

Focus on the learner case study part one subject: apple

[Business](#)



The methods of instruction in both secondary school, and university included learning grammar rules, rote memorization of vocabulary and reciting dialogues in English. This has resulted in limited ability to speak fluently, and to apply her knowledge of grammar rules to production when speaking and writing, as well as limiting her ability pronounce certain English phonemes clearly, and correctly.

However, she seems to have a fairly adequate pool of vocabulary, and ability to understand instructions at the elementary level in class. After observing Apple's participation in class, it was apparent that she is highly motivated to learn English.

However when asked, she replied that she primarily wanted to learn English so that she could further her career, communicate better with foreign teachers at work, and prepare for the planned Suan International regional integration planned for circa 2015. Therefore, her motivation would seem to be most properly categorized as "Instrumental" rather than 1959, as cited in Yahoo Voices: Three Types of Motivation in Second Language Learning by Doreen, (2007), or as "external" rather than "Internal" according to Scrivener (Learning Teaching, 2015, p.

84). Apple works very hard to learn English, and participates actively in class.

She is not intimidated, and says that she doesn't mind making mistakes, because she learns from them. She enjoys participating in game activities in class, but does not enjoy listening to lectures because it is more difficult for her, probably because she seems to primarily be a visual learner, constantly
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Intently watching everything that is happening in class. Sometimes outside of class, Apple asks her friend to translate what is spoken in English into Teal for her, as a result. When asked what she did to improve her English, Apple responded that she attends CELT teacher practice classes and practices English with foreign teachers at work.

In terms of skills, Apple needs to focus on the areas of listening (especially), as well as on writing and speaking. Her sentences are short, and often simple in construction. In terms of language, she needs practice and drilling in pronunciation and producing grammatically correct sentences when speaking and writing in English. Focus on the Learner Case Study Part One Subject: Apple By Com School.

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Game activities in class, but does not enjoy listening activities because it is more constantly intently watching everything that is happening in class. Sometimes outside of class, Apple asks her friend to translate what is spoken in English into Thai for her, as a result.

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