



Fighting fossilisation with reflection and strategy training

Laura Edwards

to remember (something)

Ich erinnere mich an (etwas)

Du Erinnerst dich an (etwas)

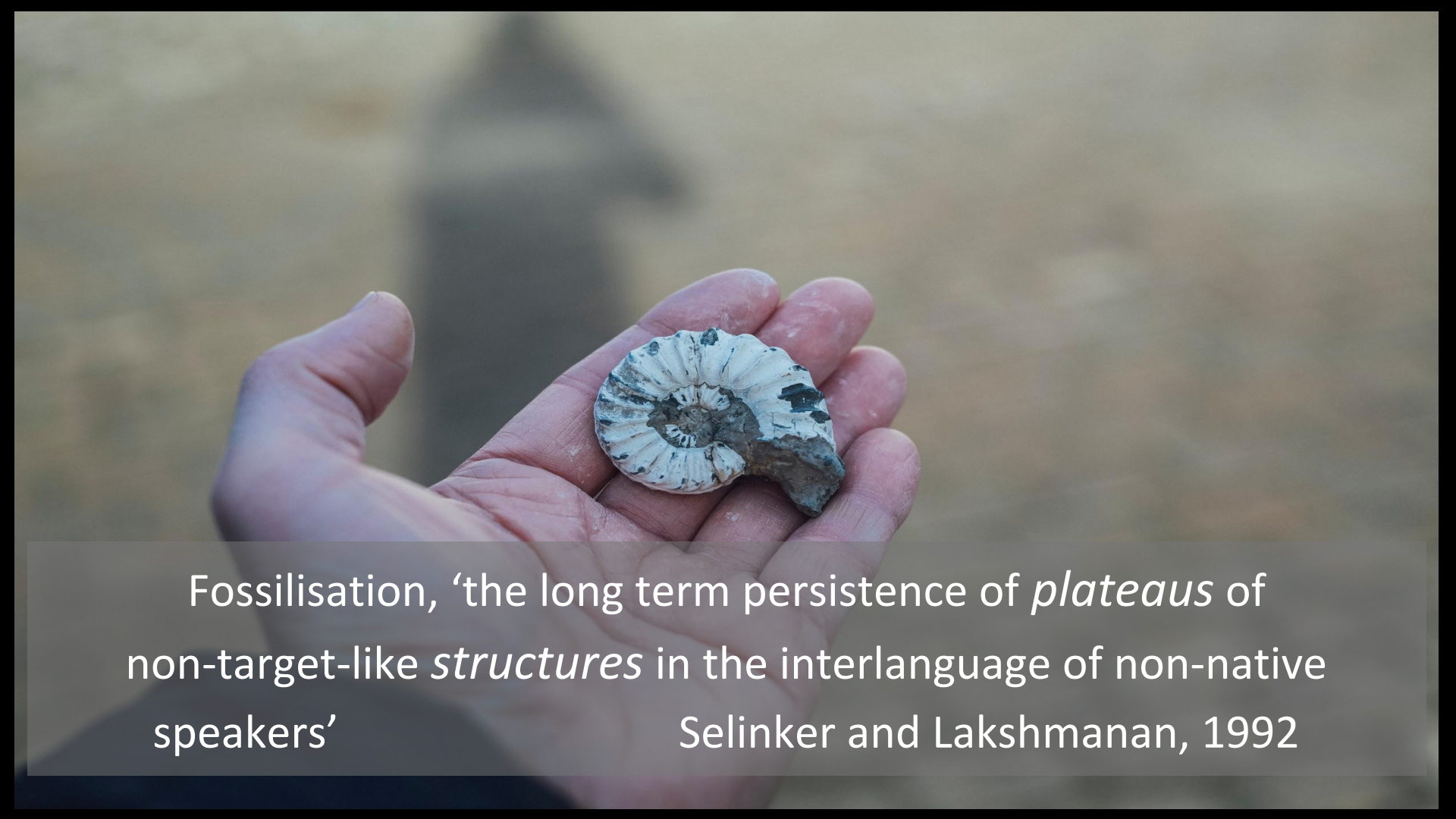
Er erinnert sich an



Are
there
some
things I
will just
never
get?

Fluency or Accuracy





Fossilisation, 'the long term persistence of *plateaus* of non-target-like *structures* in the interlanguage of non-native speakers'

Selinker and Lakshmanan, 1992



Despite abundant exposure to input, adequate motivation to learn, and plentiful opportunity for communicative practice acquisition stops before the learner reaches target language mastery. Han, 2013





the psycholinguistic explanation

‘the language-specific mechanisms available to the young child simply cease to work for older learners, at least partly, and no amount of study and effort can recreate them’

Mitchell and Myles (1998: 13)



the sociolinguistic explanation

‘older L2 learners do not have the social opportunities, or the motivation, to identify completely with the native speaker community, but may instead value their distinctive identity as learners or as foreigners’.


Mitchell and Myles (1998: 13)

How many months, years or decades must pass with no development for a linguistic feature to be identified as fossilised?


How do we distinguish fossilisation from cases of incomplete learning or forgetting?

How can we be sure we are not falsely assigning fossilisation to errors that are in fact not fossilised?



A chalk drawing of a stick figure on asphalt. The figure has a large speech bubble coming from its mouth. The drawing is made with white chalk on a dark, textured surface. There are some dry leaves scattered around the drawing.

Self-efficacy has little to do with aptitude, but involves the learner having a strong belief that they can successfully manage the task before them, and this self-belief influences the goals they set for themselves, the motivation they have towards learning, and, ultimately, their success (Bandura 1993).

A silhouette of a person performing a high kick on a beach at sunset. The person is in the center of the frame, with their right leg extended high into the air. The background shows a calm sea and a sky with soft orange and blue hues from the setting sun. The beach is wet, reflecting the light from the sky.

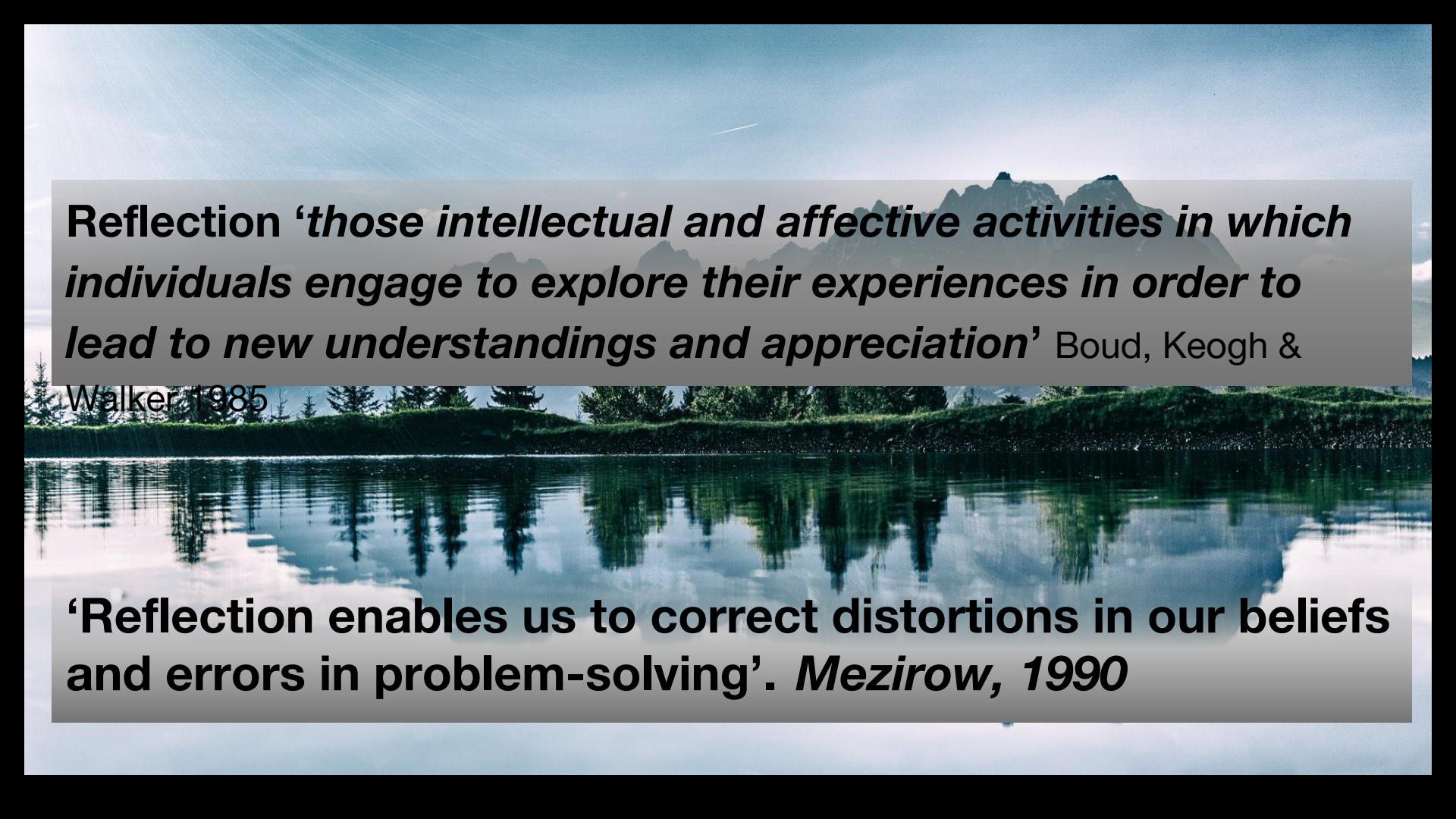
Learners with strong self-efficacy

Approach new tasks with confidence & a proactive attitude

Persist despite difficulties

Try different strategies

Use the cognitive, emotional & environmental resources at hand



Reflection *'those intellectual and affective activities in which individuals engage to explore their experiences in order to lead to new understandings and appreciation'* Boud, Keogh &

Walker, 1985

'Reflection enables us to correct distortions in our beliefs and errors in problem-solving'. *Mezirow, 1990*



WTF*

****What's the focus?***

How much did you know about the subject beforehand? What problems did you encounter carrying out this task? How did you solve them? In what ways have you gotten better at this type of work?

Looking back

How do you feel about this task? What do you like/ dislike about it? What did you find satisfying about the process or the finished product? Did you meet your goals? What did the experience teach you about yourself?

Looking in

Did you do your work the way other people did theirs or differently? If you were the teacher, what feedback would you give? What's the one thing you particularly notice when you look at your work?

Looking out

One thing I'd like to improve is ... What would you change if you could redo your task today? What one goal would you like to set for yourself for next time? What things might you want help with?

Looking forward



Train your students

Step by Step

Factor in time in each lesson

Give specific questions

Start easy and get deeper

Keep reflective journals

L1 or L2

Private or shared

My goal now is to be more aware of what I'm saying. Student R

I keep repeating words, saying 'em, ya, so, and' to fill gaps. It would be great to speak in whole sentences without interruptions and filling words. I wish to be more confident in speaking, to be more precise. Student I

*Today we did some grammar exercises verb + to-infinitive or -ing form. I have to admit it is not easy at all! (by the way: admit + what? ;-)) So I'll **consider doing** my homework for once, even though I cannot attend next class. Student T*



INFO

STRATEGY =



‘Some language learners seem better than others at learning languages and the better ones sometimes do different things than poorer language learners’ Gass & Selinker, 2008

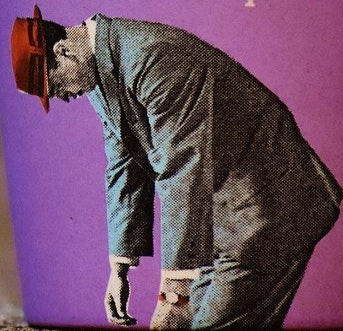
3 types of Learning Strategies

Metacognitive: self-regulatory strategies in which learners are aware of their own thinking and learning, and plan, monitor, and evaluate their own learning endeavors;

Cognitive: learners work with and manipulate the task materials themselves, moving towards task completion;

Social and Affective: students interact with the teacher or other students to solve a problem, or exercise some kind of affective control over their own learning behaviours.

Oh Lord,
Coffee
please!



En appel is rood,
de zon is geel,
de hemel is blauw,
een blad is groen,
een wolk is wit . . .
en de aarde is bruin.

En zou je nu kunnen
antwoorden
op de vraag . . .

Welke Kleur de liefde?



Een appel is rood,
de zon is geel,
de hemel is blauw,
een blad is groen,
een wolk is wit . . .
en de aarde is bruin.
En zou je nu kunnen
antwoorden
op de vraag . . .
Welke Kleur de liefde?

Going for gist - skipping non-essential words

Using the title and pictures for clues

Identifying 'chunk boundaries' - which parts of a text to work on at any one time

Using common sense and knowledge (earth is not blue)

Looking for cognates

Saying the text out loud

Using the pattern of sentences to make a sensible guess (a something is + colour)

Breaking down an unknown word/phrase and associating parts of it with familiar words

Using punctuation for clues; question marks, capital letters, etc

Identifying the grammatical category of words.

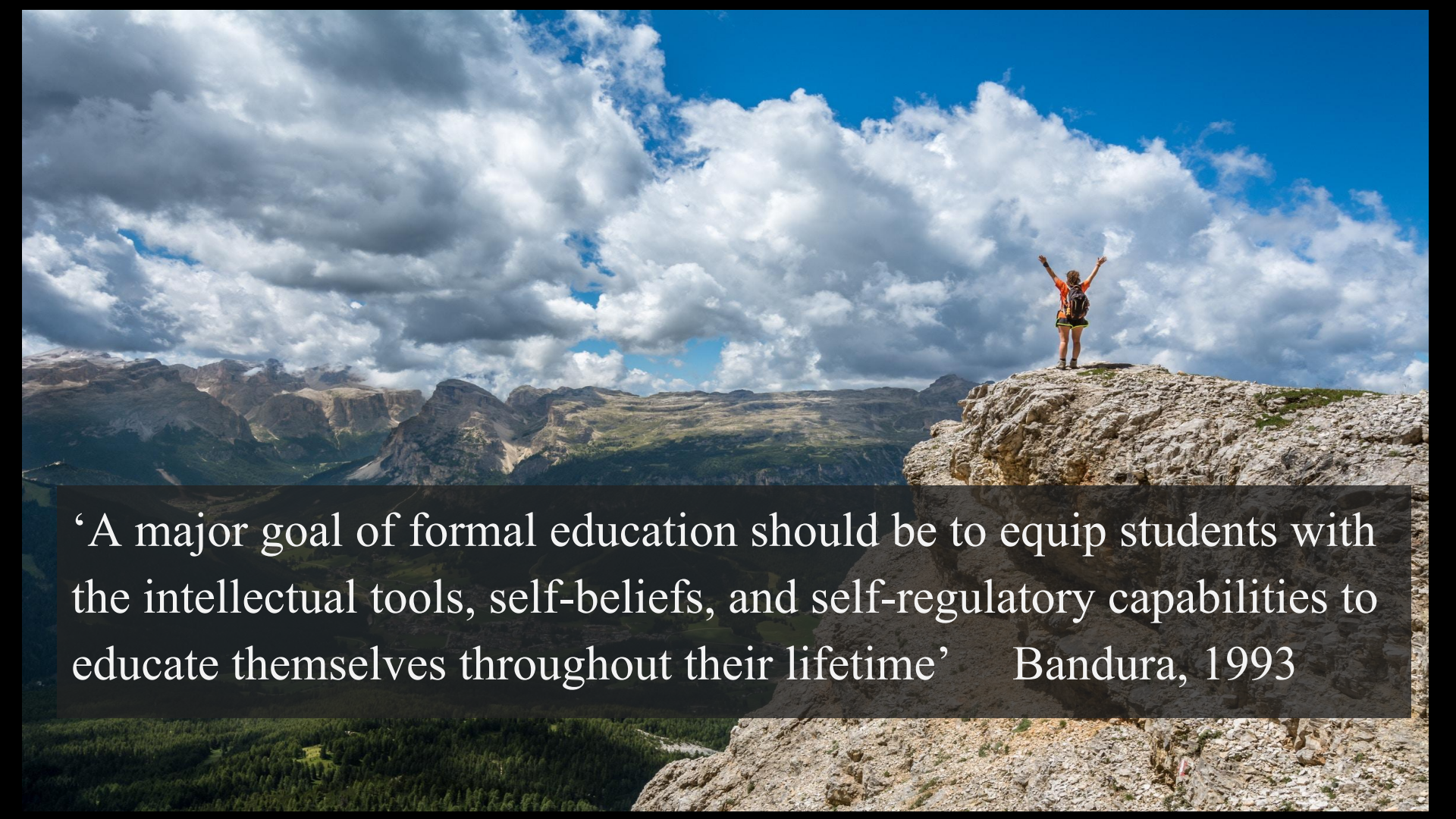
Een appel is rood,
de zon is geel,
de hemel is blauw,
een blad is groen,
een wolk is wit . . .
en de aarde is bruin.

En zou je nu kunnen
antwoorden
op de vraag . . .
Welke Kleur de liefde?

An apple is red,
The sun is yellow,
The sky is blue,
A leaf is green,
A cloud is white...
And the earth is brown.

And now would you be able to answer the
question
What colour is love?

From *Welke kleur de liefde?*
by Joan Walsh Anglund



‘A major goal of formal education should be to equip students with the intellectual tools, self-beliefs, and self-regulatory capabilities to educate themselves throughout their lifetime’ Bandura, 1993

Modern Languages and Learning Strategies, 1999,
Grenfell and Harris

Language Learning Strategies - what every teacher
should know, 1990, Oxford

NCLRC.org The **The National Capital Language Resource
Center, Washington, DC**

*Teaching and learning strategies for the thinking
classroom.* Crawford, 2005.

Laura Edwards www.grownupenglish.com
laurasheehanedwards@gmail.com

