 Consider the following statements

1. We do take notice of the learning environment. The foreign language room should be special for its realia and display. We should feel immersed in the language and culture of the country and it’s language.
2. We know class size is a problem. We don’t like big groups either.
3. We don’t have a preference when it comes to teacher-centred or pupil-centred approaches – variety is the spice of life.
4. We are less likely to give you a hard time if you make your instructions clear, start from what we know and progress at an appropriate pace.
5. Some of us like practising speaking most of all. Some of us dread speaking because it is embarrassing. But we want to say what’s on our mind – not just what’s in the syllabus.
6. Please prepare your listening tasks very carefully. It is soul-destroying to trying to decipher a muffled, crackly recording on a little, clapped-out cassette recorder. Try to get one with a pause button so that long, fast texts can be broken up

7. Reading – we don’t do a lot of that. It’s murder having to listen to our pals reading! It wouldn’t be so bad if we understood the text! Even better if the text is of genuine interest to us...

8. Writing – sometimes this is a nice change from speaking and listening, especially if we are writing for real purpose. Just copying is no fun at all!

9. Not all of us find foreign language learning easy. We don’t like being shouted at. We don’t like being ignored, just because we are not very good.

10. If we do not write neatly, teachers criticise us. But have you seen some of their worksheets?

*Gary Chambers (U. of Leeds School of Education):*

*Investigation into the problem of low motivation with students*