

MILESTONE #1

GENERAL FEEDBACK

- ~~Sarah: "building up your argument stage by stage"~~
- ~~Sarah: "more tightly defined aims and goals"~~
- **Nicole:** talk more to language learners; conduct interviews, formally and informally

INTRODUCTION

- ~~Nicole:~~ I should provide general idea of where I am heading to.
- ~~Nicole:~~ show scientific research to prove that the problem exists.
- ~~Sarah:~~ the problems I point out are probably not scientific-agreed truths.
- ~~Sarah:~~ negative framing is based on assumptions and generalized.
- **Amanda:** explain better how I'm going to conduct tests, if I choose to mention it.
- ~~Sarah:~~ define better what Science means prior to mentioning it.
- ~~Sarah:~~ introduction covers a lot of ground and should have clearer purpose.

From the designer methods to the Post-Method Era

- ~~Amanda:~~ define what a method is, if I choose to follow this path.
- ~~Nicole, Amanda:~~ clarify which points I am making, maybe re-structure section
- ~~Amanda, Sarah:~~ explain better "Post method Era"; make it the center of the section.

Language learning technologies from the past

- ~~Amanda, Nicole, Sarah:~~ first paragraph provides the strongest questions.
- ~~Amanda:~~ add examples of services provided in the communicative/integrative periods.
- ~~Sarah:~~ maybe consider using TALL, rather than CALL?

Integration vs. Distribution

- ~~Sarah:~~ notice that there are authentic content in the web as well, not only language based
- ~~Nicole:~~ the division in categories has no established criteria. Practice type, maybe?
- **Sarah:** there is possibly a contradiction between integrative period and post method era
- *Maybe, I should be more explicit that the integration should be of absolute customization.*

Customized, deliberate practice

- **Sarah:** am I making the case that psychological foundations impact actions, behaviors?
- **Sarah, Nicole, Amanda:** they all liked a very direct sentence where I mention the goals.

- ~~Sarah: explain why self-regulation and reflection are relevant to language learning.~~
- ~~Sarah, Nicole, Amanda: motivation, metacognition, and mindset need more building up.~~

TARGET LEARNERS

- **Nicole:** add more references, such as interviews (she'd say those are enough)
- **Nicole:** list common reasons why adult learners give up language learning.
- **Nicole:** briefly describe, in the beginning, the reasons why I am choosing to target adults.

Self-motivated

- **Nicole:** enhance the references, such as reasons for what adults are more motivated.
- ~~Sarah: outline in the Intro that this is the Target Audience, so information will make sense.~~

... but discouraged, ...

- ~~Sarah: negative framing, again. Adults can also learn languages because of prior success.~~

... distrustful, ...

- ~~Nicole: does this qualify as a misconception? Sara: are these beliefs, possibly myths?~~
- ~~Sara: explain better how self-beliefs can impact (facilitate or inhibit) their approaches.~~

... and maybe too serious.

- **Nicole:** how about now comparing adults with children at all?
- **Sarah:** table *Maturity* in The TKT Course Modules 1, 2 and 3 Mary Spratt (p. 73)
 - <http://dx.doi.org/10.1017/CBO9781139062398>
- **Sarah, Nicole:** back-up with research the difficulties adult learners face.

CONTENT

- ~~Sarah: the goals seem very ambitious, *which was not my intention at that particular point*~~
- **Camillia, Amanda:** place learning and trying in other section, but not content.
- **Amanda:** metacognition is an under-explained term in this paper, but it should not.
- **Nicole:** this section needs a lot of work, especially in stating what my project will consist of

CONTEXT / SETTINGS

- ~~Sara: the term deliberate practice is shown **bold**, but has been introduced earlier.~~
- ~~Amanda: consider changing the tone of stating there are many ways to practice FL.~~
- ~~Nicole: mention informal learning from the beginning, not only at this point.~~
- ~~Sarah: mention “strategies”, which relates with mindset, autonomy, self-regulation.~~
- ~~Nicole: it’s not always that we face those challenges in the Singing Along table.~~
- ~~Amanda: explain/clarify what Cognitive Load is and why it is relevant to my thesis.~~
- ~~Nicole: maybe, move last paragraph to another section, such as design rationale?~~

PROJECT GOALS AND OBJECTIVES

- **Sarah:** do not mention time in this paper, because it would be hard to measure it.
- **Sarah:** “customized approach to self-regulation using technology in a way that offers effective strategies to promote autonomy and growth mindset”. Great definition!
- **Nicole, Amanda:** maybe, focus more on changing strategy and less on framing.
- **Amanda:** explain what Language Anxiety is, since I mention it, but do not discuss it.

LANDSCAPE AUDIT

- ~~Nicole: explain what asynchronous language learning is and why I chose them in my LA.~~
- ~~Nicole: add the positive and negative aspects of each of the LA services listed.~~