**AUTONOMOUS LEARNING**

**LEARNERS**

**TASK 1**

1. Read about three different learners of English below. Number them 1 – 3 according to how successful you think they will be in learning English (1 – most successful, 3 – least successful). Write arguments to justify your decision.

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| Joseph takes learning English very seriously. He’s particularly keen on English grammar – he spends many hours at home studying grammar books and doing exercises in class. He always has lots of questions for his teacher. Joseph is also keen to learn vocabulary – he always has his bilingual dictionary next to him in class, and looks up any new words he meets. He prefers this to listening to the teacher’s explanations. He quite enjoys his English lessons, but he feels his teacher wastes too much time on group work. He doesn’t like speaking to other students – they don’t speak English well enough, and he doesn’t like making mistakes.   |

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| Sophie really enjoys her English lessons, though she doesn´t have enough time to study because of her job. She likes her teacher and her classmates and enjoys speaking English with them. She always tries to say as much as she can even if the topic is something doesn’t really interest her. If she wants to express something or there is something she doesn’t understand she asks the teacher. She tries to correct herself and tries to use the words she learns, but she doesn’t worry too much if she makes mistakes. Sophie is fairly good in grammar – when she learns something new she tries to work out the rule by herself, but of course she is not always right. She sometimes gets the chance to practice her English at work when she meets English speaking colleagues even if she feels a bit shy about the level of her English.  |

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| Jennifer doesn’t really know why she is learning English, but perhaps it will be useful someday. She thinks it’s her teacher’s job to make sure that she learns because her parents are paying a lot of money for her lessons. She doesn’t come regularly to her lessons or she arrives late because she’s been outside dancing or meeting friends the night before. Her teacher always explains new vocabulary and grammar in English, but Jennifer doesn’t usually listen very hard to these parts of the lesson. She always asks another classmate to translate what the teacher says. Sometimes the teachers ask her questions, but they don’t interest her much, and anyways she is a bit shy about speaking English, so she usually answers in one word. They have to do quite a lot of group work, but she takes it as a good chance to find out what her friends have been doing – not in English, obviously  |

**TASK 2 – LEARNERS MATURITY**

How does maturity impact on learning? Put the following ideas under the most appropriate heading.

1. Can only concentrate for short periods.
2. May worry about what others think of them.
3. Usually able to control and plan their own behavior.
4. Limited experience of life.
5. Learns through experience.
6. Beginning to learn in more abstract ways.
7. Needs to move around often.
8. Aware of themselves and their actions.
9. Uncomfortable aware of themselves
10. Pays more attention to meaning than form in language.

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| **Children** | **Teenagers** | **Adults** |
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**TASK 3**

Read the information in the module of this course. If you need to clarify your knowledge, please surf for more information in the web.

Join a partner and build a mind map together summarizing the main ideas about *‘Learners’*.