

Self Directed English Programme: Study Plan and SDEP Record

Name: _____ UID: _____

Styles of Language Learning

Research suggests that different people learn languages in different ways, depending on the type of person they are. Here are four different types of language learner:

Communicative learners like to learn by watching and listening, and by talking to people both in and out of class. They learn quickly, but they don't particularly like grammar, and can be rather inaccurate in the way they use language.

Concrete learners like to learn by using audio-visual materials and by talking and playing games in pairs and small groups in class. They don't like to use or study English much outside the classroom and may lack confidence when they have to deal with English speakers.

Authoritarian learners like studying grammar and like things to be explained to them. In class, they prefer reading to speaking and like to take lots of notes. They may have difficulty using English for communication and they worry about making mistakes.

Analytical learners also like grammar, but they prefer to figure things out for themselves. They like reading and problem-solving and are happy working alone. They can be good at communicating in English, but, like concrete people, may lack confidence in using it.

What kind of language learner do you think you are? Try this questionnaire. Tick the statements you agree with:

- | | |
|------------------------------------------------------------|--------------------------|
| 1. I like to learn by watching TV and listening to people. | <input type="checkbox"/> |
| 2. I like to learn by talking to friends. | <input type="checkbox"/> |
| 3. I like to use English whenever I get the opportunity. | <input type="checkbox"/> |
| 4. I learn words by hearing them. | <input type="checkbox"/> |
| 5. I remember new words easily. | <input type="checkbox"/> |
| 6. I like to play language games in class. | <input type="checkbox"/> |
| 7. I like using audio-visual materials for learning. | <input type="checkbox"/> |
| 8. I like talking in pairs in class. | <input type="checkbox"/> |
| 9. I like to go out with the class to practice English. | <input type="checkbox"/> |
| 10. I like reading English newspapers and magazines. | <input type="checkbox"/> |
| 11. I learn by figuring out my own mistakes. | <input type="checkbox"/> |
| 12. I learn by solving problems. | <input type="checkbox"/> |
| 13. I like studying by myself. | <input type="checkbox"/> |
| 14. I like to figure out grammar rules by myself. | <input type="checkbox"/> |
| 15. I like the teacher to explain everything to me. | <input type="checkbox"/> |
| 16. I like the teacher to correct my mistakes. | <input type="checkbox"/> |
| 17. I like to have a textbook to study from. | <input type="checkbox"/> |
| 18. I take lots of notes when I study English in class. | <input type="checkbox"/> |
| 19. I learn new words by seeing and memorising them. | <input type="checkbox"/> |
| 20. I like learning grammar rules with example sentences. | <input type="checkbox"/> |

The first ten statements correspond to the two “Cs”, communicative and concrete, while items 11 to 20 cover the two “As”, authoritarian and analytical. Did you tick more items in the top half or the bottom half?

Whatever type or even mixture of types you seem to be, your aim should still be to strengthen your ability to communicate competently, accurately and fluently. Think carefully about the statements you did not tick, as these may give you a clue to any weaknesses.

Can you think of any other statements that better describe how you like to learn English? How would you classify them -- as “Cs” or “As”?

Self-Directed Learning

Self-directed learning is a way of learning without direct control from a teacher. There are many resources that can help you to learn in this way. How many of the following resources have you used to help you learn English?

	often	sometimes	never
<input type="checkbox"/> an English dictionary			
<input type="checkbox"/> an English grammar book			
<input type="checkbox"/> the Internet			
<input type="checkbox"/> English language radio and TV			
<input type="checkbox"/> English language films			
<input type="checkbox"/> English newspapers, magazines and books			
<input type="checkbox"/> English language clubs and study groups			
<input type="checkbox"/> English language courses			
<input type="checkbox"/> a language resource centre			

What other resources are available to help you improve your English? List at least one:

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Creating a Study Plan

Time Management

First, how long do you want to spend studying? How much time do you have? Complete this table.

Activity	Hours spent per day
Sleeping	
Getting up	
Time spent at HKU / at work	
Travel time	
Preparing and eating meals	
Short breaks	
Studying	
Surfing the internet / playing games	
Physical exercise	
Watching TV	
Going out with friends	
Other.....	
Total number of hours	

How much time does this leave you for learning English?	
Is this more or less time than you expected? If less, are there any activities you could cut back on?	More / Less Yes / No

Deciding Goals and Strategies

Which language learning areas do you need and want to work on? Prioritize the boxes from [1] - the most important - to [9] - the least important - for you at this time. Now choose a *genre* to match your first choice of area (e.g. vocabulary – everyday). Is your second choice of area in the same genre, or a different one? Now tick resources that would suit your first and second choices.

Language Learning Areas	Genres	Resources/Activities
<input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Grammar <input type="checkbox"/> Vocabulary <input type="checkbox"/> Pronunciation <input type="checkbox"/> Oral presentations <input type="checkbox"/> IELTS preparation	<input type="checkbox"/> Academic <input type="checkbox"/> Everyday <input type="checkbox"/> Creative <input type="checkbox"/> Professional	Language learning books/tapes/websites/CDs Grammar exercises Newspapers/magazines/blogs TV series Films Music lyrics Discussion groups Conversation buddies/pen pals Reading novels Dictionaries Online chat YouTube/Facebook/etc

Language Learning Goals:

List one or two language learning areas you need or want to work on and say why:

Language Learning Areas	Why do you need or want to work on this?
<u>Example</u> : Pronunciation	I don't speak clearly. Some people don't understand me. To sound more fluent.
1.	
2.	

Language Learning Strategies:

For each of your goals explain what resources/activities you will use and how you will use them.

Resources/activities	How you will use them
<u>Example</u> : pronunciation book and tapes, discussion group	Practice the sounds I have trouble with. Join a discussion group to get more practice.
1.	
2.	

Reflecting on Language Learning

As you carry out your study plan, it is important to reflect on what you have done. This helps you to understand what you have learnt and what you still need to do, to identify strengths and weaknesses, and to decide what to do next.

Expected Outcomes:

The last point to think about in creating a study plan is how you will know that you have reached your goal and improved your English. Getting positive feedback from native speakers and teachers is only one way of evaluating your progress. Here are some others:

- keeping a learning diary in which you note down things like where, when, why, for how long and with whom you spoke English, things you are finding easy or difficult, things you want to find out, etc.
- thinking about mistakes you frequently make, why you make them and ways in which you can start correcting them
- doing tests and exercises that accompany materials in the LRC
- recording a study group discussion, and then listening and evaluating yourself. If you do this over time, you can compare earlier conversations with later ones
- matching your pronunciation performance against native speaker models by taping yourself and comparing the result with an original recording
- regularly checking the speed with which you read similar texts
- keeping a note of how many words you need to look up in various texts, and checking if the number decreases over time
- keeping a vocabulary notebook and regularly reviewing the contents
- keeping a notebook of new grammar points and examples of use and periodically reviewing it
- trying out new words/structures in conversations and discussions
- proof-reading your own writing

Record below what progress you **expect** to make with your SALL goals by the end of this course. Also record how you will judge your progress.

Goal	Expected Progress / Way of judging it
Ex.	I won't pronounce perfectly but I expect to be good enough to be understood easily when I speak English. I will judge my progress by noting whether the exchange students understand what I say in our seminars.
1.	
2.	

Now go online at <http://caes.hku.hk/vec/timetable> and book to see an adviser to discuss this plan. Note the date and time of the consultation:

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Recording Your SDEP Activities

Every time you do some SDEP study keep a record of what you did.

SDEP Session 1

Date/time:	Where I worked:
What I used:	
What I did with it:	
Reflection (Did you learn something? Was it worth the time you spent? Will you do it again? How could you make the experience/learning better? Other comments):	

SDEP Session 2

Date/time:	Where I worked:
What I used:	
What I did with it:	
Reflection (Did you learn something? Was it worth the time you spent? Will you do it again? How could you make the experience/learning better? Other comments):	

SDEP Session 3

Date/time:	Where I worked:
What I used:	
What I did with it:	
Reflection (Did you learn something? Was it worth the time you spent? Will you do it again? How could you make the experience/learning better? Other comments):	

SDEP Session 4

Date/time:	Where I worked:
What I used:	
What I did with it:	
Reflection (Did you learn something? Was it worth the time you spent? Will you do it again? How could you make the experience/learning better? Other comments):	

SDEP Session 5

Date/time:	Where I worked:
What I used:	
What I did with it:	
Reflection (Did you learn something? Was it worth the time you spent? Will you do it again? How could you make the experience/learning better? Other comments):	

SDEP Session 6

Date/time:	Where I worked:
What I used:	
What I did with it:	
Reflection (Did you learn something? Was it worth the time you spent? Will you do it again? How could you make the experience/learning better? Other comments):	

ADD MORE RECORDS IF YOU NEED THEM

Revisiting Expected Outcomes:

Look again at your goals and the expected outcomes at the beginning of this record then respond honestly to the following questions:

Do you think now your first goals were reasonable/achievable/realistic?

**Did you decide to change your goals during the programme? If so why?
What changes did you make?**

Did you meet the expectations you set for yourself? If no, can you explain why? If yes, was it harder than you expected?

Do you think it is helpful to set yourself goals and expectations for the SDEP? Please explain your answer.

What is the most useful/enjoyable thing you did during your SDEP time and why?

Will you go on using self-directed learning after this semester? Why?