

<b>ACTIVIDAD 9:</b> <i>What makes a good language learner ?</i>
<b>AUTOR:</b> Teresa Segura, Yolanda Cabezas (Adaptado de <u>Headway Advanced</u> (O.U.P.))
<b>IDIOMA:</b> Inglés
<b>NIVEL:</b> B1, B2, C1, C2
<b>TIEMPO:</b> 40- 50 minutos
<b>DESTREZAS:</b> Comprensión escrita y expresión oral.
<b>OBJETIVOS:</b> <ul style="list-style-type: none"> <li>➤ Hacer a los alumnos conscientes de los diferentes factores que intervienen en el aprendizaje de idiomas. Hacer a los alumnos conscientes de los diferentes factores que intervienen en el aprendizaje de idiomas.</li> </ul>
<b>METODOLOGÍA:</b> <ul style="list-style-type: none"> <li>➤ Introducir el tema preguntando si se consideran buenos “aprendices” de lenguas.</li> <li>➤ Repartir el test y pedirles que lo hagan y anoten sus respuestas en una hoja aparte (unos 10-15 minutos).</li> <li>➤ Facilitar la hoja de respuestas e ir observando sus reacciones.</li> <li>➤ Pedirles que comenten con sus compañeros el porqué de sus respuestas.</li> <li>➤ Repartir la tercera fotocopia para que evalúen la fiabilidad de este tipo de cuestionarios.</li> </ul>
<b>VALORACIÓN:</b> <ul style="list-style-type: none"> <li>➤ Positiva. Hace que los alumnos reflexionen sobre los diversos factores que intervienen en el aprendizaje de una forma amena y compartan experiencias sobre sus métodos de trabajo.</li> </ul>

# What makes a good language learner?

Test your aptitude for learning a foreign language by doing this quiz adapted from *The Sunday Times Magazine*. Write your answers on a piece of paper, then add your scores to find out how good a language learner you are.

1. Learn the following Samoan words (Samoa is in the South Pacific):

toalua	husband
tamaloa	man
tamaitiiti	child
taulealea	youth
loomatua	old woman

**Did you find this task**

- a) easy and fascinating?
- b) very difficult?
- c) not easy; the words look the same?
- d) so boring you didn't even try?

2. Exhausted after swimming the river, Fred decided to get some sleep, but the *boolles* made it impossible, and even the smoke from his camp fire didn't keep them away.

What is a *boolle*?

- a) a wild animal
- b) a giant mosquito
- c) a kind of noise
- d) I don't know

3. Someone asks you the way in very bad English. When he/she doesn't understand your reply, do you

- a) say it again but louder?
- b) get irritated and give up?
- c) draw him /her a map?
- d) find out if he/she speaks another language you know?

4. Your boss tells you that you have been chosen to go on a six-month course to learn a completely new language. Do you

- a) look for another job?
- b) say they've chosen the wrong person?
- c) worry a bit but reckon you'll cope?
- d) long to get started?

5. How good are you at expressing yourself in your own language, both in speaking and in writing?

- a) I can always put into words exactly what I want to say.
- b) I don't know.
- c) It depends on the situation.
- d) People sometimes say I'm not clear.

6. You go on an evening class to learn a language. The class lasts two hours a week. List the sorts of practice you might do on your own at home.

7. When did you last read a book for pleasure (in any language)?

- a) Yesterday.
- b) I can't remember.
- c) Last week.
- d) Last month.

8. Have you got

- a) a bilingual dictionary (English into Spanish)?
- b) a monolingual dictionary (English-English)?
- c) both a bilingual and a monolingual dictionary?
- d) no dictionary at all?

9. In one minute write a list of things you could do with a cabbage (apart from cooking or boiling it).

10. What is your attitude to learning about British culture (arts, institutions, way of life)?

- a) I'm not interested in the slightest, I just need to learn the language.
- b) I'm interested a little bit, but only out of curiosity.

c) I'm very interested to find out about the people behind the language.

11. What do the following words in Samoan mean?

**Loomatua**  
**tamaitiiti**  
**tamaloa**  
**taulealea**  
**toalua**



12. Are you male or female?

# ANSWERS

1. a: score 10 points. b: 4 c: 8 d: 0

Good language learners find words fairly easy, and aren't put off by the way they look.

2. a: 5 b: 10 c: 0 d: 0

Good language learners are able to make imaginative guesses about the meaning of words.

3. a: 0 b: 0 c: 10 d: 8

Good language learners make the most of their skills, and manage to communicate in all sorts of unlikely situations.

4. a: 0 b: 3 c: 7 d: 10

Being scared stiff is obviously a bad sign.

5. a: 4 b: 0 c: 10 d: 7

Good language learners think a lot about how they use the language.

6. Good language learners practise a lot on their own. Give yourself two points for each different activity you listed ( e.g. listening to cassettes while driving, watching foreign language films on TV).

7. a: 10 b: 0 c: 5 d: 2

Good language learners seem to read a lot. (It's a good way of increasing your vocabulary).

8. a: 5 b: 8 c: 10 d: 0

Good language learners have reference books and consult them regularly.

9. A point for each idea (maximum 10). People who are very rigid in the way they see things tend not to be very good at learning languages. This is probably because they don't like being in situations they can't control

10. a: 0 b: 5 c: 10

It is impossible to separate a language from its culture. Good language learners are open to other cultures and individuals, and this creates more opportunities for progress.

11. Two points for each word you got right. This question tests your memory.

12. Female score ten. On the whole, women are better at languages.

## INTERPRET YOUR SCORE

**0-22** You think you are useless at languages, and can't see the point in trying. Don't give up! Keep at it.

**22-48** Learning a language is hard for you, but you get there in the end. You probably had a bad experience at school. Just remember that most people in the world speak at least two languages, and lots speak four or five, so it can't be all that difficult, can it?

**48-70** You're an average sort of learner, not brilliant, but you manage. You're always willing to have a go. Surprisingly, it usually works, too! Add some systematic study to this, and a bit of practice, and you'll be able to cope in most situations.

**70-96** You can probably get by in one or two languages already, and learning a new language holds no terror for you. Don't give up when you feel you're not making progress. A bit more confidence, and some concentrated practice, and you could easily start feeling really at home in your foreign language.

**96-120** You are an outstanding language learner. You enjoy using words, and language is a constant source of delight for you. You don't learn a language to go on holiday – you enjoy going abroad because it gives you an excuse to learn another language!

Adapted from a quiz by Dr Paul Meara of Birbeck College, London.



# Compare your score charts and answer the questions.

- ♣ Did anyone get unexpected results? If so, what were they and why are they unexpected?
- ♣ According to the results, who is the language learner in the group?
- ♣ Were the test results true and reliable in all cases?
- ♣ What use could this type of test be for:
  - Teacher?
  - A student?
  - Personnel manager of a big company?
  - Someone who is frustrated and unhappy?
  - You?



**ACTIVIDAD 10 :STEREOTYPES****AUTOR:** Teresa Segura , Yolanda Cabezas**IDIOMA:** Inglés**NIVEL.:** B2, C1, C2**TIEMPO:** 30-35 minutos**DESTREZAS:** Comprensión escrita y expresión oral.**OBJETIVOS:**

- Fomentar la reflexión sobre las diferencias culturales entre países de habla inglesa.
- Reflexionar sobre la necesidad de eliminar muchos de los estereotipos de estos países.
- Utilización del humor como medio que permita salvar algunas de estas diferencias culturales.

**METODOLOGÍA:**

- Presentación con POWER POINT.
- En cada diapositiva aparecerá primero el estereotipo referente a uno de los países. Los alumnos intentarán adivinar lo que se dirá sobre los otros 3 con relación al mismo tema.

**VALORACIÓN:**

- Positiva. Hace que los alumnos reflexionen sobre los diversos factores que intervienen en la diferenciación cultural. En muchos casos aportan su conocimiento y experiencia personal para mostrarse de acuerdo o en desacuerdo con algunas de las ideas presentadas en la tabla.