Introduction

*Learning to Learn English* aims to help you:
- become a more effective learner of English
- take on more responsibility for your own learning

by helping you to consider factors which may affect your language learning and to discover the learning strategies that suit you best. This is what we call *learner training*.

This book will be used during your course together with your course book or other materials. Your teacher will guide you.

You will find questions to discuss, activities and suggestions to help you with your language learning. In class you will be asked to discuss your ideas about language learning with other students so that you can learn from each other.

Your Learner’s Book has two stages of training (see the diagram on page 2):

Stage 1 Preparation for language learning

Stage 2 Skills training

These two stages aim to take you step by step to the point where you can plan your own study programme for learning English independently, if you wish.

You will find the following symbols used in this book:

- Pair work
- Group work
- Class discussion with teacher
- Recorded on the cassette
Framework for Learner Training

Keep a record of the learner training you have covered by ticking the boxes (√) as you finish each section.

Stage 1 Preparation for language learning

1.1 What do you expect from your course?
1.2 What sort of language learner are you?
1.3 Why do you need or want to learn English?
1.4 How do you organise your learning?
1.5 How motivated are you?
1.6 What can you do in a self-access centre?

Stage 2 Skills training

<table>
<thead>
<tr>
<th>Skills</th>
<th>Step 1</th>
<th>Step 2</th>
<th>Step 3</th>
<th>Step 4</th>
<th>Step 5</th>
<th>Step 6</th>
<th>Step 7</th>
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</thead>
<tbody>
<tr>
<td>2.1 Extending vocabulary</td>
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<tr>
<td>2.2 Dealing with grammar</td>
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<td>2.3 Listening</td>
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<td>2.4 Speaking</td>
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<td>2.5 Reading</td>
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<td>2.6 Writing</td>
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</table>
Stage 1
Preparation for language learning
1.1 What do you expect from your course?

1. Ask and answer the following questions.
   a) Do you think you are good at learning languages? Why or why not?
   b) What do you think is the best way to learn a new language? Why?
   c) What kinds of activities do you think should be included in your course? Why?

2. Discuss your ideas with the rest of your class.
### 1.2 What sort of language learner are you?

Try the following quiz. Tick (√) your answers to the questions.

<table>
<thead>
<tr>
<th>Question</th>
<th>Usually</th>
<th>Sometimes</th>
<th>(Almost) never</th>
<th>Don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Did/do you get good results in grammar tests?</td>
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<tr>
<td>2. Do you have a good memory for new words?</td>
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<td>3. Do you hate making mistakes?</td>
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<td>4. In class, do you get irritated if mistakes are not corrected?</td>
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<td>5. Is your pronunciation better when you read aloud than when you have a conversation?</td>
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<tr>
<td>6. Do you wish you had more time to think before speaking?</td>
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<td>7. Did/do you enjoy being in a class?</td>
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<tr>
<td>8. Do you find it difficult to pick up more than two or three words of a new language when you are on holiday abroad?</td>
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<tr>
<td>9. Do you like to learn new grammar rules, words, etc. by heart?</td>
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</tr>
</tbody>
</table>
1.2 What sort of language learner are you?

How to calculate your score:
Score: 3 points for each Usually
      2 points for each Sometimes
      1 point for each Almost never or never
      0 points for each Don’t know
Total score: 

Now read the appropriate comments on pages 8–9.
1.2 What sort of language learner are you?

**Score: 23-27 points Analytic?**
You may feel it is very important to be as accurate as possible all the time. You probably prefer the sort of language learning where you need to think carefully: for example, when you are doing grammar exercises, working out the meanings of words, practising pronunciation, etc. This is very often the sort of language learning you do in class or when you are studying alone. You may be able to improve your language learning. Look at the following suggestions.

**Suggestions**
You could improve your fluency by:
- **trying to speak more**
  For example, try talking to English-speaking friends, tourists, etc. as often as possible.
- **not worrying too much about your mistakes**
  Trying to be correct all the time is hard work and can stop you from communicating well. Although making mistakes is an important part of the learning process, don’t always try to correct yourself immediately. Remember that the people you speak to won’t be listening for your mistakes, but for what you are trying to say. After you have finished speaking, you can usually remember the mistakes you want to work on; this is a good time to make a note to yourself to do something about them.
- **depending on yourself**
  Outside the classroom you won’t always have a dictionary or a teacher to help you, so don’t be afraid to depend on yourself: you probably know more than you think.

**Score: 14-22**
A mixture?
You may find that you do not fall exactly into either of the categories marked Analytic? or Relaxed?. Many people are a mixture and learn in different ways at different times depending on the situation and what they are doing.

**Suggestion**
Look at the descriptions for Analytic? and Relaxed?. You may find that you are more similar to one than the other and this could help you to think about what areas of your learning you might improve. If you can’t decide now, try to do this during your course.

**Score: 0-8 points**
Not sure?
Your score does not mean that you are not a good language learner. Perhaps this is the first time you have thought about the way you learn. To know more about this can be very useful in helping you to become a more effective language learner.

**Suggestion**
You can find out some general information about learning languages by looking at the descriptions marked Analytic? and Relaxed?. During your course, try to become more aware of the ways you learn. This can help you decide which areas of your learning you might improve.
1.2 What sort of language learner are you?

Score: 9-13 points  Relaxed?
You seem to 'pick up' languages without really making too much effort and you usually enjoy communicating with people. You may sometimes feel, however, that you should be learning more grammar rules, but you probably don't enjoy this and quickly lose interest. You may be able to improve your language learning. Look at the following suggestions.

Suggestions
- **try finding more time to learn**
  You may need to spend more time thinking about and practising things like grammar, pronunciation, etc. Try to organise a regular time for learning.
- **try being more self-critical**
  You probably need to correct yourself more. You may not worry or even notice when you make mistakes, but if you try to become more aware of the mistakes you make regularly, you may find it easier to do something about them.

*Note:* You may like to try this quiz again after you have done some more learning, to compare the results.
1.3 Why do you need or want to learn English?

1 Analysing your needs

Before you start your course, it is a good idea to think carefully about what you need or want English for. You could analyse your needs like this.

a) Decide on your main purpose for learning English e.g. for work.

b) Make a list of the specific situations where you need to use English e.g. speaking on the telephone, answering enquiries, giving information, writing business letters.

c) Decide which skills you need for each situation: extending vocabulary, dealing with grammar, listening, speaking, reading or writing.

You should then have a better idea about which skills you need to work on and be able to establish your priorities.

Here is an example of how one learner analysed his needs. Stig is a Swedish Youth Hostel warden who needs English for his work. He filled in the following chart. You will find a blank chart on page 109 in the Appendix, which you could use to analyse your own needs.

<table>
<thead>
<tr>
<th>Situations</th>
<th>Vocabulary (✓)</th>
<th>Grammar (✓)</th>
<th>Listening (✓)</th>
<th>Speaking (✓)</th>
<th>Reading (✓)</th>
<th>Writing (✓)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Youth Hostel Reception desk</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- welcoming new guests</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- giving YH information</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- explaining regulations</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- answering enquiries</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- putting up notices</td>
<td>✓</td>
<td>✓</td>
<td></td>
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<td></td>
<td>✓</td>
</tr>
</tbody>
</table>