



УХОДИМ В АВТОНОМНОЕ ПЛАВАНИЕ

(методические материалы для организации автономного обучения)

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Уходим в автономное плавание (методические материалы для организации автономного обучения): методическое пособие для преподавателей и студентов. англ. яз./Сост. Н.И. Иголкина. – Саратов, 2011. – 49 с.

В методическом пособии собраны тесты, анкеты и рекомендации для преподавателей и студентов, которые помогут организовать автономное обучение иностранным языкам в вузе. Использование предложенных материалов может способствовать повышению эффективности самостоятельной работы студентов в процессе изучения иностранных языков.

В первой части пособия предложены материалы на русском языке, а во второй находятся диагностические материалы и рекомендации для студентов на английском языке, которые могут быть органично интегрированы в учебный процесс в качестве учебных текстов.

Методическое пособие может быть использовано преподавателями и студентами высших учебных заведений.

Рекомендовано к использованию в учебном процессе:

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РАЗДЕЛ 1

Тест 1

Тест для выявления уровня самостоятельности обучаемых

Данный тест позволяет определить уровень самостоятельности обучаемых по пятибалльной системе, где каждый балл соответствует уровню развития самостоятельности обучаемого. Эти пять уровней развития самостоятельности различаются, в зависимости от степени сложности учебных задач, которые решаемых обучаемым, адекватности контроля и средств коррекции возникающих ошибок. Каждый уровень определяется по предложенным характеристикам. Прочитайте внимательно каждую из предложенных характеристик и выберете ту, которая в большей степени соответствует обучаемому.

О *первом* уровне самостоятельности свидетельствует полное отсутствие у обучаемого умения справиться с учебным заданием без посторонней помощи. - **1 балл**

О *втором* уровне самостоятельности говорят в том случае, если обучаемый не умеет качественно выполнять учебные задания без внешнего руководства и контроля. - **2 балла**

Третий уровень самостоятельности характеризуется репродуктивным подходом к учению, умением решать поставленные учебные задачи с опорой на схему ООД, алгоритм, план или пример решения подобной задачи. Контроль и коррекция осуществляются при помощи преподавателя. – **3 балла**

Четвертый уровень самостоятельности определяется по умению решать нестандартные задачи и выбирать правильный способ решения задачи из существующих альтернативных путей. Обучаемый способен осуществлять самоанализ и самоконтроль. – **4 балла**

Пятый уровень самостоятельности проявляется в умении обучаемых самостоятельно выделять приоритеты, ставить перед собой познавательные задачи и решать их наиболее эффективным способом, осуществлять адекватную оценку результатов учебной деятельности и уметь вносить необходимые корректировки. - **5 баллов**

Уровень студента:

Тест 2

Тест для определения качественных характеристик сформированности у студентов умений управлять учебной деятельностью

Вам предлагается оценить качественный уровень сформированного у студентов умения управлять учебной деятельностью по пятибалльной системе. Каждый уровень определяется по предложенным характеристикам. Прочитайте внимательно каждую из предложенных характеристик уровней и определите какая из них в большей степени соответствует обучаемому.

О *первом* уровне сформированности умения говорят в том случае, если обучаемый не осознает потребности в умении управлять учебной деятельностью.

– **1 балл**

Второй (ознакомительный) уровень сформированности умения характеризуется осмысливанием отдельных действий и ознакомлением с общей структурой управления и отдельными ее элементами, знакомством с приемами выполнения действий. Особенность этого этапа заключается в том, что обучаемый понимает цель управления и цель каждого ее этапа, но плохо представляет себе способы достижения этих целей. Обучаемый допускает грубые ошибки, которые не осознает. – **2 балла**

Третий (аналитический) уровень отличается сознательным, но не всегда умелым выполнением отдельных действий на разных этапах управления. Обучаемый способен анализировать способ выполнения тех или иных действий. Особенностью этого уровня является отчетливое понимание способов выполнения действий, но неточное их выполнение. Выполнение действий сопровождается напряжением и приводит к быстрому утомлению. Обучаемый выполняет действия осознанно и плохо может осуществлять контроль, низкий уровень согласованности отдельных действий. – **3 балла**

Четвертый (синтетический) уровень характеризуется автоматизацией и согласованностью отдельных действий. Особенность данного этапа заключается в том, что повышается качество действий и степень их согласованности, внимание обучаемого в большей степени концентрируется на результате действий, а не на их выполнении. Обучаемый качественнее осуществляет контрольные функции и правильно корректирует действия. – **4 балла**

Пятый (ситуативный) уровень характеризуется гибкостью управленческих функций, пластической приспособляемостью к ситуации. Особенностью этого этапа является целесообразное выполнение всех действий обучаемого, подсознательный контроль операций, высокая эффективность учебной деятельности. – **5 баллов**

Уровень студента:

Тест 3

Тест на выявление стратегий, используемых при УИЯ

(Strategy Inventory for Language learning Version 7.0 [ESL/EFL] R.L.Oxford, 1989). Версия для изучающих английский как иностранный.

Указания: Вам будут предложены утверждения, которые относятся к изучению английского языка. Прочитайте каждое утверждение и оцените по пятибалльной шкале, насколько свойственно вам то, о чем в нем говорится.

- 1 - Никогда или почти никогда мне не свойственно.
- 2 - Обычно мне не свойственно.
- 3 - Отчасти (в некоторой степени) мне свойственно.
- 4 - Обычно мне свойственно.
- 5 - Всегда или почти всегда мне свойственно.

Вам необходимо оценить насколько точно то или иное утверждение описывает ваши реальные действия при изучении иностранного языка. Не оценивайте предложенные высказывания с точки зрения того, что, на ваш взгляд, следует делать, или того, что другие делают, изучая язык. В данном тесте не предлагаются правильные или неправильные утверждения.

Часть 1

1. Изучая язык, я устанавливаю связи между усвоенным и новым материалом.
2. Я использую новые слова в предложениях, поэтому я могу их запомнить.
3. Чтобы запомнить новые слова, я связываю звучание нового английского слова с образом или изображением этого слова.
4. Я запоминаю новое английское слово, представляя себе ситуацию, в которой это слово может быть использовано.
5. Я использую рифму, чтобы запомнить новые английские слова.
6. Я использую карточки, чтобы запомнить новые слова.
7. Я физически представляю, разыгрываю новые слова.
8. Я часто повторяю пройденные уроки.
9. Я запоминаю новое слово или фразу, запоминая их расположение на странице, доске или на вывеске.

Часть 2

10. Я произношу или пишу слово несколько раз.
11. Я стараюсь подражать речи носителя английского языка.

12. Я упражняюсь в произношении звуков английского языка.
13. Я по-разному использую изученные английские слова.
14. Я иницирую диалоги на английском языке.
15. Я смотрю передачи и фильмы на английском языке.
16. Я читаю интересующую меня литературу на английском языке.
17. Я веду записи, пишу записки, письма и т.д. на английском языке.
18. Я сначала просматриваю отрывок на английском языке, а затем возвращаюсь и читаю его внимательно.
19. Я ищу в родном языке слова похожие на новые английские слова.
20. Я пытаюсь находить модели и примеры в английском языке.
21. Я определяю значение английского слова, разделяя его на части, которые мне понятны.
22. Я стараюсь не переводить дословно.
23. Я кратко излагаю услышанную или прочитанную информацию по-английски.

Часть 3

24. Я стараюсь догадаться о значении незнакомого английского слова.
25. Если я не могу вспомнить слово по-английски во время разговора, я использую жесты.
26. Если я не знаю нужное слово по-английски, то я придумываю новое слово.
27. Я не ищу в словаре каждое незнакомое слово, когда читаю по-английски.
28. Я стараюсь прогнозировать английские высказывания других людей.
29. Если я не могу выразить мысль по-английски, я использую слово или фразу с тем же значением.

Часть 4

30. Я стараюсь использовать любую возможность для применения английского языка.
31. Я замечаю свои ошибки и использую эту информацию, чтобы достичь лучших результатов.
32. Я обращаю внимание, когда кто-то говорит по-английски.
33. Я стараюсь узнать, как надо учить язык, чтобы выучить его как можно лучше.
34. Я составляю свое расписание так, чтобы у меня было достаточно времени на изучение английского языка.
35. Я ищу людей, с которыми могу говорить по-английски.
36. Я стараюсь как можно больше читать по-английски.
37. Совершенствование навыков владения английским языком необходимо мне для достижения определенной цели.
38. Я задумываюсь о своих успехах в изучении английского языка.

Часть 5

39. Если я чувствую, что боюсь пользоваться английским языком, то стараюсь расслабиться.

40. Я стараюсь говорить по-английски, даже если боюсь, что могу сделать ошибку.

41. Я поощряю себя, если делаю успехи в изучении английского языка.

42. Я замечаю, что нервничаю или нахожусь в напряженном состоянии, когда я учу или использую английский язык на практике.

43. Я записываю свои чувства в своем учебном дневнике.

44. Я обсуждаю с другими свои ощущения при изучении английского языка.

Часть 6

45. Я прошу говорить медленнее или повторить что-то, если я что-то не понимаю.

46. Я прошу людей, которые владеют английским языком, исправлять меня, когда я говорю.

47. Я практикуюсь в английском языке с другими студентами.

48. Я прошу о помощи тех, кто владеет английским языком.

49. Я задаю вопросы по-английски.

50. Я стараюсь узнать что-либо о культуре англо-говорящих стран.

Оценка результатов:

<i>Высокая</i>	<i>Всегда или почти всегда используемые</i>	<i>4,5 – 5,0</i>
<i>Высокая</i>	<i>Обычно используемые</i>	<i>3,5 – 4,4</i>
<i>Средняя</i>	<i>Иногда используемые</i>	<i>2,5 – 3,4</i>
<i>Низкая</i>	<i>Обычно не используемые</i>	<i>1,5 – 2,4</i>
<i>Низкая</i>	<i>Никогда или почти никогда не используемая</i>	<i>1,0 – 1,4</i>

ФИО:

Дата:

Заполните таблицу:

	Часть 1	Часть 2	Часть 3	Часть 4	Часть 5	Часть 6
	Эффективность запоминания	Умственная обработка	Компенсация отсутствующих знаний	Организация и оценка своей познавательной	Управление эмоциями	Осуществление познавательной деятельности

				ьной деятельнос ти		ти другими с
	1.	10.	24.	30.	39.	45.
	2.	11.	25.	31.	40.	46.
	3.	12.	26.	32.	41.	47.
	4.	13.	27.	33.	42.	48.
	5.	14.	28.	34.	43.	49.
	6.	15.	29.	35.	44.	50.
	7.	16.		36.		
	8.	17.		37.		
	9.	18.		38.		
		19.				
		20.				
		21.				
		22.				
		23.				
Итого :						
Средн ее значе ние:	= ___ / 9	14 = ___ /	___ / 6 =	= ___ / 9	6 = ___ /	___ / 6 =

Средний балл: $(1_) + (2_) + (3_) + (4_) + (5_) + (6_) / 50 = _$

Тест 4

Тест для определения уровня обучаемости студентов

В данном тесте вам предстоит определить уровень обучаемости студентов. Для этого вам нужно будет оценить, в какой степени каждый из выделенных параметров соответствует предлагаемым негативным или позитивным характеристикам. Ознакомьтесь с каждым из параметров по предложенным в таблице 1 крайним характеристикам. Затем по пятибалльной системе оцените, в какой степени предъявленные характеристики соответствуют вашему студенту, а результаты оценки отметить в предложенной таблице 2, где 1 балл соответствует максимальным негативным характеристикам, а 5 баллов соответствуют максимальным позитивным характеристикам.

Таблица 1. Характеристика параметров обучаемости.

Параметр	Характеристики	
	Позитивные	Негативные
Скорость	Быстро Без напряжения Прочно, на долго Легко переучивается Обладает гибкостью	Медленно Напряженно, с трудом Мимолетно, быстро забывается С трудом переучивается Характеризуется ригидностью
Тщательность	Добросовестно Аккуратно Основательно	Халатно Небрежно Поверхностно
Мотивация	Охотно Добровольно Инициативно Увлеченно, активно Старательно, усердно	Неохотно По принуждению Инертно Пассивно, Нерадиво, лениво
Когнитивная организация	Осознанно, с пониманием Планомерно, предвидя последствия, рационально	Механически, не понимая, методом проб и ошибок Случайно, непреднамеренно

Психологическая комфортность	Отсутствует усталость Удовлетворенность Восприимчиво	С утомлением Неудовлетворенно Плохая восприимчивость
Управляемость	Самостоятельно Автономно, независимо Планомерно, Последовательно, Целенаправленно Постоянно, настойчиво	Несамостоятельно Под руководством Бесцельно, бессистемно, без плана Периодически, неустойчиво
Использование ресурсов	Хорошая осведомленность о ресурсах Умение находить нужную информацию Обладает организованной базой данных Легко принимает помощь и советы	Плохая осведомленность о ресурсах Отсутствует умение находить нужную информацию Отсутствует база данных Отказывается от помощи и советов
Правильность выполнения действий	Высокий процент правильно принятых решений Обоснованное изменение алгоритма выполнения действия	Низкий процент правильно принятых решений Необоснованное изменение алгоритма выполнения действия
Ориентировка в учебной ситуации	Учитывает индивидуальные особенности Адекватность оценок Способность переходить на другой уровень сложности Учитываются происходящие изменения Рассматриваются альтернативные способы решения задачи	Игнорирует индивидуальные особенности Неадекватность оценок Неготовность к переходу на другой уровень сложности Не учитываются происходящие изменения Рассматривается только один способ решения задачи

Таблица 2. Результаты оценки показателей обучаемости.

Параметр	Балл (1-5)
1. Скорость	
2. Тщательность	
3. Мотивация	
4. Когнитивная организация	
5. Психологическая комфортность	
6. Управляемость	
7. Использование ресурсов	
8. Правильность выполнения действий	
9. Ориентировка в учебной ситуации	

Итого:

Средний балл: / 9 =

Тест 5

Анализ готовности студентов к самостоятельной работе (Анкета для преподавателей)

1. Какие сложности возникают при работе со студентами при выполнении заданий и упражнений в рамках коммуникативно - ориентированного обучения ИЯ.

а) студенты не принимают активное участие в процессе обучения и познания;

б) студенты не хотят выражать собственное мнение, чувства, делиться опытом;

в) студенты с трудом имитируют реальные ситуации;

г) студенты не умеют работать в парах и группами;

д) студенты не осознают своей ответственности за результаты обучения;

е) студенты не развивают у себя умение учиться;

ж) студенты ожидают, что преподаватель играет доминирующую роль на занятии;

з) студенты не умеют самостоятельно выводить правила;

и) студенты не умеют вести словарную работу;

й) студенты не умеют самостоятельно работать с лексикой;

к) студенты не умеют работать над ошибками.

2. Согласны ли Вы со следующими утверждениями:

а) студенты не умеют эффективно работать в группах и парах, так как не работали так в школе

б) студенты не понимают, что коммуникативное задание это средство изучения и усвоения иностранного языка (и, как следствие, часто выполняют его на русском языке)

в) студенты не умеют использовать дополнительные ресурсы для изучения ИЯ (Интернет, радио, справочная литература)

г) студенты не умеют и не пользуются англо-английским словарем

д) разделы Unit(a) определенного уровня сложности не всегда соответствуют уровню подготовки студентов (например, грамматический или лексический материал студентам по силам, а аудирование вызывает большие сложности)

3. Какой аспект вызывает самые большие сложности у студентов (поставьте баллы по уровню сложности 5 – самый сложный, 1 – самый легкий). Эти же аспекты оцените с точки зрения того, сколько аудиторного времени Вы уделяете каждому из них (в процентах):

*чтение, *аудирование, *письмо, *говорение, *лексика, *грамматика,
*организация своей
учебной деятельности, *(укажите свой)

Саратовский государственный университет имени Н. Г. Чернышевского

Тест 6

Тестирование общих учебных умений

(from “Study tasks in English Student’s Book” by Mary Waters, Alan Waters
Cambridge University Press, 1995 pp200)

Указания: Вам будут предложены утверждения. Прочитайте каждое утверждение и оцените его по шкале из трех баллов.

1 – У меня хорошо это получается.

2 – Я делаю это нормально, но мне надо больше практики.

3 – У меня плохо это получается.

Дополнительно отметьте потребность в этом умении:

«+» – Мне нужно это умение. «-» – Мне не нужно это умение.

Вам необходимо оценить насколько точно то или иное утверждение описывает ваши реальные действия. Не оценивайте предложенные высказывания с точки зрения того, что, на ваш взгляд, следует делать, или того, что другие делают, осуществляя познавательную деятельность. В данном тесте не предлагаются правильные или неправильные утверждения.

А. Организационные навыки и навыки самоанализа.

- Я аккуратно веду записи новых слов.
- Я аккуратно записываю задания.
- Я являюсь “независимым” обучаемым.
- Я осознаю свой собственный стиль обучения.
- Я уверенный в себе обучаемый.
- Я осознаю, свои учебные потребности.
- Я веду здоровый образ жизни.
- У меня хорошие условия для учебы.
- У меня есть учебный план.
- Я следую своему учебному плану.

Б. Умение находить и использовать ресурсы.

- Я знаю, где в книге или журнале найти специфическую информацию.
- Я знаю, какие учебные материалы и услуги доступны в библиотеке.
- Я знаю, как найти в библиотеке нужную книгу или журнал.
- Я могу определить существенные части книги.
- Я умею находить справочную литературу по теме.
- Я умею вести записи того, где я нашел информацию.
- Я умею бегло просмотреть статью.
- Я умею бегло просмотреть статью, останавливаясь на интересующих меня деталях.

В. Умение вести записи (делать конспект).

- Я знаю, что значит правильно вести записи.
- Я знаю разные способы ведения записей.
- Я умею вести линейные записи.
- Я использую в конспектах нумерацию, диаграммы, группирование.
- Я имею вести записи, когда слушаю.
- Я имею вести записи, когда читаю.
- Я использую сокращения в записях.
- Я могу сформулировать, какие стратегии использую, когда слушаю.
- Я могу сформулировать, какие стратегии использую, когда читаю.
- Перед тем, как я читаю или слушаю, я ставлю перед собой цель.
- Я могу прогнозировать, о чем прочитаю в следующий момент.
- Я могу прогнозировать, что услышу в следующий момент.
- Я использую организационные приемы, которые могут помочь пониманию материала.
- Я могу догадаться о значении незнакомых слов из контекста.

Тест 7

Анкета для определения потребностей и приоритетов студентов

Ф.И.О.....

Дата:.....

Прочтите предлагаемые ответы и отметьте правильные.

Зачем Вы изучаете английский язык (отметьте нужный вариант или несколько вариантов):

- ❖ это обязательный предмет.....
- ❖ чтобы путешествовать.....
- ❖ чтобы найти хорошую работу.....
- ❖ так хотят мои родители.....
- ❖ не знаю, зачем я это делаю.....
- ❖ потому что это престижно.....
- ❖ мне это интересно.....
- ❖ чтобы поменять место жительства.....
- ❖ другие причины.....

На каком уровне Вы находитесь (отметьте необходимое):

- ❖ начальный.....
- ❖ средний.....
- ❖ продвинутый.....

Оцените свои навыки и умения в следующих областях по пятибалльной системе (1- максимальная негативная оценка; 5 – максимальная позитивная оценка):

Лексика	Грамматика	Аудирование	Чтение	Письмо	Говорение

Как Вы оцениваете свои способности к изучению языков:

- ❖ хорошие.....
- ❖ средние.....
- ❖ плохие.....

С каким из следующих аспектов Вы испытываете сложности в процессе УИЯ:

- ❖ с произношением.....
- ❖ с аудированием.....
- ❖ с формулированием высказываний.....
- ❖ с изучением грамматики.....
- ❖ с пополнением словарного запаса.....
- ❖ с письменными заданиями....
- ❖ с самоорганизацией
- ❖ другие (укажите).....

Определите ваши приоритет в следующих областях, в зависимости от ваших потребностей (1 – минимальная приоритетность; 6 – максимальная приоритетность):

Лексика	Грамматика	Аудирование	Чтение	Письмо	Говорение

Определите ваши приоритеты в следующих областях, в зависимости от результатов тестов¹ (1–минимальная приоритетность; 6–максимальная приоритетность):

Лексика	Грамматика	Аудирование	Чтение	Письмо	Говорение

Сопоставьте результаты двух предыдущих оценок и окончательно определите приоритеты (1–минимальная приоритетность; 6 – максимальная приоритетность):

Лексика	Грамматика	Аудирование	Чтение	Письмо	Говорение

¹ Например, если у Вы оцениваете свои умения и навыки в области грамматики на 4, а в области лексики на 1, то, следовательно, лексика будет для Вас более приоритетной областью по сравнению с грамматикой.

Какие средства Вы используете при изучении языка (сначала отметьте необходимое, а затем оцените их в зависимости от того, что Вы больше предпочитаете):

1 = Мне это не нравится, 2 = Я нейтрально к этому отношусь, 3 = Мне это нравится.

- ❖ Книги _____
- ❖ Видео _____
- ❖ Радио _____
- ❖ Компьютер _____
- ❖ Интернет _____
- ❖ Телевидение _____
- ❖ Распечатки отдельных заданий _____
- ❖ Общение с носителем языка _____
- ❖ Газеты и журналы _____
- ❖ Аудио кассеты _____

Сопоставьте выявленные приоритеты и имеющиеся в наличии ресурсы и заполните таблицу:

Лексика	Грамматика	Аудирование	Чтение	Письмо	Говорение

РАЗДЕЛ 2

Your learning type and language learning

Here are some language learning tips for people with each of the four learning types:

Meaning-Oriented Learners

You probably enjoy using the language to build relationships with people. You want to observe and analyze social situations. It is good for you to plan language learning activities around language functions and communication situations. You may be frustrated by a language learning program based on a grammatical syllabus. An approach to language learning you might enjoy is the Relational approach.

Theory-Oriented Learners

You may be more interested in how the language works and the theoretical implications of the language to linguistic theory. You may be less interested in using the language as a medium for communication. Achieving communicative competence may be needed in order to achieve something you want to do. You may need to work at activities that will help you develop communication skills and to gain a theoretical understanding of the language. You probably have high standards for yourself, which can be good. Do not set unreachable standards or you may become discouraged. An approach to language learning you might enjoy is the Analytical approach.

Solution-Oriented Learners

Your motivation for learning a language is probably to enable you to accomplish something useful or important. You are probably less interested in linguistic theory for its own sake. You probably like a structured and orderly presentation of materials with hands-on learning. You are likely conscientious and work hard. If you know the purpose of an activity that will help you be productive, you will be more motivated to do it. You will probably be less comfortable with open-ended activities, communicative activities and games. An approach to language learning you might enjoy is the Structured Approach.

Activity-Oriented Learners

You probably are more interested in getting out and doing things with people who speak the language. You may be less interested in studying by yourself. You may enjoy classroom activities that involve action and cooperation, such as games. If you get out and participate in activities where people use the language, you will have fun and learn a lot. You likely relate well to people and enjoy getting to know them. Classroom activities that involve drills and theory may not appeal to you. One approach to language learning you might enjoy is the Energetic approach.

Learning Styles

Some people like to work quietly on their own, while others like to learn by social talking. Here are some learning styles, which one are you?

Here are four learning styles. They are 'activist', 'theorist', 'pragmatist', and 'reflector'. Read on to find out which one you are, and which learning strategies might suit you:

'Activist' (An active person who likes new things)

Activists like new problems, being 'thrown in at the deep end' and team work. If you think that this is your style, the strategies that you might like include:

- working with other people
- asking questions for clarification
- inferencing
- physical response

'Theorist' (A person who is interested in theories and research)

Theorists like interesting concepts, structured situations and opportunities to ask questions. If you think that this is your style, the strategies that you might like include:

- advance organisation
- self-management
- self-evaluation
- grouping
- asking questions for clarification
- note-taking
- deduction and
- re-combination

'Pragmatist' (A person who likes to learn practical things)

Pragmatists like relevance to real problems, immediate chances to try things out and experts they can emulate. If you think that this is your style, the strategies that you might like include:

- grouping
- self-evaluation
- repetition
- sound
- deduction and
- re-combination

'Reflector' (A person who likes to observe, analyse and research)

Reflectors like thinking things through, careful research and unemotional observation. If you think that this is your style, the strategies that you might like include:

- advance organisation
- self-management
- self-evaluation
- grouping
- asking questions for clarification
- transfer
- translation
- inferencing
- note-taking
- deduction and
- re-combination

You can also try the activity on pages 6 to 7 of Ellis, Gail & Sinclair, Barbera *Learning to Learn English* (1989) Cambridge: Cambridge University Press, which is on the Study Skills shelf at Early Intermediate Level.

Seven Learning Styles

- 1. Linguistic:** This type of learner loves to read, write, and tell stories. They tend to memorize places, dates, names, and trivia very easily, and are always mesmerizing you with their incredible tales. They have a remarkable ability to repeat back everything you have ever told them, word for word. Encourage their creativity, and do your best to distinguish between the truth and exaggeration (it is all well intended). These students learn best by saying, hearing, and seeing words. Ask them to write down a word or a phrase, and it is forever locked into their memory. Encourage them to participate in spelling bees and creative writing courses. You could have another Shakespeare on your hands!
- 2. Logical:** This child is very mathematically inclined. They enjoy solving problems, particularly if they are math related. They are similar to Dr. Spock, on Star Trek, in that they are very logical, straight-forward types of learners. They will plague you with questions on how things work, how things relate to one another, and why things are here. Their favorite toys as young children were likely building blocks, and pattern puzzles. Answer their ongoing questions with as much patience as you can muster, and know that one day they may likely become an engineer. This type of student learns best by categorizing, classifying, and working with abstract patterns or relationships. Ask them to make a chart or to show relationships between different items. For example, "What kind of effect does the El Nino have on the stock market?". They will not only come up with an answer, but they will be able to explain the process and developmental stages of the relationship.
- 3. Spatial:** These are the visualizers. They spend most of the day dreaming, watching movies, and staying as far away from reality as possible. If they seem particularly "down", asking them to draw a picture will get you much further into the nature of the problem, than asking them to tell you about it. Allow them to develop their senses and their natural artistic abilities. They are very good at working with colors and pictures, and using the "mind's eye". Allow them to play a couple of educational computer games, such as Civilization or the Oregon Trail, or to daydream under a tree. They could be hard at work thinking about a particular problem, but have yet to put it on paper. These types of learners are very artistic, although they often have problems expressing it. Encourage any type of creative endeavor. They may become the next developer of an international theme park.
- 4. Musical:** If your child is always walking around the house humming a tune, or always needs music to study by, then he/she is likely a musical learner. This type of learner is best at noticing details, pitches, and rhythms that escape the normal

listener. They are excellent at keeping tune, and are adept at turning the abstract into concrete objects. They learn best through rhythm, melody, and music. For memorization techniques, ask them to write a song about the lesson (rap works well as a narrative), or teach them a song. Encourage their natural love of music, and try to incorporate music into as many lessons as possible.

5. Bodily: This type of learner is always on the move. They constantly walk around, they have to touch everything, and they use body language to convey their feelings. They would rather play sports or do a craft than sit down and read a book. They need active education! Keep them moving. Play word games in the pool, have spelling lessons during tennis. Take them camping to learn about geography and nature. These are the learners who can do more than one thing at a time. Generally recognized as ADHD (Attention Deficit Hyperactivity Disorder), many are misdiagnosed. Allow them to use all of that extra energy to learn. Remember to incorporate sense development and interaction with space during their lessons. Attempt to keep the duration of each lesson down to a minimum (10-20 minutes depending on age), and change subjects frequently. Interdisciplinary lessons are very successful with these types of learners.

6. Interpersonal: These are the "social butterflies". They adapt easily to any type of social situation, have many friends and are excellent leaders. They are patient, understanding, and very empathetic, which makes them a favorite among their playmates. They generally make good leaders because of their ability to mediate conflict, and are often referred to as "the Peacemaker" of the family. Encourage their love of people, and allow them to be with many different types of people. They will likely bring home a number of different types of friends. Although this can be difficult at times, it is important to support and accept all of them. This type of learner will do best in a group situation as they compare, share, relate, and interview other people. If no group is available, don't be surprised to see them create one in their animals or toys!

7. Intrapersonal: These strong willed people work best alone. They pursue their one interests and have a deep understanding of themselves. They pride themselves on being independent and original, and they tend to stand out from the crowd without even trying. They are the "strong, silent type". They do best in self paced instruction, individualized projects, and working alone. Allow them to be by themselves, but continue to encourage their socialization skills. Create a number of situations for them to socialize, yet allow them to maintain their own space. These children work best alone, and often need to be encouraged to socialize.

Checklist for Discovering Learning Channels

<p>I. Strong In Visual Channel</p> <p><input type="checkbox"/> 1. Likes to keep written records, i.e., journals, diaries.</p> <p><input type="checkbox"/> 2. Puts models together correctly using written directions.</p> <p><input type="checkbox"/> 3. Follows recipes easily when cooking.</p> <p><input type="checkbox"/> 4. Reviews for a test by writing a summary.</p> <p><input type="checkbox"/> 5. Jots notes on scraps of paper.</p> <p><input type="checkbox"/> 6. Expresses self best by writing.</p> <p><input type="checkbox"/> 7. Can put a bicycle together using only the written directions provided.</p> <p><input type="checkbox"/> 8. Memorizes addresses & telephone numbers by writing them down.</p> <p><input type="checkbox"/> 9. Uses visual images to remember names.</p> <p><input type="checkbox"/> 10. A "bookworm".</p> <p><input type="checkbox"/> 11. Plans the coming week by making notes.</p> <p><input type="checkbox"/> 12. Prefers written directions from teachers.</p> <p><input type="checkbox"/> 13. Prefers reading-writing games like "Scrabble".</p> <p><input type="checkbox"/> 14. Usually reads signs & billboards while driving or riding.</p> <p><input type="checkbox"/> 15. Would rather read instructions than have them read.</p> <p><input type="checkbox"/> Total</p>	<p>II. Strong in Auditory Channel</p> <p><input type="checkbox"/> 1. Prefers to have someone else read instructions when putting a model together.</p> <p><input type="checkbox"/> 2. Reviews for a test by reading notes aloud or by talking with others.</p> <p><input type="checkbox"/> 3. Expresses self best by talking.</p> <p><input type="checkbox"/> 4. Talks aloud when working a math problem or reading.</p> <p><input type="checkbox"/> 5. Prefers listening to a cassette over reading the same assignment.</p> <p><input type="checkbox"/> 6. Memorizes addresses or telephone numbers by saying them.</p> <p><input type="checkbox"/> 7. Uses rhyming words to remember names.</p> <p><input type="checkbox"/> 8. Plans the coming week by talking it through with someone.</p> <p><input type="checkbox"/> 9. Talks to self.</p> <p><input type="checkbox"/> 10. Prefers oral directions from teachers.</p> <p><input type="checkbox"/> 11. Prefers talking-listening games.</p> <p><input type="checkbox"/> 12. Keeps up on news by listening to the radio or TV.</p> <p><input type="checkbox"/> 13. Able to concentrate deeply on what another person is saying.</p> <p><input type="checkbox"/> 14. Uses free time for talking with others.</p> <p><input type="checkbox"/> 15. Finds it easier to talk to a friend by phone than writing.</p> <p><input type="checkbox"/> Total</p>	<p>III. Strong in Touch-Movement Channel</p> <p><input type="checkbox"/> 1. Likes to build things.</p> <p><input type="checkbox"/> 2. Uses sense of touch to put a model together.</p> <p><input type="checkbox"/> 3. Can distinguish items by touch when blindfolded.</p> <p><input type="checkbox"/> 4. Learns touch system rapidly in typing.</p> <p><input type="checkbox"/> 5. Gestures are a very important part of communication.</p> <p><input type="checkbox"/> 6. Moves with music.</p> <p><input type="checkbox"/> 7. Doodles and draws on any available paper.</p> <p><input type="checkbox"/> 8. An "out-of-doors" person.</p> <p><input type="checkbox"/> 9. Likes to express self through painting or dance.</p> <p><input type="checkbox"/> 10. Moves easily; well coordinated.</p> <p><input type="checkbox"/> 11. Spends a large amount of time on crafts and handiwork.</p> <p><input type="checkbox"/> 12. Likes to feel textures of clothing, etc.</p> <p><input type="checkbox"/> 13. Prefers movement games to games where one just sits.</p> <p><input type="checkbox"/> 14. Finds it fairly easy to "keep it" physically.</p> <p><input type="checkbox"/> 15. One of the fastest in a group to learn a new physical skill.</p> <p><input type="checkbox"/> Total</p>
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If most your checks are in column one you are most probably a visual learner. This means that you learn best from seeing words and numbers on paper, in books, on the chalkboard, charts, etc. You will remember and use information you learn in school if you have a chance to see and read it first. Taking notes of class lectures, and by summarizing the things you read on paper will help you learn and remember more.

If most your checks are in column two you are most likely an auditory learner. This means that you learn best from hearing oral explanations. Making use of a tape recorder to make tapes of your teacher's lectures to listen to later and taking advantage of discussion groups in class will help you to understand and remember information. When studying or reviewing materials alone you may find it easier to learn and remember if you read it aloud to yourself.

If most your checks are in column three you are most probably a tactile learner. This means that you learn best actually doing and getting involved with what you learn. You may learn best by actually handling, touching and working with what you are learning, i.e., with concepts and in math by writing them as you study them.

BRAIN DOMINANCE

This inventory will help you determine your brain dominance. Research findings indicate that the learning of most information is better when both the right and the left hemispheres are used. If your results from the inventory indicate that you do not have a dominance in the right or the left hemisphere, and that you are integrated, you are achieving the best for learning.

Choose the answer that is most like you. If you cannot choose between them, circle both.

1. When the professor's lecture moves from detail and then ends with "and the conclusion is...", I often think

G. Why didn't he just say that at the beginning so those details would have made some sense?

A. I can understand how he reached that conclusion.

2. The old saying that is most true of me is

A. I don't see the forest for the trees. (I see details.)

G. I don't see the trees for the forest. (I see the big picture.)

3. I solve problems by

A. Looking at all the parts first.

G. Looking at the whole picture first.

4. My writing is more likely to

G. Have a strong conclusion and thesis statement.

A. Have a lot of details.

5. When organizing my school work, I

A. Have a daily planner and have everything divided by subject and assignments.

G. Have a general idea about what is due and when.

6. When listening to music

A. Hear and usually remember the words of the song.

G. I hear the music and have an idea about what the song is about.

7. When I look back at notes I took in class I find that

G. I didn't write everything down that I needed to study.

A. I have the details I need to study.

8. I am a
G. Big picture person.
A. Detail oriented person.

9. When I work in a group, I am the one
G. With the "big ideas" for the project.
A. Who figures out the details of the project.

How many 'A's did you circle? _____

How many 'G' did you circle? _____

If you have more A's than G's you are an analytic learner (left brained).

If you have more G's than A's, you are a global learner (right brained).

A tie means you are an integrated learner.

BRAIN-DOMINANCE QUESTIONNAIRE

This questionnaire will give you an indication of your tendency to be a left-brain learner, a right-brain learner, or a bilateral learner (using both about equally).

DIRECTIONS: Answer the questions carefully, checking the answer that is correct for you. Select the one that most closely represents your attitude or behaviour. When you have finished, refer to the scoring instructions.

1. I prefer to learn
 - a. *details and specific facts*
 - b. *from a general overview of things, and by looking at the whole picture*
 - c. *both ways about equally*

2. I prefer the jobs
 - a. *which consist of one task at a time, and I can complete it before beginning the next one*
 - b. *in which I work on many things at once*
 - c. *I like both kinds of jobs equally*

3. I prefer to solve problems with
 - a. *logic*
 - b. *my "gut feelings"*
 - c. *both logic and "gut feelings"*

4. I like my work to be
 - a. *planned so that I know exactly what to do*
 - b. *open with opportunities for change as I go along*
 - c. *both planned and open to change*

5. I like to learn a movement in sports or a dance step better by
 - a. *hearing a verbal explanation and repeating the action or step mentally*
 - b. *watching and then trying to do it*
 - c. *watching and then imitating and talking about it*

6. I remember faces easily
 - a. *No*
 - b. *Yes*
 - c. *Sometimes*

7. If I have to decide if an issue is right or correct
- a. I decide on the basis of information*
 - b. I instinctively feel it is right or correct*
 - c. I tend to use a combination of both*

8. I prefer
- a. multiple-choice tests*
 - b. essay tests*
 - c. I like both kinds of tests equally*

9. If I had to assemble a bicycle, I would most likely
- a. lay out all the parts, count them, gather the necessary tools, and follow the directions*
 - b. glance at the diagram and begin with whatever tools were there, sensing how the parts fit*
 - c. recall past experiences in similar situations*

10. At school, I preferred
- a. algebra*
 - b. geometry*
 - c. I had no real preference of one over the other*

11. It is more exciting to
- a. improve something*
 - b. invent something*
 - c. both are exciting to me*

12. I generally
- a. use time to organize work and personal activities*
 - b. have difficulty in pacing personal activities to time limits*
 - c. am able to pace personal activities to time limits with ease*

13. Daydreaming is
- a. a waste of time*
 - b. a usable tool for planning my future*
 - c. amusing and relaxing*

14. I can tell fairly accurately how much time has passed without looking at a clock

- a. *Yes*
- b. *No*
- c. *Sometimes*

15. When reading or studying, I

- a. *prefer total quiet*
- b. *prefer music*
- c. *listen to background music only when reading for enjoyment, not while studying*

SCORING INSTRUCTIONS

1. Calculate the number of your "A" and "B" answers. Do not consider your "C" answers.

2. Put a - (minus) sign in front of your "A" score and a + (plus) sign in front of your "B" score.

3. Do the algebraical sum of your "A" and "B" scores.

SCORES

-15 to -13 = left-brain dominant (very strong)

-12 to -9 = left-brain dominant

-8 to -5 = moderate preference for the left

-4 to -1 = slight preference toward the left

0 = whole-brain dominance (bilateral)

+1 to +4 = slight preference toward the right dominance (bilateral)

+5 to +8 = moderate preference for the right

+9 to +12 = right-brain dominant

+13 to +15 = right-brain dominant (very strong)

DEFINE YOUR LEARNING STYLE

1. Look at the descriptions below. Which sound like you? Which don't?
2. If one of the two columns seems to describe you a bit better than the other, can you think, offhand, of any ways that this might be influencing your approach to teaching?

<p><i>LEFT-BRAIN DOMINANCE</i></p> <ul style="list-style-type: none"> * analytical - likes to look logically at details and facts * linear, sequential - low-intensity stimulus activates processing - dislikes excessive input * systematic - makes decisions by facts, gives objective judgements * "planner": prefers organisation <i>before</i> working on the task - remains "within the task" * convergent: solves problems on the basis of available data 	<p><i>RIGHT-BRAIN DOMINANCE</i></p> <ul style="list-style-type: none"> * global - likes to process information as a whole * random, simultaneous - higher-intensive stimulus activates processing - likes rich, varied input * intuitive - makes decisions based on feelings, gives subjective judgements * "corrector": prefers adjustments <i>during</i> the task - can go "beyond the task" * divergent: solves problems through imagination and discovery
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3. Now consider other descriptions of learning styles.

<p><i>REFLECTIVE</i></p> <ul style="list-style-type: none"> * cautious * more anxious = less tolerant of ambiguity * focus on form * focus on accuracy 	<p><i>IMPULSIVE</i></p> <ul style="list-style-type: none"> * risk-taking * less anxious = more tolerant of ambiguity * focus on meaning * focus on fluency
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<p><i>INTROVERT</i></p> <ul style="list-style-type: none"> * prefers individual situations which imply use of ideas and concepts, impersonal circumstances, logical cause/effect relationships * task-oriented * prefers abstract, impersonal, theoretical, factual materials 	<p><i>EXTROVERT</i></p> <ul style="list-style-type: none"> * prefers concrete experiences, contacts with outside world, social relationships, personal circumstances, negotiation, cooperation * person-oriented * prefers concrete, practical, social, artistic, human-interest materials
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(Sources: Questionnaire: Author unknown, Revisions by E.C. Davis, English Teaching Forum, Vol. 32, No. 3, 1994.; revised by Luciano Mariani, 1996; Styles descriptions: Luciano Mariani, 1996)

MY STUDY HABITS: HOW GOOD or BAD ARE THEY?

Check the items below which are true for you.

- 1. I cannot concentrate when I read.
- 2. I study for a test only at the last moment.
- 3. I read all of my assignments, but I cannot remember what I read.
- 4. I do not look over an assigned chapter (pictures, headings, questions, summary, etc.) before I begin to read.
- 5. I skip all the captions under the pictures and graphs.
- 6. I panic when I take a test.
- 7. I seldom stop when I am reading an assignment to think about what I have read or to jot down major ideas.
- 8. If the teacher does not put an outline on the board, I am lost.
- 9. I try to write down every word in a teacher's lecture.
- 10. My notes are often so incomplete that they are of little use to me in preparing for an exam.
- 11. I get lost when I try to listen and take notes at the same time.
- 12. I have a hard time deciding on what parts of a lecture or text to take notes.
- 13. I rarely complete all of my assignments on time.
- 14. I usually study with the TV, radio, or stereo turned on.
- 15. I study in a place where I am often interrupted and/or distracted.
- 16. I rarely (if ever) review each subject regularly.
- 17. I do not estimate how long an assignment might take before I begin working on it.
- 18. I do not follow a study schedule.
- 19. I rarely review my lecture notes the same day I take them.
- 20. I rarely turn down a chance for a social activity even if I had planned to do homework and/or study for a test.
- 21. I rarely begin a long term assignment until the day before the due date.
- 22. When I finish a reading assignment, I close the book rather than look over the chapter to review what I have read.
- 23. I usually study for a test by reading over my notes a few times.
- 24. I have never learned to organize an answer to an essay test.
- 25. I do not recite out loud when I study for a test.

Each of the items which you checked are weaknesses in your study habits. Learning how to study effectively now will save you considerable frustration later on in high school.

The Internet TESL Journal
What Type of Student Are You?

Gerard Counihan

<mailto:profesorSs@blabla.es?subject=ITESLJ> - What Kind of Student Are You

Purpose

These questions and the author's personal interpretations are likely to trigger conversation.

The Questions

Answer the following questionnaire by putting a True (T) or a False (F) after each sentence.

(If you are hesitating between T and F, put both).

- A. I often study English, at home, in a library, on the train.
- B. I need English for my work, to pass an exam, to get a job.
- C. I don't like making grammar mistakes when I speak English.
- D. I began learning English because my parents felt it was necessary for the future.
- E. I love speaking English with other learners of the same level.
- F. I go to English conversation classes because I simply want to, not because I have to.
- G. I think my teachers should force me to speak more in conversation class.
- H. I would love to go on a year-long world tour, even if I had little money.
- I. If I don't speak in conversation class, it is because the topic/task is bad.
- J. I watch English-language TV and films in English-even though I understand nothing!
- K. I hate it when one person does all the talking in conversation class.
- L. Quite often, I am happy just to listen to the teacher.
- M. I often feel a little stupid when I talk in conversation class.
- N. I think the teacher is what motivates a student most.
- O. I prefer learning grammar, vocabulary, etc to speaking English.
- P. I wish I could go to a conversation class every day instead of just twice a week.
- Q. Basically, I think a conversation class should be for practising the grammar you have just learnt.
- R. I regularly ask the other students questions and comment on what they say in conversation class.
- S. I am a woman.

Interpretation

A, E, F, H, J, P, R = True. This, basically, indicates a self-motivated, hard-working learner. It also indicates desire to socialise, to meet other races and cultures. This is what language is for. The perfect student: A talker and a worker!

B, D, G, I, K, N = True. There is a strong sense of being "obliged" to learn, which is not self-motivation. Not a crime, but the learner must want to achieve for himself. Also, this type of learner blames his performance on others/external factors. This may not be the ideal ingredient for a good communicator/worker.

C, O = True. This can mean that you are a perfectionist. You pay attention to formal detail. Can be good, but it can also be an obstacle to communication. An anxious talker.

G, I, K, L, N = True. This implies a degree of passiveness. If you want to talk, don't think about it-act! This learner could also lack self-motivation. A sporadic talker.

M = True. It happens everybody at the beginning. But you must get over this after a few classes. You will

Q = True. This is a big issue. But how can you talk about the world with a few set phrases? You may be a traditional learner expecting a traditional class. Remember, the ultimate aim of English is to communicate.

S = True. Bingo! It is said that women work harder-at languages too. They also miss less classes than men.

As with everything related to motivation, it is impossible to be categorical, ie seemingly negative factors can end up motivating some learners. Also, some of the above statements may apply to several interpretations. Nothing is black and white.

The Internet TESL Journal, Vol. IV, No. 9, September 1998

<http://www.aitech.ac.jp/~iteslj/>

Strategies for Planning How to Learn

Studying strategies, also called learner strategies, are ways of learning. Good learners use these strategies to make their learning more efficient.

There are two main types of learning strategies, the first are strategies for planning how to learn, and secondly strategies for learning.

Advance Organisation

Doing a preview of what you are going to learn. For example, if you want to improve your pronunciation, you can read the introduction to different pronunciation books, and find out that you need to study the sounds of consonants, vowels, intonation, stress and linking.

Directing Attention

This means paying attention to studying something, and not doing other things like surfing the Internet.

Selective Attention

This means studying things that you can remember more easily, for example because they are useful for your university course or for your job. If you need to do a presentation for your course you can study presentations, if you need to write a report at work, you can learn how to write a report.

Self-management

This is understanding the conditions that help you learn, and organising them. For example, if you like music, learning in a place with music. You will also need materials like books and maybe a computer. CILL has good learning conditions (but no coffee!).

Advance Preparation

Planning and learning English that you will need for something, for example learning the correct pronunciation of important words in a presentation.

Self-monitoring

Correcting yourself if you make a mistake when you are using English.

Delayed Production

When you first start to learn a new language you may decide not to try speaking until you have learned some vocabulary, grammar and pronunciation. You may just want to try listening first, before speaking.

Self-evaluation (Self-assessment or testing)

Deciding if you have finished learning a topic because your English is good enough to do the things you need. Click here for more details on how to test yourself.

Self-reinforcement

This means giving yourself a present when you have successfully learned something. For example, chocolate or 10 minutes playing computer games.

Working Alone or with Other People

Click here to find out reasons for working alone or with other people. There are sections in the reading, writing, listening, speaking, grammar, vocabulary and pronunciation pages on this as well.

With other people you can compare ideas, criticise ideas, get more ideas, and therefore think about things in more detail than you can alone.

Learning Strategies

Thinking Strategies

- **Grouping:** Putting things in groups and in order helps you to build a framework for learning. Grouping also reflects the way your brain organises information. For example, you can group vocabulary words together according to categories like furniture, animals, office equipment, etc. Using mind-maps is one type of grouping.
- **Imagery:** This means making pictures in your mind to help you remember things. For example a 'hamburger paragraph'.

Speaking Strategies

- **Questions for Clarification:** This means talking to English-speakers and asking for them to repeat, paraphrase (summarise in different words), explain or give examples. You can say:
 - Repeat: "I'm sorry, I didn't catch that, can you say that again?"
 - Paraphrase: "I'm sorry, I'm not sure what you mean. Can you tell me again?"
 - Explain: "Could you explain that for me?"
 - Examples: "Could you give me an example?"

Pronunciation Strategies

- **Repetition:** You can repeat a word out loud or silently to practice pronunciation. Be careful to listen to a model to make sure that your pronunciation is correct.
- **Sound:** This means remembering English sounds by using sounds in your own language. For example, the English sound / i: / is very similar to the Chinese (Putonghua) sound of the word that means 'one'.

Writing Strategies

- **Note-taking:** it's a good idea to write down the main ideas, important points, an outline or a summary of a topic. You can use a mind-map to help you organise the information.

Reading Strategies

- **Transfer:** This means using ideas that you already have to make learning easier. For example, if you know that a paragraph (like a hamburger) usually has an introduction, a middle containing supporting detail, and a conclusion, you can use this knowledge to skim (read very quickly, by missing out non-important information, to understand the general topic) a text because you know that you only have to read the introduction and conclusion of both the whole text and the paragraphs.

- **Translation:** You can read a story in a newspaper in your own language first, then read the same story in an English newspaper. Most of the story will probably be the same, so the story in your own language will help you to prepare for reading in English. For example, it will give you vocabulary, and when you read the English story and there is some vocabulary that you don't know, then you can use your knowledge of the story to guess what the new vocabulary is.

- **Inferencing:** You can also use the strategy of reading a newspaper story in your own language first for prediction. You can predict the contents of the same story in an English newspaper. Reading to confirm your predictions is easier than reading with no background information. Click here for more information on reading newspapers.

- **Prediction:** As well as predicting from newspaper stories in your own language, you can predict from your knowledge of the world, your knowledge of how people think, write and talk, and your knowledge of what the writer is like. For example, if you are reading a book it is a good idea to read about the author and the contents (on the cover or at the front of the book) to help you make predictions about what he or she believes.

Listening Strategies

- **Physical Response:** You can listen to instructions about how to do something, and follow the instructions. Relating sounds to movements helps you remember the sounds. So does listening to the sounds many times and repeating the movements. For example you can buy an English fitness video and listen and follow the instructions, and get fit at the same time.

- **Prediction:** You can predict what someone is going to say by the topic of the conversation and your knowledge of that person's opinions. Listening to confirm what you predict is easier than listening and trying to understand everything. For example, if you are watching a film or TV programme about lawyers, you can predict that the defense lawyer will say that his client is "Not guilty.", and give reasons.

Grammar Strategies

- **Deduction:** This means using rules to work out the answer or how to do something. It is especially useful for grammar, for example Rule: To change normal speech to reported speech; eg. for writing minutes of a meeting, move the tenses back one past tense. Example: Mr. Chan - "I will see her tomorrow." Reported speech - 'Mr. Chan said that he would see her the next day.

- **Recombination**: This means joining together things you already know to make new things. For example, if you know that the simple past tense is used to describe things that happened in the past which have finished, and you know that the present perfect tense is used to describe experience, you can make a sentence that includes both of them:

"I first visited America in 1990. Last summer I went there again, so I have been there twice."

Vocabulary Strategies

- **Contextualisation**: This means putting new vocabulary words into sentences to help you remember them and to test if you are using them correctly. You can use these sentences when talking to an English-speaker to see if they understand, you can write these sentences in your learner diary for the tutors to see, or you can e-mail the tutors and ask them to check these words in your sentences. The most independent ways are talking to an English speaker, and searching the Internet to find examples of the word being used in sentences.

- **Elaboration**: this means relating new information to information you already know. For example, if you know the meaning of 'information', it is easy to remember that the verb is 'to inform', and that 'informative' is an adjective, and that 'an informant' is someone who gives information.

- **Inferencing**: This means using available information to predict or guess the meanings of; eg. new vocabulary items. For example, if you know that you are reading about football, and you know that a field is often a large area covered in grass, then you can guess that a football field is a large, grassy area for playing football.

- **Translation**: You can read a story in a newspaper in your own language first, then read the same story in an English newspaper. Most of the story will probably be the same, so the story in your own language will help you to prepare for reading in English. For example, it will give you vocabulary, and when you read the English story and there is some vocabulary that you don't know, then you can use your knowledge of the story to guess what the new vocabulary is.

TIPS FOR DIFFERENT TYPES OF LEARNERS

Tips for auditory learners

Introduction

Auditory learners have the advantage of being able to understand what they hear and to say what they mean.

They find it easier to cope than visual learners do in a society where the language is not written or where literacy does not have a high functional value.

Auditory learners find the techniques for developing listening comprehension helpful and enjoyable. They can use:

- The Total Physical Response techniques
- The Look and Listen techniques
- The Dialogue techniques

Here are some language learning tips for auditory learners:

Use your auditory preference as a bridge to reading and writing skills

- See if you can get someone to record written stories or dialogues on tape and listen while you read the text.
- Get someone to read portions of a book out loud. Reread them on your own later.
- Look for books on tape or other audio material. Once you can follow the gist of the tapes, play them while you are doing something else.
- If children's literature is available, read aloud to children who speak the target language. Even better, get them to read aloud to you. This is fun and builds relationships as you learn.
- When you read, discuss what you read with others. If you are alone, talk to yourself out loud about what you read.

Once you have basic proficiency in the language, use your listening ability to help you learn more about the language and culture .

- Attend lectures or meetings where the language is spoken. Clubs or associations focused on special interests are good possibilities. Find one on a topic that interests you and go listen.
- Ask questions everywhere so you can hear the language spoken by different people about all kinds of topics.
- Listen to the radio and watch TV or videos. In many countries there are all-news radio stations, where the same news is repeated over and over. If you do not understand the first time, keep listening.
- If you can sing, you might want to join a choir.

Tips for left-brain learners

Here are some language learning tips for left-brain learners

- Take advantage of a formal language school program if possible. Your left-brain skills will help you do well and enjoy it.
- Do not fear designing and carrying out a personal language learning program. Your left-brain skills are a strength for this.
- Use your analytical skills to learn the language.
- Break words into their parts and try to identify the rules for putting them together.
- Look for similar rules and patterns in the way words go together to form sentences and other language units.
- Do not be surprised by your frustration at the chaos, ambiguity, and uncontrolled nature of natural language situations. It will eventually make more sense.
- Be careful about expecting too much of yourself. Language learning takes time and does not always yield to an organized and logical approach.
- Use your analytical and organizational skills to figure out the important factors of the communication situation. This will help you learn how to respond appropriately.
- Be careful you do not shut down and stop trying to understand when you cannot figure out all the parts. At those times, make a conscious effort to relax, to let the language flow over you, and to be content with getting the main ideas.

- Take advantage of techniques such as grammatical analysis, drill activities, puzzles, and hypothesis testing.

Tips for right-brain learners

Here are some language learning tips for right-brain learners

- Take advantage of study programs organized around communicative techniques. You may be frustrated by traditional language programs based on a grammatical syllabus.
- Look for help if you have to design and manage a personal language learning program because many of the skills required are left-brain.
- Whenever possible, choose language learning activities that involve interaction with other people and that call for creativity and innovation.
- Use the creativity of your right-brain dominance to have fun with language learning. Think up language learning activities and games for yourself and others, using colors, pictures, and whimsy.
- Use your intuition to guess meanings from context, without necessarily working out all the details.
- Use pictures and images to help you remember ideas and words.
- Find creative ways to communicate when you cannot think of the words or structures you need.
- Use music, poetry, or art to help you learn.

Warning

You may be having so much fun you neglect important details. Remember that you cannot achieve real proficiency in a language without learning to be accurate.

Tips for tactile or action learners

While language skills are largely visual and auditory, tactile or action learners can use their preference for hands-on learning as a bridge to language skills.

There are activities and techniques especially appropriate for tactile or action learners that involve action and involvement. In the early stages of

language learning they might choose one of the following:

- The Total Physical Response (TPR) techniques
- The Series technique (using actions)

Here are some language learning tips for tactile or action learners:

- When you learn vocabulary, try doing an action or touching something while you listen to the word.
- Study vocabulary by typing words on your computer or writing them by hand.
- If available, use interactive, computer-assisted language learning.
- As you begin to develop language skills, look for activities where you will hear and use the language. You could join a sports team or learn a new sport.
- Help community members with their work, especially if you have a specific skill you can contribute.
- Find a club or association of people organized around a hobby or activity and join in, or get somebody to show you how to do a cultural skill or craft from the culture.

Tips for visual learners:

Visual learners can incorporate two different learning strategies. They can use the written form of the language (left-brain technique) or pictures (right-brain technique) and drawings to help in language learning.

See: The Brain Dominance Inventory

Visual learners will find the techniques involving written text or pictures and drawings helpful and enjoyable. Here are some of them:

- Look and Listen techniques
- Bilingual Reading technique
- Reading the Signs activity
- Shopping Trip activity

Here are some language learning tips for you as a visual learner:

Learning to listen and speak

- Do not try to write down everything you hear or refer to your notes before you speak. Listening and speaking are not writing skills. You must develop your auditory skills in order to understand what people say to you.
- Begin with comprehension methods that use pictures or drawings rather than words, such as a photo book, the Learnables, and picture dictionaries. Use these along with a recording or a video.
- When building listening comprehension with techniques such as the TPR techniques and games, use them without writing anything down. Plan to write down the words you learned afterwards. This provides notes to help you remember and keeps you focused on auditory learning in the sessions.
- Listen to texts for which you have both an audio recording and a written transcription.

Learning vocabulary words

- Use colors, pictures, or physical groupings of words to help you remember related words, as in the Memory Reinforcement techniques.
- Take written notes when listening to a lecture or sermon.
- Make charts, graphs, or mind maps to aid retention.
- When hearing a new word you want to remember, visualize the spelling.
- Use vocabulary cards as in the Flash Cards technique.
- Use your computer to review, to rework and to organize your data. Look at words on the screen to help reinforce your learning.
- Use mnemonic devices which rely on visualization, such as the Mental Image technique.

Read as much as you can. (Vocabulary acquired through reading is largely transferable to listening comprehension.)

Learning phrases and routines

- Do not rely on writing alone to help you produce memorized phrases or routines. Listen to recordings or live speeches to form an auditory and visual image of these phrases. Your notes can serve as a memory cue to help you recognize word breaks. You cannot, however, fully reproduce all the nuances of intonation, rhythm, and general phonology by only reading what you have written.
- Read as much as you can. (Grammatical constructions acquired through reading are largely transferable to listening comprehension.)

Саратовский государственный университет имени Н. Г. Чернышевского

WWW sites that you might find useful for your Academic Skills Development

<http://www.sdc.uwo.ca/learning/>

This is our own learning skills web site for Western's students. You will find lots of useful information: For example, you can check how to make an appointment with a learning skills counsellor, you can view the listing of learning skills presentations, and you can read the many learning strategy suggestions in our "Help With Your Studies."

<http://www.sdc.uwo.ca/writing/>

Western's Effective Writing Programme can help you with your writing skills. An ESL specialist is available to work with students. Check out their site to see how you could benefit from using this service.

<http://www.sdc.uwo.ca/int/>

Western's International Student Services are there to support you as a student. You can meet other international and Canadian students in the International Students' Centre (Room 200, University Community Centre), and you can participate in the many social events or programs that are organised each year.

<http://www.dartmouth.edu/~acskills/>

This site was developed by the Academic Skills Center at Dartmouth College, Hanover, New Hampshire, U.S. Follow their links through 1. Learning Enhancement Services, 2. Learning Strategies Guides, to 3. Tips for International Students. This information is appropriate to many classes at Western and includes guidelines for the classroom as well as for writing assignments.

<http://www.iss.stthomas.edu/studyguides/>

This is an excellent site at the University of St. Thomas, St Paul, Minnesota, U.S. Some of the materials have been written for international students (based in part on the Dartmouth College materials). It also includes a very comprehensive guide to general learning strategies. The particular strength of this site is that there are translations available, so the guide can be read in English, German, French, Italian, Russian, Chinese, and Arabic.

<http://www.owl.english.purdue.edu/handouts/esl/eslaudience.html>

The Purdue University Writing Lab has some *Basic Tips for ESL Students: Writing for an American Academic Audience* that are also useful for Western's ESL students.

<http://www.grad.berkeley.edu/grad/publications/NEWS/spring99/>

An article, *Crossroads of Culture*, describes the lives of some of the graduate students at Berkeley, University of California. Their stories about their learning experiences as ESL learners make interesting reading.