



Language Support for Migrants *A Council of Europe Toolkit*

Tool 52 - Encouraging migrants to think about their learning activities

Aim: To offer guidance to encourage migrants to reflect on their language learning before and after a language support activity.

How to use this reflection activity

If learners think about the session before doing any learning activities, they have an opportunity to activate the knowledge they already have about the topic/scenario being focused on. This knowledge may be in their first language or in any other language, it may have been gained from experience or observation, or it may lead to questions that need to be answered to help migrants understand more about the environment in which they are living.

Begin with an example or two:

Before introducing a topic or using a scenario, ask a related question such as:

- *when you go to the doctor, do you understand what he or she says?*
- *If you have to write a message to someone, is it easy or difficult for you?*
- *If you have to talk to the teachers at your children's school, how do you prepare?*
- *Do you prefer to make a phone call or talk face to face with someone? Why?*
- etc.

Use examples of this type to make it clear that the skills learners need in the language vary, and they may have stronger skills in some situations than in others. It may be useful for learners to share their reflections on the different language skills they already have, and where they want to improve with their classmates.

Use reflection activities regularly

It is important to do this e.g. before each scenario so that predicting and reflecting become natural parts of the learning process. Some migrants may not be familiar with reflection in the context of learning if it is not typical of educational practice in their countries. In addition, those migrants who have lower levels of previous education and/or literacy may find the activity challenging. If it is not possible for an individual learner to write answers to reflection questions, the questions can be discussed orally and, where available, a linguistic mediator can be used (see also Tool 53 – *Encouraging migrants to assess their own progress in language learning*).

For more reflection activities see the following pages in the the [European Language Portfolio model for migrants](http://www.coe.int/lang-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 can I already do in this situation? What useful words and expressions do I know?	
What do I want to learn from this activity?	
What do I expect from the teacher/volunteer?	
What do I expect from myself?	

Complete this at the end of the activity

In this activity, we talked about...					
During the activity, I/we used also other languages	YES - NO				
I could do some things in the new language	<table style="width: 100%; border: none;"> <tr> <td style="text-align: center;"> YES - NO</td> <td style="text-align: center;"> YES - NO</td> </tr> <tr> <td style="text-align: center;"> YES - NO</td> <td style="text-align: center;"> YES - NO</td> </tr> </table>	 YES - NO	 YES - NO	 YES - NO	 YES - NO
 YES - NO	 YES - NO				
 YES - NO	 YES - NO				
I found this activity useful because ...					
The most useful part was/ parts were when I/we ...					
I found this activity easy/hard because...					
I can now do the following things:					
This learning experience was (put a X on one of the two faces, to show what you think).	<table style="width: 100%; border: none;"> <tr> <td style="text-align: center;"> BAD</td> <td style="text-align: center;"> GOOD</td> </tr> </table>	 BAD	 GOOD		
 BAD	 GOOD				

