

LTA... learning. Teacher.

Level (L), time (T), age (A)	Materials	Aims
L: B1+ T: 45-60 mins A: Teens, adults	None	<ul style="list-style-type: none"> To actively think about learning so that students are aware of their role in learning English. To discuss different learning environments and what they like/dislike about English so that students practice speaking freely about learning. To design an English learning plan so that students feel empowered to learn outside of the classroom.



Different learning environments

1 Put students into pairs/groups to complete the first activity. You could revise vocabulary related to learning/studying here e.g. a desk, a classroom. Tell students they all have to answer and discuss the questions. Monitor and make a note of any language issues to review later.

Suggested answers:.

- I think of a teacher, a book and time.
- The images show a group working together round a table with phones/laptops, a group looking at something and taking notes, a group of children playing with cards, a person learning/reading in their bed, a person in an online class taking notes, a 'traditional' school classroom with children putting their hands up and the teacher at the front. My favourite is the second picture on the top row because I like learning from a teacher in person and taking notes in a book.
- I prefer learning specific things alone because I can concentrate better but I like practising what I learn in groups because it is fun.
- Some advantages of learning online is that you can work in your own space and don't have to commute. Some disadvantages are that it can be lonely and you can get distracted easily.
Some advantages of face-to-face lessons are that you get to talk to people and can ask for help easier. Some disadvantages are that some people always answer the questions and it's sometimes very loud.



Interview: Learning English

2 Put students into new pairs/groups. Give them a few minutes to read questions a-d and think about how they would answer them. Tell students they have 5-10 minutes to interview their partner and make notes on what they say. Then swap roles.

+ Put students in different pairs/groups. Ask them to tell their new partner/group about what their previous partner's interview answers.

Suggested answers:

- I am learning English because I need it for my job and I want to help my daughter with her homework.
- I like learning new vocabulary and it's fun learning a language with other people.
- I don't like English grammar but it's not too difficult. I really don't like learning pronunciation.
- You can listen to English music, watch English films/series and read in English.



English learning plan

3 Give students 10-15 minutes for this activity. Monitor and make suggestions where needed. To scaffold this task more, you could make your own 'learning' plan for something else (before class or 'live' in the lesson) and show this to the students as an example. Encourage students to make detailed notes. Ask fast finishers to think about their English language learning experiences and what has/hasn't worked for them and why.

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Tell us your plan

4 You could ask students to show their partner their plan before telling the class about it. Bring the class together and encourage students to share their plan. Explain that when you tell people what your 'plan' is, you're more likely to stick to it.

Make notes on the board for students to copy down other ideas they like. Once you have heard everybody's plan, you could maybe ask if students have any other ideas not mentioned. You could also ask students if they have done any of the things mentioned in other people's plans and ask if these things worked for them and why/why not. Remind students that they are all there to learn and there is not one correct way to do this; what works for one person might not work for another.

After this, ask students to think of ways the class can help everyone stick to their plan. Point out the definition of 'stick to sth' at the bottom of the page. Ask students to discuss this for a few minutes in pairs and then get their ideas as a whole class. Write their ideas on the board and decide as a class which one or two things you will do to help everybody stick to their plan for the course/the next few months.

Suggested answers:

- Students ask each other about their plans and progress every first lesson of the month.
- At the start of the lesson students ask each other one thing they did in their plan last week.
- At the end of the lesson students ask each other one thing they will definitely try and do from their plan in the coming week.
- Students review their plan every month and look at what is/isn't working and why.
- Students have a 'buddy' in class who they tell about their plan every other week.



Quick teacher reflection (QTR)

Take a few minutes to think about these questions:

- What went well in the lesson? Why?
- What didn't go so well in the lesson? Why?
- What would I do differently if I taught this lesson again? Why?
- Any other thoughts...

Use the space below to make your notes.