

How to learn more English: An English action plan

Topic

Learning English; learner autonomy

Learning outcomes

- Practise 'going to' + verb to talk about future plans and intentions
- Understand how to practise different skills
- Understand how to improve English by doing activities related to interests and hobbies
- Create a personalised English action plan

Age and level

9-12 (A2+)

Time

Approximately 55-60 minutes

Materials

- English action plan worksheet

Introduction

In this lesson, learners think about what they can do to maximise their learning in the school year or term ahead.

The lesson starts with a brainstorming activity involving the whole class. Learners are guided to notice how language practice can be divided into distinct skills and given an opportunity to come up with creative ideas for practising English. Learners read a model of one student's action plan for learning English in the year ahead. At this point learners understand how even small English habits can form part of a more elaborate learning plan and that there are many fun activities they can do to improve their

English. They also start to think about how a language-learning plan can be linked to other hobbies and interests. The lesson finishes with learners making their own action plan for the year ahead.

The lesson plan includes suggestions for teachers who are unable to print or display the worksheet which accompanies the lesson.

Procedure

Warmer (5 mins)	<ul style="list-style-type: none"> • Write this question on the board: How can we practise English? • Have an informal class discussion, encouraging learners to share their ideas.
Class brainstorm (10 mins)	<ul style="list-style-type: none"> • At the top of the board draw a speech bubble with this sentence: I'm going to learn more English this year. (You can change the word 'this year' for whatever is appropriate e.g. this term / during the holidays). Check that everyone knows what the sentence means. • Underneath the speech bubble draw a large square and then divide it into four smaller squares, adding the four headings: Reading, Listening, Speaking, Writing. • Point to each heading in turn and suggest an example, saying it aloud and then writing it in the square. For example: <ul style="list-style-type: none"> ○ Reading: I'm going to read a joke in English every day. ○ Listening: I'm going to listen to a song every week. ○ Writing: I'm going to write three sentences about school every day. ○ Speaking: I'm going to make a video about my family. • Again, check that everyone can understand the sentences in the squares.
Group brainstorm (10-15 mins)	<ul style="list-style-type: none"> • Organise learners into groups of five or six and give them a limited time to copy the diagram onto a piece of A4 paper and to brainstorm more ideas. They should say each idea aloud and then write it under the correct heading. • Monitor learners as they build up their diagrams, encouraging them to find a similar number of ideas for each square. It is easier to find ideas to practise

	<p>listening than speaking. Give examples of how audio can be used as a model for practice and how learners can record themselves speaking.</p> <ul style="list-style-type: none"> • Nominate a speaker in each group to report back their ideas to the rest of the class. Add some ideas to the diagram on the board.
<p>Pair work: Action plan worksheet, part one (10 mins)</p>	<ul style="list-style-type: none"> • Organise learners into pairs. Display the English action plan worksheet, or hand out a copy of the worksheet to each pair. • Learners work with their partner to complete part one. First, they read the ideas, saying which skills are developed and giving their opinion about how easy or difficult each idea is. Then they work out which hobbies and interests the writer has (animals, music, reading, family, playing games). • Low resource alternative: If you don't have resources to print or display the worksheet, write these headings on the board: <ul style="list-style-type: none"> ○ Every day I'm going to... ○ Every week I'm going to ... ○ Every month I'm going to ... • Then ask students to suggest some examples for each heading. They should make sure that they suggest activities to practise all four skills. They can use ideas from class / group brainstorms. • Explain that the examples can be things that they enjoy. For example, if they love animals, they could record themselves describing an animal, read an animal story and note new vocabulary, write a blog post about their pet, or find information on the internet about a wild animal.
<p>Pair work: Action plan worksheet, part two (20 mins)</p>	<ul style="list-style-type: none"> • Learners follow the steps to create their own English action plans. If necessary, go through the steps with the class, checking that they understand what they need to do. They can use the model as a guide and share ideas to personalise the plan to their own hobbies and interests. • Monitor as students create their plans. Help and make suggestions. • If there is time, put pairs together to share their ideas.

Contributed by

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