



Language Support for Migrants A Council of Europe Toolkit



51 - Encouraging migrants to think about their learning



Aim: To encourage migrants to reflect on their language learning.

Some migrants may not be familiar with reflection in the context of learning as it may not be common educational practice in their countries (see also Tool 44 – *Finding out more about migrants’ own language resources and skills*). However, reflection can be a very useful process: it raises learners’ awareness of the different aspects of language and what can help them to develop their language skills. Before using the approach and activities suggested below make sure that learners understand the purpose of this kind of reflection, in particular that it is not some kind of test but a way of thinking about their learning and, if they wish, discussing it with you and with other learners.

How to use this reflection activity

You may wish to begin with small steps, but when the learners are used to it, it is important to repeat this activity regularly so that predicting and reflecting gradually become natural parts of the learning process.

WHAT I FIND EASY AND DIFFICULT IN THE LANGUAGE I AM LEARNING	 Easy	Not so easy but not difficult	 Difficult
The pronunciation of the language.			
Writing in the new script.			
Understanding the written word.			
Talking to someone.			
Other things that I find easier or more difficult – what?			

WHAT I THINK HELPS MY LANGUAGE LEARNING	 Helping	 Not helping	I have no experience of this yet
Using of pictures and realia.			
Working all together.			
Working in small groups.			

Working with another learner.			
Working alone.			
The explanations of the teacher/volunteer.			
Using devices (e.g. computer, mobile phone).			
Using other languages.			
The presence of a mediator.			
The activities provided outside the learning environment.			
Playing language games.			
Other things that help or don't help – what?			