THINKING ABOUT LANGUAGE

QUESTIONNAIRE

e learner are

- lent (see below)
- nd ask students to there are no right or end on individual taste
- share their answers with the reasons for them.
- cussion by asking each about language
- eration of differences in for these, their relation and character, and the es in the group
- onnaires at the end of the build up a group profiles individual letter to each en on the questionnaires the lessons together, and student an individual
- activity depends on ho nce every group and uch a matter for general guidelines:
- nsitize students to each es, and increase awarene ot to reject any learning n order to impose a
- e discussion aware of the s in the group and awar dent that you are think e doing your best to eds into a coherent account leave the class f opinions and preparin y want!

WHAT KIND OF LANGUAGE LEARNER ARE YOU?				
1	Tick the three activities you think are most similar to language learning, and say why. Do you think learning a language is like:			
	learning to ride a bike		learning mathematical formulae	
	learning to play the piano		leaming to swim	
	learning to play chess		learning dates for a history exam	
	learning to walk		learning to play cards	
	learning words in a play			
2	Try to number the sentences in ord	or:		

2 Try to number the sentences in order:
1=most useful way for me
12=least useful way for me
Which do you think are the best ways to learn English?

learning lists of vocabulary by heart

writing down the translation of every new word or phrase

learning grammar rules, with example sentences

reading as much as possible in class

speaking as much as possible in class

writing everything down in a notebook and learning it

forgetting about grammar and listening to people talking instead

dcing lots of grammar exercises-written?

-oral?

getting the teacher to correct you every time you say a sentence

trying to think in English and not translate into your own language

writing essays and getting them corrected by the teacher

(continued over)