	Self-Reflection Phase	A, B and C) Self-evaluation, D) Goal setting, strategic planning, task strategies, help seeking.
2 - Better ends start with better aims	8	Forethought Phase	A, B, and C) Type of motivation
	9	Forethought Phase / Performance Phase	A) Strategic planning, B1, B2 and B3) Learning strategies / self-recording.
	10	Self-reflection Phase	A) Self-evaluation; B, C) Causal attribution; D) Adaptive decision.
	11	Forethought Phase	A, B, and C) Strategic planning; D) Strategic planning on type of motivation.
	12	Self-reflection Phase	A) Self-evaluation; B1) Adaptive decisions; B2) Self-evaluation; B3) Adaptive decisions on learning strategies.
3 - Following the right track	13	Forethought Phase	A1, and A2) strategic planning; A3) Self-efficacy; A4) Outcome expectations.
	14	Performance Phase	A, B, C, and D) Learning strategies.
	15	Performance Phase	A, B, and C) Metacognitive monitoring
	16	Self-Reflection	A (1~17), and B) self-evaluation; C) Self-satisfaction; D) Causal attribution; E) Adaptive decisions.

| 4 - Step by step	17	Performance Phase	A, and B) Metacognitive monitoring.
	18	Self-Reflection Phase	A1) Self-satisfaction; A2, and A3) Affect; A4) Adaptive decisions.
	19	Forethought Phase	A1, A2, and A3) Strategic planning.
	20	Forethought Phase	A1) Strategic planning; A2) Goal setting; A3) Strategic planning.
	21	Self-Reflection Phase	A1, and A2) Self-evaluation; A3) Adaptive decisions;
	22	Self-Reflection Phase	A) Self-evaluation, Causal attribution, Self-satisfaction, Adaptive/Defencive decisions;
5 - Measuring the unmeasurable: how to evaluate knowledge	23	Forethought Phase	A) Self-efficacy; B) Type of motivation; C) Teacher self-efficacy.
	24	Self-Reflection Phase	A, and B) Self-evaluation; C) Causal attribution; D) Self-satisfaction; E, and F) Adaptive decisions.
	25	Performance Phase	A) Learning strategies; B) Time management; C) Metacognitive monitoring.
	26	Forethought Phase	A) Outcome expectations; B, C, D, and E) Self-efficacy.
	27	Performance Phase	A) Self-evaluation; B, C, D, and E) Help seeking.
	28	Forethought Phase	A) Self-evaluation; B) Strategic planning; C) Self-efficacy.
	29	Performance Phase	A) Self-evaluation; B) Learning strategies; C) Information/help seeking.
	30	Self-Reflection	A) Self-evaluation, Self-satisfaction, Information seeking, Social help seeking.

Appendix B: More Videos About Metacognition

- *YouTube*

- *What Is Metacognition?*

- *MOOC EDSCI1x | Video 5: Metacognition | Effective Teaching Strategies*

- *Metacognition Skills Learning to Learn*

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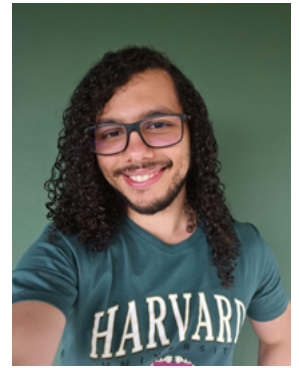
Currently, in 2024, João Paulo keeps studying about Self-Regulated Learning issues in the Faculty of Education at Campinas State University (Unicamp). He is a postgraduate student in the field of psychology and education. Besides that, he works as an online private English teacher.

For those who want to learn more about Self-Regulated Learning, João Paulo's research at IFSP-CPV is called "Autorregulação da aprendizagem em sala de aula: analisando uma unidade de um livro didático para a produção de questionários de autorrelato a fim de promover a aprendizagem autorregulada". It may be found in a brief research on the internet. It is written in Portuguese and it is a research about applying SRL to analyze coursebooks and adapt them using self-report questionnaires. To finish, you may contact the author through the email address *joaopaulodamata1997@gmail.com*.