

# QUESTIONNAIRE

---

This book has offered many, many suggestions about strategies for language learning. One way to pull it all together for yourself would be to ask yourself the same sort of questions which students who contributed to this book were asked. One of the students who answered the questionnaire had this to say:

*'Actually, after having read through this survey I have re-evaluated myself as a language learner. I am a passive rather than active learner and am surprised that I have done reasonably well given the minimum effort I have put in learning...'*

Because of her comment, this book concludes with an amended version of the original questionnaire, so that you can measure yourself as a language learner. Many of the amendments come from suggestions from successful students.

## ***Previous language learning***

Which languages have you already studied?

What has learning them taught you about the process of language learning?

## ***Motivation for learning a language***

How many of these reasons motivate you in your learning of this particular language?

interest

being well qualified to start the course

future advantage, e.g., work or travel  
 the importance of this language world-wide  
 similarities between this language and others you know  
 it is easy to learn  
 it is a heritage language  
 previous knowledge of the culture, country or language  
 interest in the culture  
 opportunities to use the language outside class  
 liking for the sound of the language

### ***Ability with languages***

Here are some of the abilities that students mentioned as helpful for learning languages. How many of them do you have?

a general talent for languages  
 a good memory  
 ability with pronunciation (e.g., enjoying imitating accents)  
 being a fast reader in your own language  
 competence in writing in your own language  
 being good at grammar  
 an outgoing personality  
 high motivation  
 basic curiosity about language

### ***Vocabulary learning***

These techniques are expanded in the book. How many of them do you use to improve your vocabulary learning?

I help myself remember new vocabulary by

- putting words and definitions on cards
- saying the words aloud
- tape-recording the words and listening to them
- making up sentences to use the new words
- memorising textbook sentences using the words
- visualising something that reminded me of the new word

- using memory aids such as rhyming or word-play
- relating the new word to similar words in the new language
- arranging the words on a page in word families

### **Grammar**

Which of these strategies do you use for understanding and using grammar?

- reciting rules
- applying the rules as I made up new sentences
- organising the rules in a new way in my own records
- writing textbook exercises

### **Listening**

How many of these do you listen to?

videos	movies	TV radio songs
tapes provided for you	conversation class	
native speakers	student friends	

### **Reading**

How many of these sources do you read?

textbooks and classwork	bilingual books	easy readers
words of songs	newsletters	magazines
novels	letters from penfriends	journals
advertisements	comics	newspapers

### **Writing**

How many of these strategies do you use?

ask native speakers to mark your writing  
swap and discuss each other's assignments

think in the target language, avoiding translation  
sound sentences in your head to hear if they sound right  
check spelling with a dictionary  
apply rules as much as possible then write as you feel it should be  
get it corrected and learn from your mistakes  
re-use structures met in class

## **Speaking**

Check your speaking strategies against these reported by students:

- Read textbook out loud to gain confidence.
- Listen to the radio, tape it, speak along with the native speaker.
- Make sentences and read them aloud.
- Say phrases aloud and in your head in everyday situations.
- Use the language laboratory.
- Rehearse first what to say, e.g., word order and agreement.
- Record yourself.
- Self-talk, e.g., about photographs, repeating colloquial sayings out loud or in head.
- Make up mental conversations while sitting on the bus.
- Read something in English and work out how to say it in the other language.

# FURTHER READING

---

## BOOKS FOR LANGUAGE LEARNERS

The following titles could be interesting to you as a language learner:

- Brown, Douglas (1989) *A Practical Guide to Language Learning* (New York: McGraw Hill).
- Crystal, David (1987) *The Cambridge Encyclopedia of Language* (Cambridge: Cambridge University Press).
- Dufeu, Bernard (1994) *Teaching Myself* (Oxford: Oxford University Press).
- Hautrais, Linda, *The Undergraduate's Guide to Studying Languages* (London: Centre for Information of Language Teaching).
- Jones, Roger (1991) *Languages and How to Master Them* (Cambridge: Allborough Publishing).
- Lewis, Marilyn, and Brown, Pascal (eds) (1993) *Learners Talk: First-hand Accounts of Language Learning* (Auckland: Carrington Polytechnic [now Unitec Institute of Technology]).
- Lewis, Marilyn (ed.) (1997) *New Ways in Teaching Adults* (Alexandria, VA: TESOL).
- Rubin, Joan, and Thompson, Irene (1994) *How to be a More Successful Language Learner* (Boston, MA: Heinle and Heinle).

## REFERENCES

The following books are the basis for the theoretical part of this volume. They have been written for teachers.

- Brown, Douglas (1991) *Breaking the Language Barrier* (Yarmouth, ME: Intercultural Press).
- Cohen, Andrew (1998) *Strategies in Learning and Using a Second Language* (New York: Longman).
- Lightbown, P., and Spada, N. (1993) *How Languages are Learned* (Oxford: Oxford University Press).
- Murphey, Tim (1991) *Teaching One to One* (Burnt Mill, Harlow: Longman). This would be a useful book for anyone learning a language with a private tutor.

- Nation, I. S. P. (1990) *Teaching and Learning Vocabulary* (New York: Newbury House).
- O'Malley, J. M., and Chamot, A. U. (1990) *Learning Strategies in Second Language Acquisition* (Cambridge: Cambridge University Press).
- Rost, Michael (1991) *Listening in Action* (Hemel Hempstead: Prentice-Hall).
- Wenden, Anita (1991) *Learner Strategies for Learner Autonomy* (Hemel Hempstead: Prentice-Hall).
- Wenden, Anita, and Rubin, Joan (eds) (1987) *Learner Strategies in Language Learning* (London: Prentice-Hall).
- Williams, Marion, and Burden, Robert (1997) *Psychology for Language Learners* (Cambridge: Cambridge University Press).
- Willing, Ken (1989) 'Teaching How to Learn', Macquarie University, Sydney: National Centre for English Language Teaching and Research. (A teacher's book and a book of activity worksheets.)

# INDEX

---

- ability for languages, 46
- assessment, 16, 84, 93, 95, 117, 131, 195, 233
- assignments, 209, 211
- associations, 73
- attendance, 57
  
- background knowledge, 136
- basic literacy, 188, 203
- beginners, 22
- body language, 129, 144
  
- children's language learning, 42
  - contrasted with adults' learning, 45
  - choosing a language, 9
  - comprehension, 113, 195, 236
  - computers, 59, 193, 211
  - context, 33
  - conversations, 35, 139, 144, 157, 162, 163, 226
  - course book: *see* textbook
  - courses, 11, 92
    - course evaluation, 97
  - culture, 5, 34, 86, 155, 200, 213, 215
    - cross-cultural communication, 155, 223
    - cultural preferences in learning, 70
  
- describing language, 36, 39, 173
- diaries: *see* journals
- dictation, 166, 234
- dictionaries, 191
- difficulties, 91, 145, 153, 156, 214, 224
- distance learning, 15
  
- easy languages, 7
- e-mail, 211
- errors, 176, 178
- essays, 239
- evaluation: *see* courses
- examinations: *see* assessment
- examples of languages, 9, 18, 215
  
- exercises, 177
- extra-curricular activities, 64
  
- feedback, 208
- films and television, 61, 139, 150, 215
- first- and second-language learning, 41, 183
- forgetting: *see* memory
- form of language: *see* grammar
- functional grammar, 39
  
- games, 59, 130, 180
- goals, 90, 93, 96, 108
- grammar, 168, 176
  - see also* language form
- grammatical terms, 37
  
- helplessness, 54
- heritage languages, 8
  
- independence, 187
- international languages, 8
- Internet, 211
  
- jokes, 165
- journals, 101, 207
  
- knowing a language, 26
  
- language form, 27, 152
- language input, 114
- learning styles, 49
- lectures, 138
- linking language, 35, 155
- listening, 110, 134
- literature, 189, 197, 218
- living abroad, 5, 21, 219
  
- memory, 66, 113, 127, 180
  - short-term and long-term, 67
- metaphorical language, 229
- methods, 47

- mindmaps, 128, 174
- mistakes: *see* errors
- mnemonics: *see* memory
- motivation, 7, 66, 76, 105
- music, 86
  
- native speakers, 65, 162
- news, 149, 218
- non-verbal behaviour: *see* body language
  
- one-to-one learning, 20
- opportunities, 93
- oral examination: *see* assessment
- order of language learning, 45
- organising study, 57, 172
  
- parts of speech, 37
- part-time study, 18
- patterns in language, 73, 173, 198
- phrases, 30
- poetry, 200, 219
- private tutors, 19
- problems: *see* setbacks
- professional language, 4
- progress: *see* assessment
- pronunciation, 153
- purposes for language learning, 3
  
- reading, 6, 96, 110, 182
  - reading aloud, 188
  - types of reading, 188
- reasons for language learning, 3, 197
  
- resources, 16, 63, 115, 118, 217
  
- self-study, 17, 55, 131, 147, 161
- senses, using all the, 74
- setbacks, 81, 87, 107
- simplified readers, 116
- situations for using language, 32
- singing, 112
- sounds of a new language, 28, 43
- speaking, 110, 151, 234, 240
  - self-talk, 161
  - see also* conversations
- strategies, 53, 56, 57
  
- tasks, 94
- teaching methods, 11, 47
- telephone, 119, 149
- textbook, 18, 19, 215, 217
- thinking, 57
- time management, 71, 243
- translation, 47, 243
- tutorials, 158, 220
- types of learner: *see* learning styles
  
- understanding, 225
  
- videos: *see* films and television
- visual imagery, 74
- vocabulary, 114, 123, 184
  
- words: *see* vocabulary
- writing, 95, 109, 203, 235