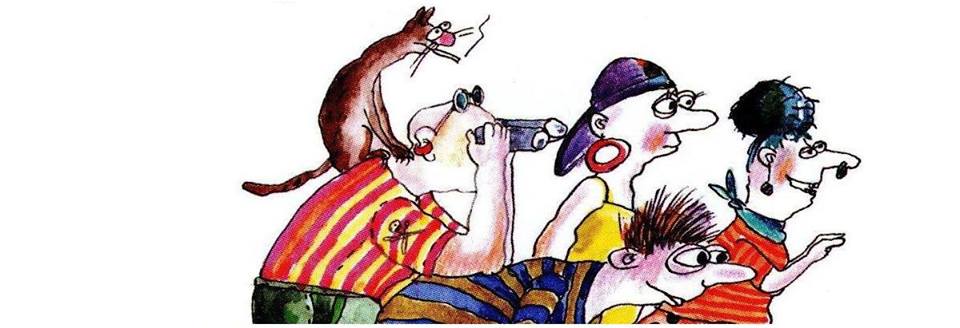
**Learn to Learn for Adult Returners**

**(L2L4AR)**



**Analysis of Focus groups: learners**

**Estonia**

**August 2014**

1. **Introduction**

The learners’ focus group involved 9 learners studying in Haapsalu Folk High School English language. The age of learners between 20 and 30, they all have job and study in the evening course.

FG facilitators: interviewer and note taker. The session was recorded.

1. **Brief overview**

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| --- | --- | --- | --- | --- | --- | --- |
| **Why is learning for you important?** | **What does learning means to you?** | **What stimulates you to learn, what obstructs you?** | **What helps you to learn in a good way?** | **What makes learning difficult for you?** | **What teacher’s support do you need?** | **How can you develop your learning skills?** |
| Learning is development, if the one don’t learn, this **development process** stops**.** | Ability to learn is openness, readiness and **will to learn**. Ability to learn means to know how to do something, you have to **try and try again** to do this, and learn from your own mistakes.  Ability to learn is ability to **learn by doing.**  Ability to learn includes also patience and continuity. Ability to **find time**, to make it trough what you learn, string and **not to give up.** Ability to find and **create system and environment for yourself how to learn.** | Learning motivation comes, when something goes easily, when the learner gets some **results and postive feedback**.  Learning goes easier when **you know why you want to learn** this particular topic.  **Challenges raise interest** for learning.  **You learn most from these things, what you have done wrong**. | Helps this when you **create connections, between excicting and new knowledge.**  Learning process goes better, if learning takes place day time, when mind is fresh (**timing**)  Very important factor what **supports learning process are group and teacher.**  Learning goes better if you **rehearse and practise continuously.** | **Hindering factor in learning process is me, myself.**  This first step is hard, going out from home.  Learning process is more complicated when learners in the group are in different levels.  Hindering factor is **learners laziness.**  One hindering factor is also time, **finding time and how to force yourself.**  I feel that **I don’t know how to learn**, I don’t have this ability.  I can`t remember things, consequently I **learn wrong.**  In school should be course how to learn. I **don’t know how to learn**. | It helps when **teacher supports** if learner doesn’t understand something.  Very much depends from that how teacher can teach, **it helps when teacher can make class interesting.**  **Teacher** helps to develop my ability to learn, when she/he **gives homeworks**, without homeworks I think that I never have done any exercisising at home.  Important is also **teacher`s personality**.  **Teacher is encourager**. | Should be more opportunities where **to use what I have learnt**.  Should develop in myself how could **be more patience.**  You have **to encourage yourself to learn**.  I have to **be more open minded.**  Have to **find time** for learning.  I can control myself that I will **not cheat in learning process**.  I could **develop my remembering skill**, I think it will help learn  I should **think more how to learn to learn**. |

1. **Comments and conclusions**

Learning to learn is a process of development and to stop the learning the development stops. Learning to learn means find the will and motivation to learn. It means the ability to plan the actions; to find motivation to learn; the ability to remind what have been learnt and use this; to be self-directed learner.

The results and positive feedback stimulates learner to learn but also learning from mistakes. Important are the ability: to make connection between new and existing knowledge; right timing. Learning in the group and good teacher who finds relevant learning methods supports the learning process.

Teachers’ personality is important in learners’ personal level. Many times has been mentioned that learning to lean skills are low and learners like to work more with this.