

A GOOD LEARNER...



1 IS RESOURCEFUL
Use different methods to find an answer. Look through a dictionary, search books, or online technology to find a wide range of online resources.



2 TAKES RISKS
Don't be afraid, ask for help!
Taking risks can increase confidence and build necessary fluency. This is the best way to help you to improve your understanding and language skills.



3 HAS FUN
Learning a new language is fun and exciting. The more you enjoy the process and make that most out of it, the more you will be able to retain the information that you learn.



4 PARTICIPATES
By participating in lessons and group activities you will enhance your learning and promote personal development. Be sure to contribute by saying any thoughts or ideas that you may have.



5 MAKES MISTAKES
You will make mistakes, especially when you learn new things. Don't worry about that if you are committed to your pronunciation or grammar. Remember, it just shows that you are trying to get on the way of trying again!



6 ASKS QUESTIONS
Asking questions is a great way to receive the challenge and feedback that you need. It will help you to generate ideas and solutions to solve those problems.



7 LISTENS
Active listening promotes useful thinking skills and allows you to fully engage with the teacher during lessons. Allow the learning to progress at your pace and to improve your fluency and accuracy.



8 USES COGNATES
Cognates can be an effective tool when learning vocabulary. The similarity you recognise in your primary language will help you to understand words in your second language.



9 PRACTISES
Try to practise every day - practice makes perfect! Do not forget that fluency, accuracy and your own, fluent communication with someone, are more important than any day.



10 NEVER GIVES UP
Most importantly, as your language teacher never gives up, encourage a strong determination to learn. It is crucial that you continue to persevere through any difficulties that you face!



The Good Language Learner

N. Naiman



The Good Language Learner:

The Good Language Learner Neil Naiman, 1996 This book is one of the most influential research studies on Second Language Learning ever undertaken The Good Language Learner addresses key problems for teachers about the strategies that successful learners use the attitudes they show to the language they are learning the nature of their most successful experiences and similar issues It is based on the direct experience of a wide range of learners It enables us to recognise the combined roles of fluency activity and natural communication on the one hand and accuracy activity with formal understanding of the language system and the mistakes that one is liable to make as a learner on the other hand Few works of empirical analysis in language teaching have had so much influence and this edition should be an essential component of any teacher's library in local authority centres schools teacher education institutions and the home library of language teachers

The Good Language Learner N. Naiman, M. Fröhlich, Hans Heinrich Stern, Institut d'études pédagogiques de l'Ontario. Department of Curriculum, 1975 **The good Language Learner**, 1978 **The Good Language Learner** Robert Joseph Nation, 1983 Lessons from Good Language Learners Carol Griffiths, 2008-04-03 This book considers the strategies used by successful language learners in the light of current thinking and research

The good Language Learner, 1978 **The good language learner** N. Naiman, 1995 **The Good Language Learner** Robert Joseph Nation, 1986

The Good Language Learner Neil Naiman, 1975 *Second Language Learning Theories - The Behaviouristic Approach as the Initial Theory Towards Modern Researches* Marie Louis Freyberg, 2010-10 Seminar paper from the year 2006 in the subject English Pedagogy Didactics Literature Studies grade 2 3 University of Kassel 15 entries in the bibliography language English abstract The way of teaching a Second Language is still subject of research and discussion today Current studies on L2 teaching methodologies show the necessity of investigation Long time L2 teaching methodologies were closely related to theories on L2 learning or Second Language Acquisition SLA Those theories became the most popular in World War II and the behaviouristic approach of the 1950 s and 60 s was influential and leading during a long period following That is why this paper concentrates on the behaviouristic approach considering B F Skinner especially As other researchers found this approach insufficient various studies have been initiated They tried to find evidence for opposite theories or they enlarged and or changed behaviourists views The behaviourist approach still has some influence on L2 teaching today However modern investigations made clear that there is a need for distinction between L2 learning theories and teaching methodologies **Revealing the Secrets of Good Language Learners** Dhachaini Prabhakaran, 2016

Revue Canadienne Des Langues Vivantes, 1987 Language Learner Strategies: 30 Years of Research and Practice Andrew Cohen, Ernesto Macaro, 2007-11-29 Provides a unique and timely re examination of key issues such as strategies in context strategy instruction and strategy research methods by numerous experts in the field Offers an invaluable overview of what is known from empirical research about listening reading speaking writing vocabulary and grammar strategies

Proposes a clear and focused research agenda for the next decades **The Common View of the Good Language Learner** R. N. Lalonde, P. A. Lee, Robert Charles Gardner, 1985 *Elements of a Theory of Second Language Learning* Richard Alexander, 1979 This work surveys a wide range of the language sciences with a view to integrating the explanatory data of relevance for a theory of second language learning The elements of a learner model are formulated Empirical findings on the role played by affective variables such as attitudes and the results of a study of learner language are presented within the framework developed **Applied Language Learning** ,1999 *Modern Language Teaching and Learning with Gramophone and Radio* Thomas Beach, 1930 **Principles of Language Learning and Teaching** H. Douglas Brown, 1980 The book comprehensively integrates theory research and practice in language teaching The material stresses the importance of understanding key principles of language learning which enables the instructor to choose varying methods and techniques for many different situations rather than depending upon one method for all The book helps you to put your theory into practice in the teaching of any modern language It covers a range of topics and helps you to understand not only how people learn a language but why some people do not learn a language As the author summarizes It provides necessary and sufficient foundation stones for building the capacity to understand evaluate and perfect language teaching practices Publisher *T. E. S. L. Talk* ,1977 Issues in Second Language Acquisition Leslie M. Beebe, 1988

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