A fresh approach to online self-access materials for higher level learners

Miranda Hamilton

Aims

- What do we mean by self-access?

- The challenges of self-access for learners

- Learner autonomy

- A fresh approach to self-access

- Overview of the new self-access materials

- Learner reflection and planning next steps

Clarifying the term. What is self-access learning?

Type your ideas into the chat box

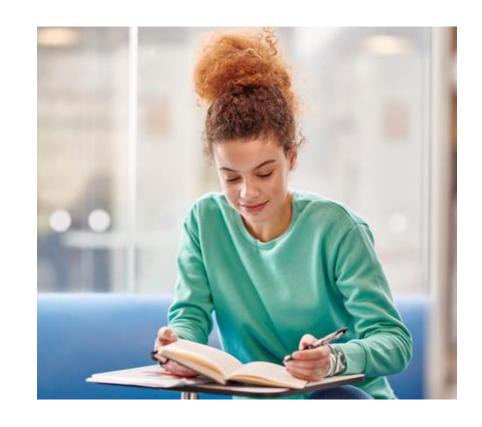# Clarifying the term. Dictionary definition

self-access

noun [U]

UK 🔊 /ˌselfˈæk.ses/ US 🔊 /ˌselfˈæk.ses/

a method of learning in which students use books, videos, etc. to study on their own:

https://dictionary.cambridge.org/dictionary/english/self-access

Clarifying the term. What other terms do we use for self access?
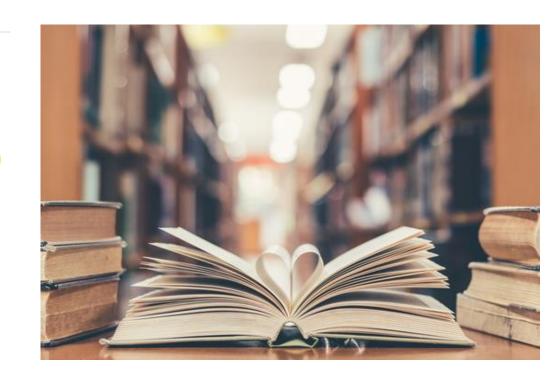
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a method of learning in which students use books, videos, etc. to study on their own:

https://dictionary.cambridge.org/dictionary/english/self-access

Other terms

- Self-directed learning

- Independent learning

- Self-study

- Autonomous learning

What type of materials are generally used for self-access?
Type your ideas into the chat box

Image courtesy of Unsplash.com

Examples of self-access materials can include …

https://www.cambridgeenglish.org/learning-english/activities-for-learners

- Online and print practice exercises

- Exam practice tasks

- Essays

- Assignments

- Project work

- Independent reading

Examples of self-access materials

Online practice exercises   https://www.cambridgeenglish.org/learning-english/activities-for-learners

NEW

Independent

Discourse markers

In this activity you will define the meaning of some discourse markers

Examples of self-access materials

Online practice exercises   https://www.cambridgeenglish.org/learning-english/activities-for-learners

NEW

Independent

Discourse markers

In this activity you will define the meaning of some discourse markers

Read the conversation. What is the **underlined** phrase used for?

Maria: Did you enjoy the meal?

Tom: Well, I wasn't very impressed. <u>What I mean is</u>, the service was quite slow.

○ starting a conversation

○ explaining something

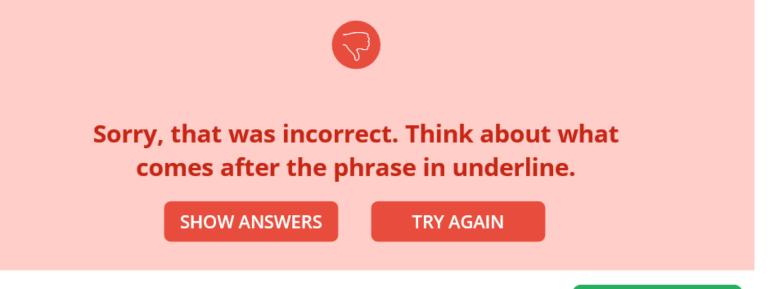○ thinking what to say next

Examples of self-access materials

Online practice exercises   https://www.cambridgeenglish.org/learning-english/activities-for-learners

Read the conversation. What is the **underlined** phrase used for?

NEW

Independent
Discourse markers

In this activity you will define the meaning of some discourse markers

Sorry, that was incorrect. Think about what comes after the phrase in underline.

SHOW ANSWERS   TRY AGAIN

OR   CONTINUE

Examples of self-access materials

Online practice exercises   https://www.cambridgeenglish.org/learning-english/activities-for-learners

NEW

Independent
Discourse markers >

In this activity you will define the meaning of
some discourse markers

You are correct! He's explaining why he
wasn't very impressed.

CONTINUE >

Examples of self-access materials

Self-access exam task practice

The Exam Booster series

- Available for all exams

- First and First for Schools (with Answer Key)

- Task shown : Reading and Use of English part 3

Exam task

For questions 1–8, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).

Example: (0) *EXISTENCE*

An interesting new planet

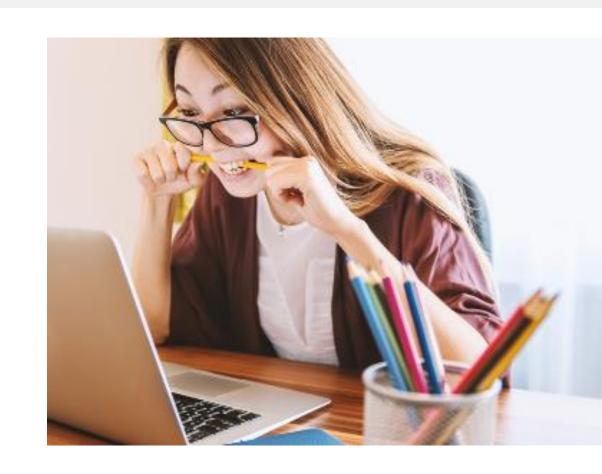|	
Until recently, the (0) .... of planets outside our own solar	EXIST
system was difficult to prove. Now, thanks to increasingly (1)	SENSE
equipment, hundreds have been discovered orbiting distant stars. Recent	
(2) .... of the nearest star to Earth, Proxima Centauri, have led	INVESTIGATE
to a (3) .... discovery: a rocky planet similar in size to the Earth	SIGNIFY
which may have liquid water on its surface.	
Although the new planet is (4) .... closer to Proxima Centauri	CONSIDER
than the Earth is to the Sun, there is still a (5) .... of life	POSSIBLE
there. This is because the star is much smaller and cooler than our sun, so	
conditions on the planet may be (6) .... enough to support life.	COMFORT
Temperatures on the planet will be (7) .... on whether there is an	DEPEND
atmosphere surrounding it.	

The challenges of self-access

Do you agree or disagree with the following statements about online self-access

AGREE / DISAGREE POLL

Confusing - there's too much choice online

- I agree

- I disagree

Cast your votes now

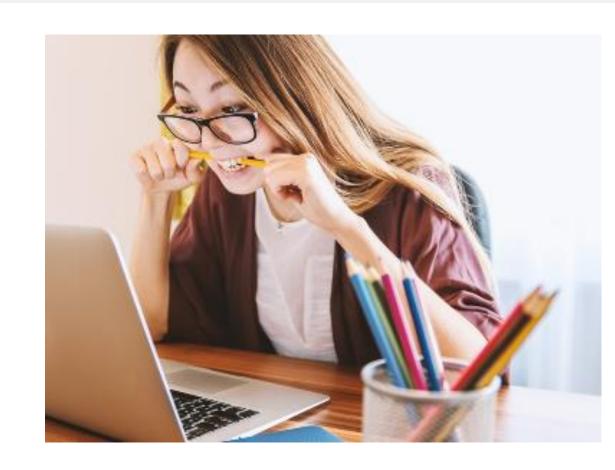Image courtesy of Unsplash.com

The challenges of self-access

Do you agree or disagree with the following statements about online self-access

AGREE / DISAGREE POLL

Difficult for learners to know what to choose

- I agree

- I disagree

Cast your votes now

The challenges of self-access

Do you agree or disagree with the following statements about online self-access

AGREE / DISAGREE POLL

Learners need teacher guidance in selecting suitable materials

- I agree

- I disagree

Cast your votes now

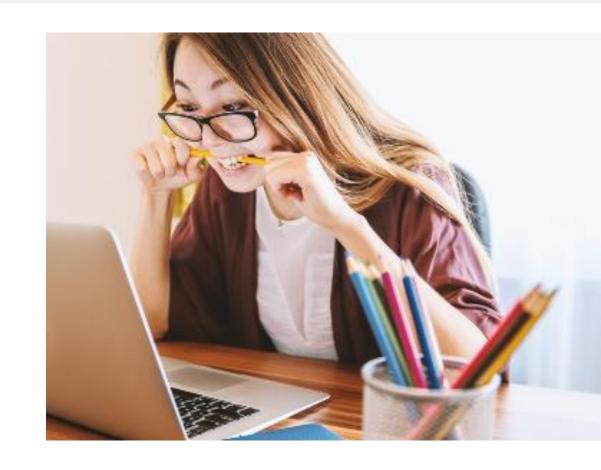Image courtesy of Unsplash.com

The challenges of self-access

Do you agree or disagree with the following statements about online self-access

AGREE / DISAGREE POLL

Learners need a plentiful supply of good content

- I agree

- I disagree

Cast your votes now

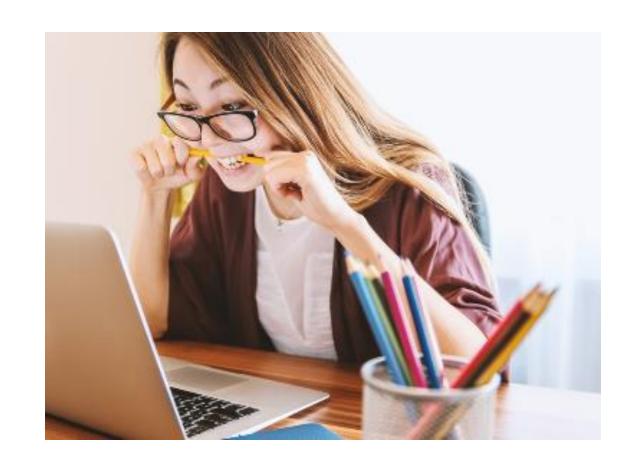Image courtesy of Unsplash.com

The challenges of self-access

Do you agree or disagree with the following statements about online self-access

AGREE / DISAGREE POLL

Too much focus on practice exercises

Not enough focus on teaching

- I agree

- I disagree

Cast your votes now

Image courtesy of Unsplash.com

Autonomy and the self-access learner

Autonomous learners thrive when they can …

- take control of their learning

Cambridge Assessment
English

Autonomy and the self-access learner

Autonomous learners thrive when they can …

- take control of their learning

- make their own decisions about their learning

Autonomy and the self-access learner

Autonomous learners thrive when they can …

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- see it's worth their time and effort

Autonomy and the self-access learner

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A fresh approach to approach to self-access

Supporting learner autonomy

A fresh approach to the design of self-access lessons

Targeted lesson focus

Preparation and practice working towards a specific exam task

I know exactly what to do

I have support to guide me

I can see this is going to help me

It's worth me doing this

Supporting learner autonomy

A fresh approach to the design of self-access lessons

Structure – the learning journey
- Lessons with a coherently designed series of inter-related activities
- Learner training for the final practice task – the exam task

I know exactly what to do

I have support to guide me

I can see this is going to help me

It's worth me doing this

Supporting learner autonomy

A fresh approach to the design of self-access lessons

Direction - clear outcomes
- Targeted learning and exam practice
- Assess, reflect, and plan for progress

I know exactly what to do

I have support to guide me

I can see this is going to help me

It's worth me doing this

Targeted focus - Lessons focus on specific tasks from the exam

cambridgeenglish.org/exams-and-tests/first-for-schools/preparation/

cambridgeenglish.org/teaching-english/resources-for-teachers/

B2 First for Schools

• Writing part 1

• Writing part 2

• Reading and Use of English Part 5

• Reading and Use of English Part 6

• Listening part 1

• Speaking part 2

Image courtesy of Unsplash.com

Targeted focus - Lessons focus on specific tasks from the exam

cambridgeenglish.org/exams-and-tests/advanced/preparation/

cambridgeenglish.org/teaching-english/resources-for-teachers/

C1 Advanced

- Writing part 1

- Reading and Use of English Part 5

- Reading and Use of English Part 6

- Listening part 1

- Speaking part 2

Bonus self access lesson – Life in lockdown
For both B2 First for Schools and C1 Advanced learners

cambridgeenglish.org/exams-and-tests/first-for-schools/preparation/

- Developed in response to current context

- Designed to be useful now *and* for life *after* lockdown

- Integrated skills self-access lesson

- Activities relate to exam-type tasks

Image courtesy of Unsplash.com

What to expect – a snapshot from a B2 First for Schools lesson

Cambridge

English Qualifications

B2 First for Schools Speaking Part 2 (Long turn)

Top tip! Find a study buddy to practise speaking with.

It may seem easier to practise speaking when you're studying in a classroom with other students. However, there are many ways you can practise from home, too. For this lesson, you could find another student who also wants to practise and:

- Record your speaking and share your speaking with your study buddy. Send your recording via email, WhatsApp, Dropbox, Google Drive or similar tools.
- Find a time to practise speaking live to your study buddy by telephone or Skype.
- Use video conferencing tools to speak live to your study friend. You can share pictures on your screens and create your own practice speaking tasks.

Summary

- Review the format and focus of Part 2 of the Speaking paper.
- Revise useful vocabulary for organising and expressing your ideas.
- Practise doing a Speaking Part 2 task.
- Watch a real example of two students doing a Speaking Part 2 task.

What to expect - a snapshot from a C1 Advanced lesson

Cambridge

English Qualifications

Prepare for exam success: C1 Advanced self-access learning

Reading and Use of English Part 6 (cross text multiple-matching)

Summary

In this lesson you will:

- Review the format of Part 6 of the Reading and Use of English paper.
- Complete a guided exam task.
- Practise strategies for guessing meaning from context.
- Create a SMART study plan.

Top tip: Read! Read! Read!
One of the most effective ways to build vocabulary and improve your reading skills (including your reading speed) is to read widely and often in English. Below are some suggested free online resources that include reviews and opinion pieces with a more formal tone similar to those in Reading and Use of English Part 6.

Try to read one article every day! Independent reading is an excellent opportunity to practise the reading and test strategies explained in this lesson, and will help you to improve your ability to read quickly for the main idea, read for detail to pick out writers' opinions, and to manage unfamiliar vocabulary.

- **1843 magazine** – free magazine from The Economist
- **Sight and Sound magazine** – film reviews
- **The Literary Review** – book reviews
- **New Scientist** – articles on science, technology and the environment

- **The Guardian** newspaper
- **The Independent** newspaper
- **BBC News**

Plans are staged - clear aims with a defined learning journey

Signposting the learning

Notice the parallels to the classroom

Phase 1 - Warmer

Phase 2 - Prepare

Phase 3 – Practise the exam task

Phase 4 – Assess, reflect and next steps

Support and stretch features for learners through the lesson

- Practical '*work round*' ideas for self-access

- Top tips

- "*How to*" boxes

- "*Need help*?" boxes

- Acknowledging hard work - signposted breaks

    "*Great work! Now take a break*"

- Bonus tasks

- Next steps - your learning plan

Image courtesy of Unsplash.com

From the top - signposting the learning journey

Lessons open with a summary informing learners what is coming up

B2 First for Schools – Writing Part 1

In this lesson you will:

• review the format and focus of Part 1 of the Writing paper.

• revise vocabulary for writing an opinion essay.

• learn techniques for planning your own essay.

• write a part 1 …

C1 Advanced – Speaking part 2

In this lesson you will:

• review the format of Part 2 of the Speaking paper.

• use online resources for vocabulary and pronunciation

• review language for ..

• practise speaking part 2 …

Warmer - C1 Advanced Speaking part 2

Online research task – promoting learner decision-making

The topic of the lesson is **happiness**

1. Go online. Find up to **five** pictures that capture different ideas about **happiness.**

2. Choose the best three images to talk about.

3. Brainstorm ideas and vocabulary around the topic of **happiness**.

4. Write three questions that would encourage a speaker to compare, contrast and speculate about happiness.

5. Need help? Compare your questions with the questions in the **need help** box.

Image courtesy of Unsplash.com

Need help? Learner support

Compare your questions and pictures with an example

1. Why do you think people might feel happy when they do these kinds of activities?

2. Do you think these activities would make everyone happy?
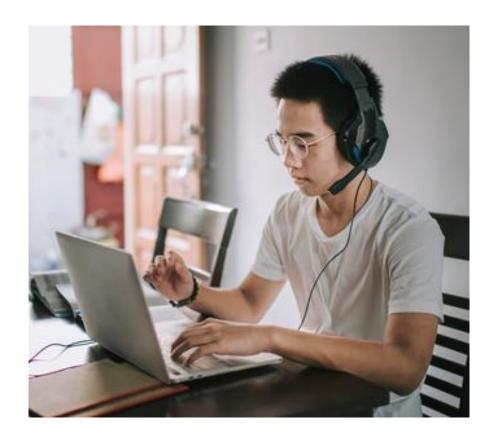
3. Which activity do you think is the most enjoyable?

Work round ideas – the practice phase of the speaking lesson

Speaking? Self-access? How does that work?

Work online with a partner from school

Talk to family and friends if they speak English

Social conferencing tools

Record your speaking practice

Take turns as Student A and Student B

Play back, review and give feedback

Work round ideas – the practice phase of the speaking lesson

No partner? No problem!

Image courtesy of Unsplash.com

ALL practice is good practice!

Role play

Ask and answer your own questions

Record speaking on a digital device

Listen back

What feedback would you give yourself?

Top tips!   Reminding learners of familiar strategies

Play to your strengths and what you already know

Before reading

- Read the title and the first paragraph

- Think!

- "*What do I already know about this topic*?"

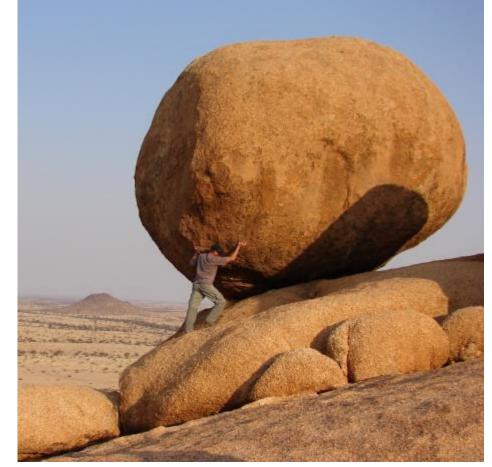- This helps to get you started with the text

B2 First for Schools - Reading and Use of English Part 5

Image courtesy of Unsplash.com

Top tips! Now try the tip

Notice how the lesson is designed to give learners choices

- Check out these links

- Read the title and first 4-5 sentences

- Choose the article **you** want to read

World wide web
https://www.bbc.co.uk/newsround

Mobile phone
http://news.bbc.co.uk/1/hi/programmes

Plastic
https://www.bbc.co.uk/newsround

B2 First for Schools - Reading and Use of English Part 5

Self-access means more time to try out strategies

At home learners can set their own time limits

Image courtesy of Unsplash.com

More time for learner training – task strategies

Supporting learners with the tools they need e.g. for reading

"Word attack" strategies to deal with new vocabulary

The learner works with the article **they** have chosen to read

Image courtesy of Unsplash.com

More time for learner training – task strategies

Supporting learners with the tools they need e.g. for reading

"Word attack" strategies to deal with new vocabulary

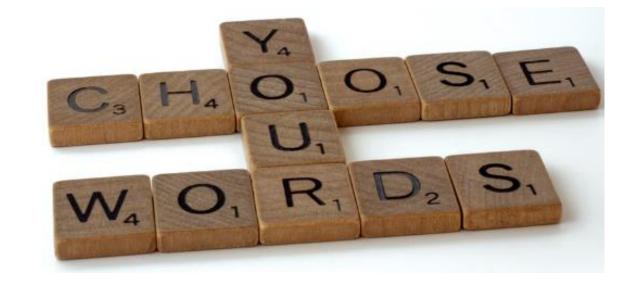Select 3-4 words that are unfamiliar to you in your article

Image courtesy of Unsplash.com

More time for learner training – task strategies

Supporting learners with the tools they need e.g. for reading

"Word attack" strategies to deal with new vocabulary

Stop! Think!

Before you check the dictionary, try this …

The plan provides strategies to work out
meaning from context

B2 First for Schools - Reading and Use of English Part 5

Image courtesy of Unsplash.com

More time for learner training – task strategies

Supporting learners with the tools they need e.g. for reading

"Text attack" strategies to understand text structure

The learner works with an article **they** have chosen

The plan suggests ways to understand the text structure

Image courtesy of Unsplash.com

More time for learner training – task strategies

Supporting learners with the tools they need e.g. for reading

"Text attack" strategies to understand text structure

1. Read the text

2. Try to see the text as a series of 6-7 connected ideas.

B2 First for Schools - Reading and Use of English Part 5

Image courtesy of Unsplash.com

More time for learner training – task strategies

Supporting learners with the tools they need e.g. for reading

"Text attack" strategies to understand text structure

3. Take each section of the text in turn

4. Summarise the main idea of each section in 2-3 words

Image courtesy of Unsplash.com

Learner training – research and study skills

Research tasks and tips – using the dictionary

Prepare to write. Prepare for exam success.

Top tip! Everything in English

- Each task in this lesson requires you to do **online research**.

- Conduct your research on websites that are in English.

- This will help you to improve your ability to read for the main ideas and for detail. *Don't* translate the text. Take notes in English

Learner training - research and study skills

Research task – Understanding and talking about the concept of '*respect*'

https://dictionary.cambridge.org/dictionary/english

Vocabulary development

- Use the dictionary as a research tool to find the meaning and other ways to talk about the concept of *respect*

- Write sentences of your own using *respect* as :a noun; a verb; an adjective and adverb

- Identify five words with the same or similar meaning to *respect*

- Multiword verbs – make a list of five multiword verbs that are often used with respect

- Record your research findings in your notebook. You will need this later in the lesson.

Clearly defined learning journey towards the writing task

Language identified in the online research task can now be recycled

B2 First Writing Part 2 – Time to plan. Time to write.

You see this announcement in an English-speaking magazine for teenagers

Articles wanted

A good role model

- Is there someone you particularly respect? Tell us about this person and explain why you admire him or her. Do you think it's important for teenagers to have a good role model in their lives?

- We will publish the best articles in next month's magazine.

- Write your article in 140-190 words.

Learner training– for writing

Provide the right level of support the development of writing skills

Organise your ideas – make time to plan

Strategies are given in the plan for the learner to try

Write!

Tips for writing a timed essay at home, are given in the plan – for example …
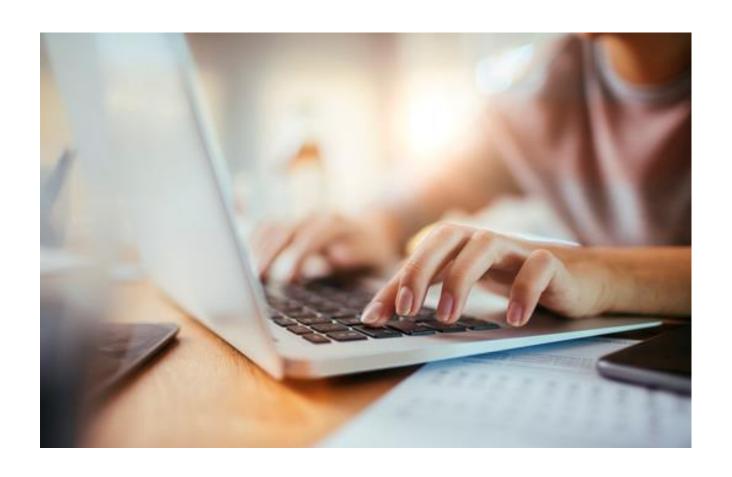
Images courtesy of Unsplash.com

Bonus tasks – encouraging learners to go the extra mile
Optional stretch task for learners

Bonus tasks – encouraging learners to go the extra mile

Integrated skills - from speaking and reading to writing at the end of the lesson

Think about the topic from the reading in the lesson
- Talk to your family. Chat to friends online.
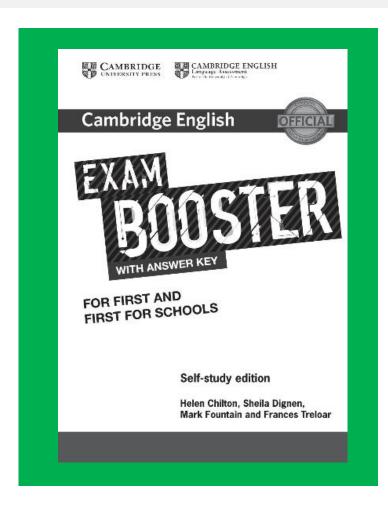- What do they think about this statement?

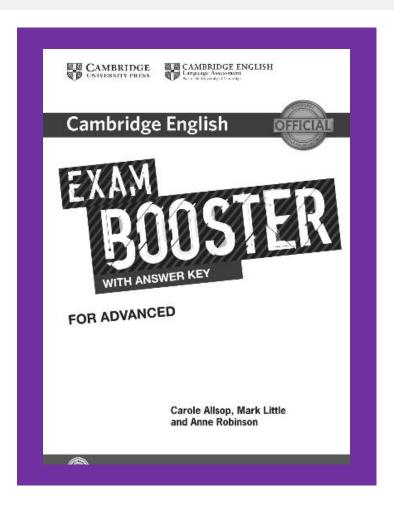**Technology has transformed the way we live but not always in a good way. Discuss**

- Make notes on your ideas, and the ideas and opinions from friends and family
- Plan and write an essay in 140-190 word in response to the statement

The closing task of the lesson

Putting into practise the skills, tips and learner training from the lesson

What about the answers? Is there any other support?

Answer keys are provided

Links to helpful websites are given

Cambridge English
Write&Improve

→] Sign In

Improve your writing fast. It's free.

1) Practise writing English
2) *Get your grade* in seconds
3) Look at the feedback and make changes
4) *Keep improving!*

Write & Improve is a free tool for learners of English that marks writing in seconds. It is provided in association with Cambridge English (part of the University of Cambridge).

Tim's Pronunciation Workshop: Summary

EPISODE 75 / 04 SEP 2017

Tim reviews the Pronunciation Workshop series... and gives a final piece of advice

https://www.bbc.co.uk/learningenglish/english/features/pronunciation

Next steps – completing the learning loop

Top tip! Make a S.M.A.R.T action plan

- **S**pecific – what will you do next, and when

- **M**easurable – how can you track what you have learned and your progress

- **A**chievable – Plan for success. Make sure your plan is realistic

- **R**elevant – What have you found difficult in this lesson. What do you need to work on

- **T**ime-based – Set yourself deadlines

Learner training to help learners write their **SMART** action plan

The learning loop – next steps

Learner training – creating a SMART action plan

I need to work on …	I will …	By [date]
Example: Learning vocabulary on unfamiliar topics	• Use the links in the lesson to find articles about the topics… • Read one article a day • Record 5 new words from each article …	Read 5 articles by the end of this week

In conclusion

New self-access lesson plans are informed by robust pedagogical principles

- Targeted lesson focus

- Structured learning journey

- Sense of direction with clear outcomes

I know exactly what to do

I have support to guide me

I can see this is going to help me

It's worth me doing this

A fresh approach to online self-access materials

Inspiring teacher and learner confidence by design – the links

B2 First for Schools

cambridgeenglish.org/exams-and-tests/first-for-schools/preparation/

cambridgeenglish.org/teaching-english/resources-for-teachers/

C1 Advanced

cambridgeenglish.org/exams-and-tests/advanced/preparation/

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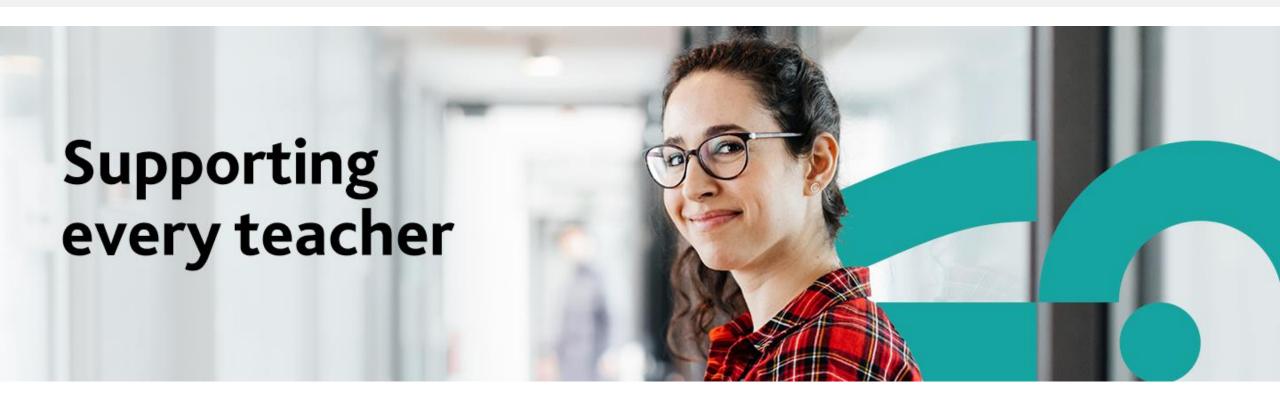
Life in Lockdown – bonus lesson

cambridgeenglish.org/exams-and-tests/first-for-schools/preparation

Image courtesy of Unsplash.com

Supporting every teacher

cambridgeenglish.org/supporting-teachers

Supporting every teacher

From blogs and online courses, to free exam preparation and materials, we have a range of materials to support you and your learners as you adapt to new ways of teaching online.
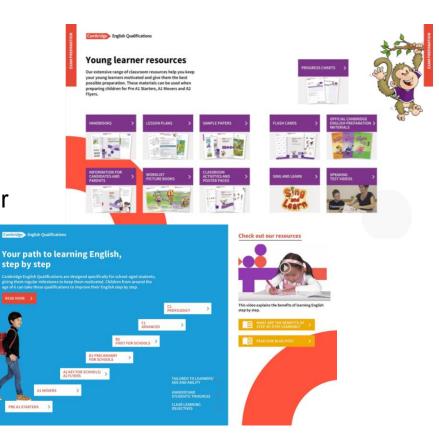
Our free interactive support pack for teachers

view.pagetiger.com/cambridge-english-teacher-support-pack

- Quick access to our exam preparation materials for all Cambridge English Qualifications.

- Free digital resources, games and support for parents.

- Ideas and tools to help you support your students.

Questions

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