



## Language Support for Migrants *A Council of Europe Toolkit*

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### Tool 53 – Encouraging migrants to assess their own progress in language learning<sup>1</sup>

**Aim: To encourage migrants to reflect on their progress after a language support activity.**

#### **Use this activity regularly**

It is important to repeat this activity e.g. after 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 as this may not be common educational practice in their countries (see also Tool 52 – *Encouraging migrants to think about learning activities*).

#### **A reflection tool to support learning**

This tool is in the form of a checklist of statements relevant to the communicative needs of migrants. All the statements:

- Start with 'I can' to express in positive way what the learner is able to do and what s/he has achieved thanks to the scenario.
- Are very concrete and reflect everyday use of the language (abstract terms, like «accurate, correct, precise are avoided).
- Are short and simple.

There are blank spaces at the end to enable you to add additional can-do statements if you wish.

Before using the tool explain orally the meaning of each statement (using other languages if necessary). This is particularly important in relation to the symbols in the last three columns. Here each learner has to put a tick, to show how much help is needed to achieve what is indicated.

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<sup>1</sup> This Tool is adapted from LASLLIAM Reference guide.

Ask learners to use the smiley-faces to express the following:



I can do this in the target language **with a lot of help**.



I can do this in the target language **with some help**.













I can do this in the target language **without any help**.

Only smiley-faces are provided because self-assessment should always lead to a positive outcome.

The four statements below each addressing a separate skill are just examples. You can use the grid as a template for other checklists, depending on the scenario used. You may also provide checklists focused only on one activity or skill.

**Now I can do**

			 	  
	I can ask for directions to find the way.			
	I can fill out a form with my personal data.			
	I can understand a shopping list.			
	I can understand an announcement at the supermarket.			