

SELF DIRECTED LEARNING
in English as a Foreign Language
AIMS AND OBJECTIVES
(STIRLING, UNITED KINGDOM)
QUESTIONNAIRE

W D Cousin R Dauer N Dickinson C J Moore

In attempting to map out a course of any sort of self-improvement nothing is so frustrating as setting oneself unrealistic aims. You may set out with a great deal of enthusiasm but find (a) that the task is more difficult than you thought (b) you never seem to have enough time.

The first may stem from difficulties in assessment - firstly, making an accurate assessment of where you actually stand, and secondly devising a method of assessment which will be sensitive enough to register your progress. Your progress may, after all, be quite limited.

The second cause of frustration, the lack of time, stems from a very natural tendency to suppose life is going to be suddenly very different, now you have decided to learn. This a dangerous assumption and careful analysis of the extent of your unchanging commitments (to sleep, for instance!) may give you a very different idea of what is feasible.

In the most usual situation for learning anything, you have a teacher whose profession it is to be aware of these sources of frustration and guide you and encourage you in your difficulties. **But where you are to be your own teacher it is very important to make up your programme having thought carefully about what, in the end, you are likely to achieve.**

It is the purpose of this questionnaire to help you with that preliminary thinking.