

MACMILLAN EDUCATION ENGLISH WEDNESDAYS

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**MACMILLAN EDUCATION
TEACHER TRAINING DAYS**

Self Directed Learning

Raising Awareness

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What is self directed learning?

Self directed learning is not.....

- students studying on their own.
- the teacher sitting back and watching.
- students studying online.
- a methodology but rather an objective, an educational goal.
- a state but a continual learning process.

In its broadest meaning, self-directed learning describes a process in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes. (Knowles, 1975, p. 18)

- To make students aware of **their** role in the learning process.
- To get the students to **take control** and **responsibility** for their own learning.
- To get the sts to be **critical thinkers** and **reflect** on what they are learning.
- To train the students to **think** and **work things out** for themselves.
- To encourage **internal motivation** and **the desire to learn and change**.
- To **encourage self awareness** and **self evaluation** in order to be able to make decisions for future learning goals.
- Ultimately, for the students to become **independent** learners in order to be prepared to be **21st century individuals**.

GOALS

TIP 1



Get the students to reflect on their views of language learning.

Activity – Language learning views

What are your views on language learning?

1. It's more difficult to learn a language well the older you are.
2. You can learn to speak English without any formal lessons.
3. 80% of language success depends on the teacher.
4. Listening to English is more important than speaking it.
5. All errors should be corrected all the time.
6. Most of the errors students make are because of interference from their first language.
7. You cannot learn a language if you are not a good language learner.
8. The more grammar rules you know the better you will learn a language.

TIP 2



Ask the students to reflect on the teacher's role and the students' role in learning a language.

Activity – Good Teacher / Good Student

1. What do you think are the characteristics of a good teacher?
 2. What do you think are the characteristics of a good student?
 3. Sts brainstorm on their own and then carry out a pyramid discussion.
-

Possible Answers

GOOD TEACHER

- Is a nice person to the students.
- Explains well.
- Is strict with the students.
- Motivates and interests the students.
- Makes the lesson fun and entertaining.
- Is approachable.
- Is patient.
- Prepares his/her lessons.
- Knows his/her topic.
- Gives the students prizes.
- Cares about their students.

GOOD STUDENT

- Pays attention in class.
- Don't distract the other students.
- Does their homework.
- Participates in class.
- Asks questions.
- Talks in English.
- Doesn't interrupt the teacher.
- Respects others in the class.
- Listens when others are talking.
- Arrives on time.
- Behaves well.
- Puts their hand up to ask questions.

Classroom Contract

1. Vote on the five most important.
 2. You sign a classroom contract which says that you will try your best to do these things.
-



Classroom Contract



As a learner it is my responsibility to:

1. _____
2. _____
3. _____
4. _____
5. _____

As a teacher it is your responsibility to:

1. _____
2. _____
3. _____
4. _____
5. _____

I acknowledge that by signing this contract I agree to the rules of this classroom. If one or more of these rules are broken I take full responsibility, and accept the consequences of my actions.

Student:

Name: _____

Signature: _____

Date: _____

Teacher:

Name: _____

Signature: _____

Date: _____

Activity – Discussion

1. Watch the video of students talking about what makes a good teacher and see if they said the same things or different.
2. Talk to the class and discuss whether the things they mentioned are or are not important.

What Makes a Good Teacher? - Student Q&A

https://www.youtube.com/watch?v=iHapv0Tv7vM&feature=emb_logo

Activity – Discussion



TIP 3

Get the students to identify different types of language learners and discuss who might be more successful and why.



Activity – What type of learner are you?

What type of learner are you?

Read these three profiles and decide who you think will be the most successful at learning a language. (1= most successful, 3 = least successful)

Maria

Maria really likes learning English but she doesn't have all the time she would like to dedicate to it. She has quite a good level grammatically and when she is learning new grammar she tries to work out the rules on her own. She asks questions in the class whenever there is something she doesn't understand. She doesn't always get all her exercises right but believes that mistakes are also part of learning. When she does do her homework, she does it as carefully as possible and always reads it through before handing it in. Maria enjoys speaking English in the classroom both with her teacher and the other students and tries to practise as much as possible. She doesn't mind making mistakes and believes that getting her message across is more important. Outside class she takes every opportunity to speak English to tourists in her city.

Max

Max is very hard working and when he decides he is going to learn something he takes it very seriously. He spends a lot of time studying and learning the grammar rules of the English language. He has also bought a grammar book with exercises so that he can practise each grammar rule and correct himself. He also likes to learn new vocabulary and memorize lists of words. Every time he sees a new word he looks it up in his bilingual dictionary. When it comes to speaking, he doesn't like talking to the other students in the class because he feels that they make too many mistakes and that he doesn't learn anything. He sometimes gets annoyed with the teacher because she doesn't correct every mistake he makes so he doesn't bother taking part in the group speaking activities.

Andrea

Andrea is learning English because he believes it will get him a better job but he isn't very enthusiastic. He thinks that the teacher is responsible for what he learns and if he doesn't improve it's the teacher's fault. He has paid a lot of money for the lessons so he never misses a single one. The teacher always speaks in English and sometimes he gets lost when she explains new grammar points. He would like her to explain them in his language but she refuses to do this so he asks his friend to translate the explanation. As far as speaking goes, Andrea tries to speak but feels very shy about making mistakes and often answers with one word or in his native language. He sometimes does his homework but if there is something he doesn't know he gives up very easily.

What type of learner are you?

Read these three profiles and decide who you think will be the most successful at learning a language. (1= most successful, 3 = least successful)

Learner 1

Maria

Maria really likes learning English but she doesn't have all the time she would like to dedicate to it. She has quite a good level grammatically and when she is learning new grammar she tries to work out the rules on her own. She asks questions in the class whenever there is something she doesn't understand. She doesn't always get all her exercises right but believes that mistakes are also part of learning. When she does do her homework, she does it as carefully as possible and always reads it through before handing it in. Maria enjoys speaking English in the classroom both with her teacher and the other students and tries to practise as much as possible. She doesn't mind making mistakes and believes that getting her message across is more important. Outside class she takes every opportunity to speak English to tourists in her city.

Procedure

1. Read about the three learners and ask the students to talk about who they think will be the most successful learner.
2. Get the students to identify the positive and negative habits of each learner.
3. Ask them to discuss what **they** do and how they can improve.
 - What do you usually do?
 - Do you take an active approach?
 - What can you do to become a more active learner?

TIP 4



Develop self awareness. Ask the students to analyse the language learning habits that they do/don't do and how often they do this.

Activity – Good Language Learning Habits

How often do you do this? Never /sometimes / always

1. Do my English homework.
2. Ask questions if I don't understand.
3. Try and use new language as much as possible.
4. Review and revise what we have done in class.
5. Try and work out the rules for myself.
6. Try and guess words that I don't know.
7. Listen carefully to explanations in class.
8. Give priority to producing and not worry if I make mistakes.
9. Try and have fun while learning English.
10. Have a positive attitude to learning English.

Activity – Aims and Expectations

	This year.....	DISAGREE	PARTLY AGREE	COMPLETELY AGREE
1	I want to learn as much English as possible.			
2	I will work as hard as I can outside the class.			
3	I will always try and do my homework.			
4	I will work as hard as I can in the class.			
5	I will speak English at every opportunity.			
6	I will revise and review what we do in class.			
7	I will ask the teacher when I don't understand.			
8	I will pay attention when the teacher is explaining.			
9	I will check my writing corrections.			
10	I will			

TIP 5

Do not spoon feed your students!! Try and develop skills of observation, deduction and allow them to discover grammar rules for themselves.



Activity – Do guided discovery grammar exercises.

Past simple

1a Look at these sentences. Which sentences are in the present simple and which are in the past simple?

- The police **arrested** them immediately.
- Did** an art thief **take** it?
- Banks **use** complicated systems to stop bank robbers.
- The work of art **was** a bottle of water.
- They **went** into the shop in the middle of the night.
- British banks **don't** usually **open** on Saturday afternoon.
- The police **didn't see** them.
- Hill **wasn't** very happy.

1b In 1a, find a sentence with ...

- a form of *be* in the past simple affirmative. *d*
- a form of *be* in the past simple negative.
- a regular verb in the past simple affirmative.
- an irregular verb in the past simple affirmative.
- a past simple question.
- a verb in the past simple negative.

1c Complete the sentences with the past simple form of *be*, *walk* and *go*.

Affirmative: He (a) *was/walked/went* there yesterday.

Negative: He (b) there yesterday.

Question: (c) he

(d) there yesterday?

GRAMMAR REFERENCE > PAGE 28

Comparatives and superlatives

1a Look at the comparative and superlative form of these adjectives.

Adjective	Comparative	Superlative
1 long	longer	the longest
2 big	bigger	the biggest
3 funny	funnier	the funniest
4 popular	more popular	the most popular
5 good	better	the best

Now match the adjectives with the correct rule.

- adjectives with two syllables or more, use *more/most* + the adjective *4*
- one-syllable adjectives which end in one vowel + one consonant, double the last consonant and add *er*
- two-syllable adjectives ending in *y*, omit *y* and add *ier*
- one-syllable adjectives, add *er*
- irregular adjectives have no set rule

1b Use the rules in 1a to write the comparative and superlative form of these adjectives.

- crazy
- bad
- boring
- short
- sad

1c Complete the sentences with the correct words.

- The new series is more popular the old one.
- It's the most popular series the US at the moment.

GRAMMAR REFERENCE > PAGE 68

Which sport is it?

1. You need to put the ball in a basket.
 2. You don't need to be friends with your opponents.
 3. You must bounce the ball as you move.
 4. You don't have to smile at the referee.
 5. You have to respect the rules.
 6. You mustn't run with the ball without bouncing it.
 7. When you stop, you can only take two steps.
 8. You can't kick the ball.
 9. You should train every day.
 10. You shouldn't eat happy meals.
-

Modals Chart

To do something	<u>OBLIGATION</u>	<u>PERMISSION</u>	<u>ADVICE TO DO</u>
Not to do something	<u>PROHIBITION</u>	<u>NO OBLIGATION/NOT NECESSARY</u>	<u>ADVICE NOT TO DO</u>

Answers

To do something	<p style="text-align: center;"><u>OBLIGATION</u></p> <ul style="list-style-type: none">• NEED TO + VERB BASE• MUST + VERB BASE• HAVE TO + VERB BASE	<p style="text-align: center;"><u>PERMISSION</u></p> <ul style="list-style-type: none">• CAN + VERB BASE	<p style="text-align: center;"><u>ADVICE TO DO</u></p> <ul style="list-style-type: none">• SHOULD + BASE
Not to do something	<p style="text-align: center;"><u>PROHIBITION</u></p> <ul style="list-style-type: none">• CAN'T + VERB BASE• MUSTN'T + VERB BASE	<p style="text-align: center;"><u>NO OBLIGATION/NOT NECESSARY</u></p> <ul style="list-style-type: none">• DON'T NEED TO + VERB BASE• DON'T HAVE TO + VERB BASE	<p style="text-align: center;"><u>ADVICE NOT TO DO</u></p> <ul style="list-style-type: none">• SHOULDN'T + BASE

What do you know?

1. If water, it evaporates.(boil)
 2. If Ithe job, I.....myself a new car. (get, buy)
 3. If Ias rich as Bill Gates, I..... (be, work)
 4. If youto the concert, you.....it. (go, enjoy)
 5. If yousome money, youso poor now. (save, be)
-

TIP 6

Encourage the learners to notice language in use and see differences between their own language and a correct model.



Activity - Dictogloss

My Free time

In my free-time I love going to the cinema. I try to go to the cinema once a week.

I also enjoy dancing, especially tango, flamenco and salsa. Last year I went to tango and flamenco lessons every week.

I like listening to music and at the moment my favourite is Brazilian music. I'm also into classical, funk, jazz and rock music.

My other leisure activity is cooking for other people. I really love inviting people to my house and making Mexican, Indian and Italian food.

Summary of Procedure

- Introduce the topic
- Pre- listening
- Dictogloss
- Reconstruction
- Noticing
- Focus on form

TIP 7

Discuss what the students can do outside the classroom in order to improve their learning speed and also to take responsibility for their own language learning process.



Activity - Outside the classroom

What can I do to improve my English outside the classroom?

- Watch series/films and documentaries.
- Listen to music in English.
- Read the lyrics of songs I like.
- Read books/sites in English.
- Speak to people whenever I can.
- Watch TEDx ESL.
- Read about your favourite topics.
- Use a vocabulary notebook.
- Self study through Kahoot, Quizizz, Voicebook, BBC Learning English, Duolingo, etc.

Tim Doner

Watch the video about a polyglot.

1. Name three of the languages he speaks.
2. Name 3 of the strategies he uses to learn a language.
3. Name 3 of the reasons he gives for learning languages.

Teen Speaks Over 20 Languages




<https://www.youtube.com/watch?v=Km9-DiFxpU>

TIP 8

Get your students to evaluate themselves and give themselves a mark for each of the skills. Also ask them to identify weaknesses and what they can do to improve.



Activity - Self Evaluation



BRITISH COUNCIL

Your Progress

Measure your progress with self-evaluations and your teacher's evaluations.

		Evaluation 1					Evaluation 2					Evaluation 3															
5																											
4																											
3																											
2																											
1																											
		Grammar	Vocabulary	Pronunciation	Coherence & Cohesion	Fluency & Hesitation	Listening	Reading	Writing		Grammar	Vocabulary	Pronunciation	Coherence & Cohesion	Fluency & Hesitation	Listening	Reading	Writing		Grammar	Vocabulary	Pronunciation	Coherence & Cohesion	Fluency & Hesitation	Listening	Reading	Writing
		Key development points:					Key development points:					Key development points:															
Guidelines: An 'X' is marked on every line – these will correspond to your ability for every category Additional ideas, suggestions or advice can be written in the 'Key development points' Use the advice in this guide and from your teacher Key: 5 = excellent; 4 = strong; 3 = sufficient; 2 = needs improvement; 1 = weak										Other marks/comments:																	

1 How well can you do these things in English now? Give yourself a mark from 1 to 4.

- 1 = I can do it very well.
- 2 = I can do it quite well.
- 3 = I have some problems.
- 4 = I can't do it.

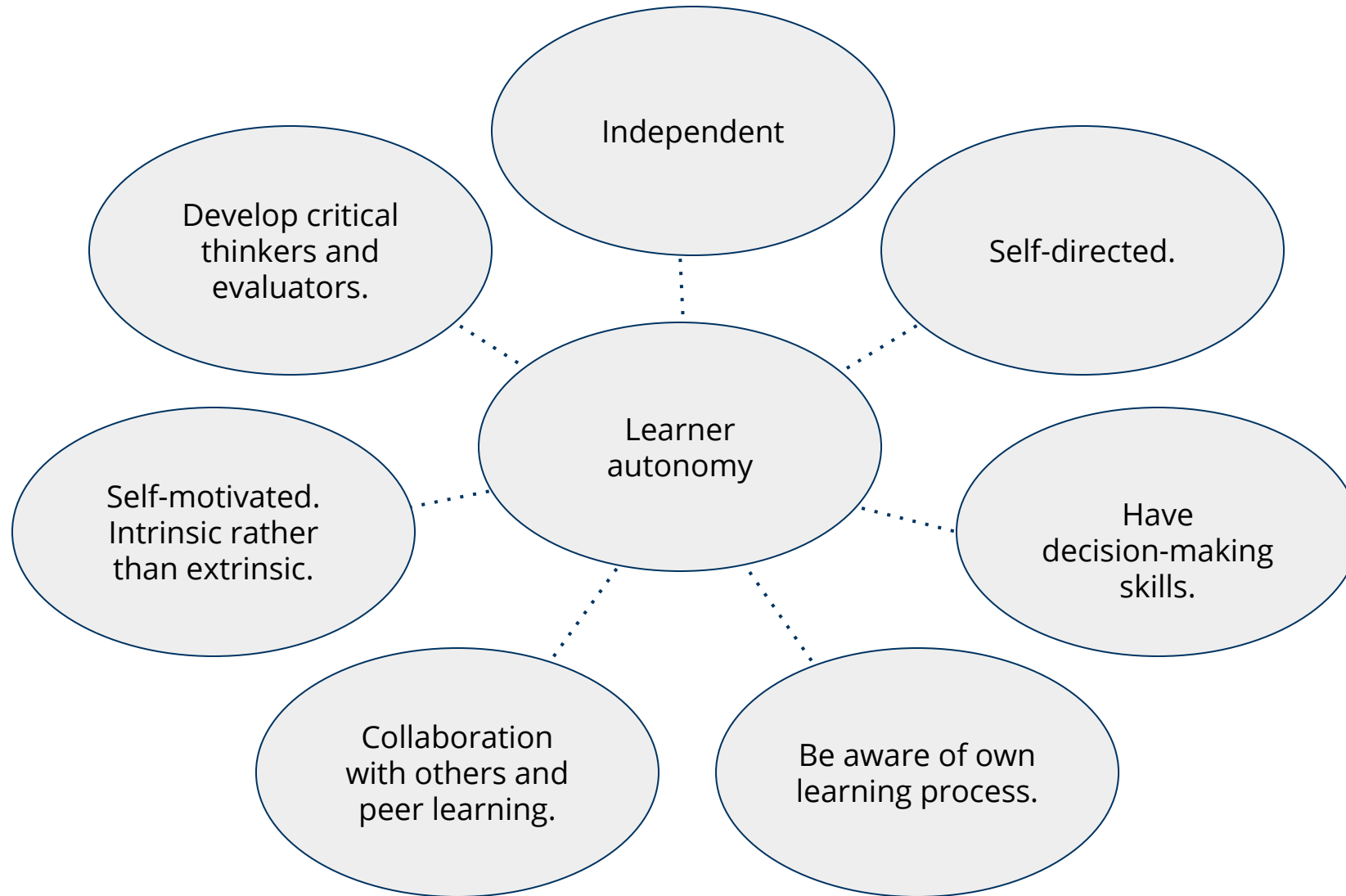
- a I can talk about routines and what's happening now using the present simple and present continuous.
- b I can ask for and give basic personal information.
- c I can make nouns using the suffixes *-ment, -ion, -ence*.
- d I can understand conversations about families and family life.
- e I can write a basic informal email about myself or somebody I know well.
- f I can talk about past events using the past simple and past continuous.
- g I can understand written and spoken texts about crimes and the police.
- h I can make and respond to apologies.
- i I can write a blog post about a past event.
- j I can explain events in the past using expressions of sequence and time.

2 Now decide what you need to do to improve.

- 1 Look again at my book/notes.
- 2 Do more practice exercises.
▶ WORKBOOK Units 1 and 2
- 3 Ask for help.
- 4 Other:

Encouraging self-autonomy.

- Raising awareness about what type of learner they are and how they can improve.
- Looking at different learning styles and how they fit in.
- Always seeing what they know before teaching them from 0.
- Getting them to discover rules instead of giving them the information.
- Using answer keys for self-correction so they can see what it is they have done wrong.
- Self assessment activities both in speaking and writing activities.
- Peer assessment by looking at each other's work.
- Giving them models and getting them to analyse and assess.
- Taking time to train the students in the way you want them to work.
- In writing, using an error code instead of correcting.
- Giving the students sample passages that contain errors and asking students to correct them.
- Giving the students choice on how to do their homework.
- And then, presenting their work to the others.
- Getting them to choose what they would like to read instead of imposing.
- Praising the students on the things they do well.
- Making students aware of their own strengths and weaknesses.
- Letting the students create test materials.
- Give options with graded tasks: easy, medium, difficult.



Thank You

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