

39 - Helping refugees to think about their learning

Aim: To help refugees reflect before and after a language support activity.

How to use this reflection activity

By thinking about the session in advance of doing any learning activities, the refugee has an opportunity to activate all the knowledge that he or she already has about the topic/scenario being studied: knowledge in the first language, or in any other language, knowledge gained from experience or observation, or questions that need to be answered to help the refugee understand more about the environment in which he/she is living.

Use this activity regularly

It is important to repeat this activity before each learning activity so that predicting and reflecting become natural parts of the learning process. Some refugees may not be familiar with reflection in the context of learning as this may not be typical of educational practice in their countries. In addition, those refugees who have lower levels of previous education and/or literacy may find the activity challenging.

When a refugee cannot write

If it is not possible for an individual refugee to write information, it is recommended that the questions should be discussed orally and, where possible, a linguistic mediator could be used.

For more reflection activities see the following pages in the *European Language Portfolio model for migrants* (www.coe.int/lang-migrants → Instruments → European Language Portfolio).

- Page LB1(8) *How I learnt in the past.*
- Page LB2(2) *My personal expectations of this language course.*
- Page LB2(5) *How well do you know yourself as a learner.*
- Page LB2(12) *My approach to learning.*
- Page LB2(13) *Planning my learning now.*
- Page LB2(14) *Thinking back on what I have learnt today.*
- Page LB2(16) *Learning Diary.*





Reflection tool to support learning

Scenario or topic.	
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Before the learning activity

What do I expect to learn from this activity?	
What do I expect from the volunteer?	
What do I expect from myself?	

Complete at the end of the activity

In this activity, we talked about...		
I could do some things in the language [put a circle O around YES or NO.]	 YES - NO	 YES - NO
	 YES - NO	 YES - NO
I found this activity useful because ...		
The most useful moment/s (part/s) were when I/we ...		
I found this activity easy/hard because...		
I can now do the following things:		
This learning experience was: [put a circle O to show what you think].	Bad Good	