

GOAL SETTING AND LEARNING HOW TO LEARN

European Language Portfolio Templates and
Resources
Language Biography

August 2003/February 2011

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European Language Portfolio

Goal setting and learning how to learn

TEMPLATES

The pages presented here may be used as they are or adapted to suit the needs of a particular group of learners. It is strongly recommended that potential users read the introductory text

European Language Portfolio

Learning how to learn

The ELP and learning how to learn

According to the *Principles and Guidelines* (Council for Cultural Cooperation 2000), the ELP “reflects the Council of Europe’s concern with ... the development of the language learner [and] the development of the capacity for independent language learning”. The ELP is “a tool to promote learner autonomy” and has “a pedagogic function to guide and support the learner in the process of language learning”. The language passport “allows for self-assessment”, while the language biography “facilitates the learner’s involvement in planning, reflecting upon and assessing his or her learning process and progress”.

Learning how to learn and the *Common European Framework of Reference for Languages*

According to the [*Common European Framework of Reference for Languages*](#) (CEFR; Council of Europe 2001, pp.11f.), the general competences of an individual comprise:

- *knowledge* – declarative knowledge resulting from experience and from more formal learning;
- *skills and know-how* – which depend more on procedures than on declarative knowledge;
- *existential competence* – “the sum of the individual characteristics, personality traits and attitudes which concern, for example, self-image and one’s view of others and willingness to engage with other people in social interaction”;
- *ability to learn* – which “mobilises existential competence, declarative knowledge and skills, and draws on various types of competence”.

In its most general sense, *savoir-apprendre* is the ability to observe and participate in new experiences and to incorporate new knowledge into existing knowledge, modifying the latter where necessary. Language learning abilities are developed in the course of the experience of learning. They enable the learner to deal more effectively and independently with new language learning challenges, to see what options exist and to make better use of opportunities. Ability to learn has several components, such as language and communication awareness; general phonetic skills; study skills; and heuristic skills. (ibid., pp.106f.)

The CEF notes five ways in which “learners may (be expected/required to) develop their *study skills* and *heuristic skills* and their acceptance of *responsibility for their own learning* [...]:

- a) simply as a ‘spin-off’ from language learning and teaching, without any special planning or provision;
- b) by progressively transferring responsibility for learning from the teacher to the pupils/students and encouraging them to reflect on their learning and to share this experience with other learners;
- c) by systematically raising the learners’ awareness of the learning/teaching processes in which they are participating;
- d) by engaging learners as participants in experimentation with different methodological options;
- e) by getting learners to recognise their own cognitive style and to develop their own learning strategies accordingly.” (ibid., p.149)

Items b) – e) in this list describe ways of developing and exploiting the pedagogical function of the ELP.

Learning to learn and self-assessment

Self-assessment is fundamental to the ELP. The self-assessment grid in the language passport provides an overview of L2 proficiency against which the learner can update his/her L2 profile at regular intervals, for example, at the end of a school year or a university semester, or after a period of residence abroad. Self-assessment in the language passport thus serves a summative function similar to an end-of-year or end-of-course examination. The goal-setting and self-assessment checklists in the language biography, on the other hand, serve a formative function, since they are designed to accompany learning from day to day, week to week and month to month.

The twofold self-assessment function of the ELP provides a formal framework for pedagogical approaches that explicitly pursue the development of learner autonomy: learning to learn and learning to assess oneself are two sides of the same coin. The sample pages that follow propose various ways of helping learners to record and reflect on the development of their learning skills.

The sample pages

The sample pages that follow are divided into three sections. The first contains twenty-three annotated examples selected by David Little and Barbara Lazenby Simpson (Ireland) from nine validated ELPs that between them cater for language learners from primary level through to university/adult. The second and third sections contain additional pages developed by Barbara Lazenby Simpson for younger and adolescent/adult learners respectively. The third section also contains a page developed by Francis Goullier (France) that allows the learner to keep a record of his/her learning progress.

Some pages focus on learning to learn a particular language, while others are concerned with learning to learn languages in general. Some pages can quite easily be adapted to make them suitable for use by age groups other than the one they were designed for. Many of the pages are designed to be used recursively; most of them will need to be duplicated a number of times if they are to accompany an extended period of language learning/use.

ELP developers are free to use these pages as they stand or to adapt them to suit the needs of a particular learner population. They should always be reviewed in terms of (i) the above discussion and (ii) the overall design of the ELP in which they will be used.

David Little (on behalf of the ELP Validation Committee)

References

- Council for Cultural Cooperation, 2000: *European Language Portfolio (ELP): principles and guidelines*. Strasbourg: Council of Europe (DGIV/EDU/LANG (2000) 33). (<http://culture.coe.int/portfolio>)
- Council of Europe, 2001: *Common European Framework of Reference for Languages: Learning, teaching, assessment*. Cambridge: Cambridge University Press.

Section 1

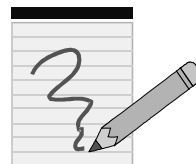
Pages taken from nine validated ELPs

(Selection made by David Little and Barbara Lazenby Simpson)

What I want to learn in English (1)

.....

Draw a picture!



IRELAND: Primary migrant

(1) Supports **reflection** on existing knowledge and **identification** of personal learning needs. Begins to **raise awareness** of the individual nature of language learning. In a very simple way, passes some of the **responsibility** for decision making to the learner.

Now I can talk about

Draw a picture!



My new words (1) (2)



IRELAND: Primary migrant

- (1) Encourages **reflection** on learning and the **articulation** of newly learnt items.
- (2) Supports the development of **personal strategies** for collecting and organizing new lexical items.

My general aims and reflections		
Language	/...../20.....
I am learning this language because (1) <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/>		
In this language I want to be able to (2) <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/>		
Things I like doing in language class (3) <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/>		
Things I am good at (4) <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/>		
Things I find difficult (4) <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/>		

IRELAND: Lower and upper secondary

- (1) Supports **reflection** on reason(s) for learning and, by implication, the ‘macro’ objectives of language learning.
- (2) Provides a focus for **target-setting**.
- (3) Helps owner to identify personal **cognitive style**.
- (4) **Raises awareness** of personal strengths and weaknesses in terms of both learning and language.

Setting goals and thinking about learning	
Language	
<div>...../...../</div> <div>20.....</div>	<div>  My next target (1) </div> <div>.....</div> <div>.....</div>
<div>...../...../</div> <div>20.....</div>	<div>How well did I achieve it (2)</div> <div>.....</div> <div>.....</div>
<div>...../...../</div> <div>20.....</div>	<div>What have I learnt about myself or about learning? (3)</div> <div>.....</div> <div>.....</div>
<div>...../...../</div> <div>20.....</div>	<div>  My next target (4) </div> <div>.....</div> <div>.....</div>
<div>...../...../</div> <div>20.....</div>	<div>How well did I achieve it? (5)</div> <div>.....</div> <div>.....</div>
<div>...../...../</div> <div>20.....</div>	<div>What have I learnt about myself or about learning? (6)</div> <div>.....</div> <div>.....</div>

IRELAND: Lower and upper secondary

- (1)** The learner takes **responsibility** for identifying new learning targets.
- (2)** **Reflection** on learning and **self-assessment**.
- (3)** **Reflection** on learning, personal **cognitive style**, use of **strategies**.
- (4)** Awareness of **existing knowledge** is used as the basis for identifying the next target.
- (5)** **Self-assessment** in relation to specified target.
- (6)** **Reflection** on the **learning experience** in order to identify, for example, personal learning traits, cognitive style, effective use of strategies, etc.

How I solve communication problems

Language	
Problem (1)/...../20.....
Solution (2)	
Problem (3)/...../20.....
Solution	
Problem/...../20.....
Solution	

IRELAND: Lower and upper secondary

- (1) **Reflection** on learning and performance via **articulation** of a communication problem.
- (2) Using experience and **experimentation** to find a possible solution.
- (3) The recursive nature of learning is emphasized in the repetition of the activity: **reflection** on the same or a new problem; finding another possible solution.

Methods I use to learn languages	
Language	
What I do and why it helps me (1)/...../20.....
.....	
What I do and why it helps me/...../20.....
.....	
What I do and why it helps me/...../20.....
.....	
What I do and why it helps me/...../20.....
.....	
What I do and why it helps me/...../20.....
.....	

IRELAND: Lower and upper secondary

(1) Reflection and **analysis** of personal cognitive style.

The repetition of this activity, with a place to note the date of reflection, allows the owner to:

- record his/her **reflections** over a long period of time;
- review his/her **development of learning awareness** over time;
- gradually identify, with increasing accuracy, the **appropriate learning approaches and strategies** for his/her **cognitive style**.

My plans

What I want to achieve, what I want to improve, what I want to learn in a foreign language.

Think about what you are good at and what you need to work harder on (1) (2).

Write down what you want to achieve **(3)**, e.g. to be able to write a one-page letter about myself, to be able to write an answer to an advertisement, to be able to fill in a questionnaire or an application form in a foreign language, to learn to quickly search for the information in a text and on the Internet.

[illegible]**CZECH REPUBLIC: Upper secondary**

This page brings together:

- (1) **Reflection** on individual strengths and weakness, which includes
- (2) **Self-assessment**
- (3) **Target-setting**

The open structure of the page is constrained by prompts designed to help the owner to identify and articulate learning targets.

My objectives

Formulate the objectives and plans for language learning; the pages can be organised individually.

What do I want to learn? (1) How do I want to learn? (2)

Why do I want to learn a language, what do I need to be able to do in it, and how would I like to go about it? Am I learning the language for my job, for travel, or for study? Is it more important for me to understand, to read literature or to write? Do I want to attend a course, learn in a tandem partnership, or have a stay in a foreign language area? (3)

This image shows a blank sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The top edge of the paper has a slight shadow, suggesting it's part of a bound notebook. The overall appearance is clean and minimalist, typical of standard stationery.**SWITZERLAND: Learners 15 +**

This open page begins with **target setting (1)** and the identification of personal **learning styles/strategies (2)**. The learner proceeds to **(3) reflect on** his/her reasons for learning and priorities in learning.

Learning

When I want to learn something new I like to: (1)

	Yes √	No X	Don't know ?
Hear it first, then say it			
Say it again and again to myself			
Use it in class with my teacher			
Use it with other people in my class			
Use it outside class			
Write it in my notes			
Use a tape and listen to it again and again			

My favourite ways of learning are: (2)

IRELAND: Adult migrant (A1 level)

- (1) Simple prompts are provided as a means of stimulating **reflection on learning**. The language used in the prompts is basic and refers to concrete learning activities.
- (2) Learners use the prompts provided and, where possible, their own **reflection** to **articulate** their personal learning approaches.

Learning

I learn best by: (1)

	Yes	No	Don't know ?
Hearing new information, then repeating it			
Repeating it to myself again and again			
Using it in a real situation as soon as possible			
Writing and memorizing it from my notes			
Recording it on a tape and listening to it at home			
Writing it in my notes and reviewing my notes from time to time			

My favourite learning activities are: (2)

IRELAND: Adult migrant (A2 level)

The prompts on this page assume a somewhat higher level of proficiency than the prompts on the previous page. They support

- (1) **Reflection** on the owner's personal **cognitive style**
- (2) Specification of personal **learning approaches/strategies**.

Learning

The most effective learning activities for me, in order of effectiveness are:
(1 = most effective, 10 = least effective) **(1) (2)**

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

My strategies for preparing a writing task are: **(3)**

My strategies for preparing an oral interaction or presentation are: **(3)**

IRELAND: Adult migrant (B1-B2 level)

Following **reflection** at regular intervals, learners rank their personal learning approaches. This helps them to

- (1)** identify their personal cognitive style;
- (2)** track the development of their cognitive awareness over time;
- (3)** develop their ability to **analyse** task demands and apply appropriate **personal strategies** in performing the task.

Learning outside the classroom

Good ways I have found to learn or use my target language outside class
(e.g. cinema, sports, reading ...)

Situation (1)	Language I can learn or use in this situation (2)

IRELAND: Adult migrant

This page promotes:

- (1) **reflection** on language use in different contexts;
- (2) articulation of **personal strategies** based on existing knowledge and **awareness of appropriate language use.**

My learning diary

Date: from _____ to _____

In the past week I have learnt: (1)

Topics _____

New vocabulary _____

Speaking _____

Reading _____

Writing _____

I now know about : (2) _____

I need to work more on: (2) _____

My next learning goal: (3) _____

Date: _____

IRELAND: Adult migrant

This learning diary promotes:

(1) **Reflection**

(2) **Self-assessment**

(3) **Target-setting**

Maintaining a dated record allows the learner to review:

- progress in language learning;
- the development of his/her learning skills;
- the growth of his/her awareness of learning;
- the effectiveness of different approaches and methods.

THIS COURSE

Here I think about and record what I expect from this course, from my teacher and from myself.

What I expect from this course	Date

What I expect from the teacher	Date

What I expect from myself	Date

MILESTONE: Young adult /adult migrant (Ireland, Netherlands, Germany, Finland, Sweden)

This page entails **reflection** on and **articulation** of the owner's perceptions of the **roles** and **responsibilities** of both learner and teacher.

This page allows the learner to:

- develop greater **awareness** of the process of **learning**;
- assume greater **responsibility** for the learning process;
- **assess** his/her individual effort and engagement during learning.

LEARNING CONTRACT

The learning contract records agreement between the teacher and me.

1		Date _____

2		Date _____

3		Date _____

4		Date _____

5		Date _____

6		Date _____

MILESTONE: Young adult /adult migrant (Ireland, Netherlands, Germany, Finland, Sweden)

This individual learning contract evolves during the process of learning. It is the result of **discovery, reflection** and the **development of greater awareness** on the part of the learner. As the learner gains more understanding of the process in which he/she is engaged, he/she takes more **responsibility** for his/her learning and enters into an ongoing agreement with the teacher.

THE WAYS I LEARN BEST

Here I think about and record the ways I learn best and I describe my learning approaches for different purposes.

What I have to learn (1)	How I learn this best (2)	Notes
<i>Example: New vocabulary</i>	<i>Write it in my notes use a tape to hear it again and again</i>	<i>I need to learn more specialized vocabulary for work</i>

My favourite time and place for learning is:

MILESTONE: Young adult /adult migrant (Ireland, Netherlands, Germany, Finland, Sweden)

This page requires the learner to:

- (1) **identify** and **analyse** his/her learning needs
- (2) **reflect** on previous experience, which allows the learner to specify the most effective strategies to meet those learning needs.

GOALS AND SELF-ASSESSMENT

Here I can record my learning goals and learning experiences, then assess whether I have achieved these goals and decide how to proceed.

Date (1)	My learning goal:
How will I know if I have reached my goal? (2)	
My learning experience (3)	
Self-assessment: Have I reached my goal? Indicate on the line	YES _____ NO
Date of self-assessment (1)	
If my goal has not been achieved, what I must do now to achieve it (4)	

Date	My learning goal:
How will I know if I have reached my goal?	
My learning experience	
Self-assessment: Have I reached my goal? Indicate on the line	YES _____ NO
Date of self-assessment	
If my goal has not been achieved, what I must do now to achieve it	

MILESTONE: Young adult /adult migrant (Ireland, Netherlands, Germany, Finland, Sweden)

Setting individual learning targets is fundamental to the development of learner autonomy. The important features of this page are:

- (1) the insertion of a **date** so that the learner has a clear and precise record of targets and achievements;
- (2) **reflection** on how to **assess** learning achievement;
- (3) **reflection** on the **process** of learning;
- (4) new **target** set on the basis of existing achievement and knowledge.

Language learning experiences that I particularly value and/or that made a strong impression on me

If possible write each entry in the language to which it refers

.....

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CercleS: University students

This page encourages **reflection** on previous learning in order to identify language-learning experiences that were important, effective, memorable or influential for the owner.

My next language learning target

Language	
Learning target (1) <i>(Use the self-assessment grid in the language passport and the checklists in the appendix to formulate your next learning target as precisely as possible.)</i>	
How much time can I devote each day/week to achieving my target? (2)	
When shall I begin? (3)	When do I plan to finish? (3)
How do I intend to achieve my target? (4) <i>For example, can I work alone or do I need to work with other people?</i>	
What learning materials do I need? (4)	
How shall I know whether or not I have achieved my target? (5) <i>(For example, can I take a test or set and correct a test for myself? Or shall I need to ask my teacher, another learner or a native speaker to assess me? Or can I depend entirely on my own judgement?)</i>	
Review of learning progress on or near my target date: (6) <i>Have I achieved my target? In working towards my target have I learnt anything new about (i) the target language or (ii) language learning? What am I going to do with what I have learned?</i>	

CercleS: University students

Concerned with setting learning targets, this page combines the following features:

- (1) Encouragement to the learner to use the **CEF** as a basis for setting new targets
- (2) Consideration of the influence of **available time** on the achievement of a target
- (3) Dates for **self-monitoring**
- (4) Decisions about **working methods**
- (5) **Assessment** of learning
- (6) **Reflection** on learning

Goal-setting and Self-assessment Checklist

Language: _____

Skill:  LISTENING

This is a checklist of **LISTENING** skills drawn from the illustrative scales in the Common European Framework. Use this checklist (a) to set personal learning goals and (b) to record your progress in achieving these goals. Decide what evaluative criteria you want to use in the three righthand columns, and enter dates to record your progress. For example:

I can do this *with a lot of help, **with a little help, *** on my own

I can do this *with a lot of effort, **under normal circumstances, ***easily in any context

Evaluative criteria: * _____ ** _____ *** _____

Level A1	My next goal	*	**	***
I can understand basic words and phrases about myself and my family when people speak slowly and clearly				
I can understand simple instructions, directions and comments				
I can understand the names of everyday objects in my immediate environment				
I can understand basic greetings and routine phrases (e.g., please, thank you)				
I can understand simple questions about myself when people speak slowly and clearly				
I can understand numbers and prices				
I can understand days of the week and months of the year				
I can understand times and dates				

Level A2	My next goal	*	**	***
I can understand what people say to me in simple everyday conversation when they speak slowly and clearly				
I can understand everyday words and phrases relating to areas of immediate personal relevance (e.g., family, student life, local environment, employment)				
I can understand everyday words and phrases relating to areas of personal interest (e.g., hobbies, social life, holidays, music, TV, films, travel)				
I can grasp the essential elements of clear simple messages and recorded announcements (e.g., on the telephone, at the railway station)				
I can understand simple phrases, questions and information relating to basic personal needs (e.g., shopping, eating out, going to the doctor)				
I can follow simple directions (e.g., how to get from X to Y) by foot or public transport				
I can usually identify the topic of conversation around me when people speak slowly and clearly				
I can follow changes of topic in factual TV news items and form an idea of the main content				
I can identify the main point of TV news items reporting events, accidents, etc., if there is visual support				

CercleS: University student

This page provides an examples of **goal-setting** and **self-assessment** checklists based on the illustrative scales of the CEF.

Learning how to learn

The four checklists that follow focus on different aspects of the language learning process. They are designed to help you identify your existing strengths as a language learner and set personal targets for developing your learning skills. The checklists should be reviewed at intervals (perhaps each time you achieve a learning target; certainly once every term or semester). Use a combination of ticks and dates to plot your progress. You will probably find it helpful to discuss some elements in the checklists with your teacher and/or with other learners

ATTITUDE AND MOTIVATION

Can I ...

	Never (✓)	Sometimes (✓)	Always (✓)	New target (✓)	Target achieved (date)
<i>analyse and discuss my motivation for learning?</i>					
<i>think positively about different learning tasks?</i>					
<i>use effective strategies to concentrate on learning tasks?</i>					
<i>adopt a positive attitude to tasks that I do not enjoy?</i>					
<i>make effective use of my weekly timetable</i>					

GENERAL LEARNING ACTIVITIES

Can I ...

	Never (✓)	Sometimes (✓)	Always (✓)	New target (✓)	Target achieved (date)
<i>identify my strengths and weaknesses in the target language generally?</i>					
<i>identify my learning strengths and weaknesses?</i>					
<i>analyse the language and learning demands of a particular learning assignment?</i>					
<i>set short-term learning objectives?</i>					
<i>identify suitable media/materials for learning?</i>					
<i>plan a timescale for my learning objectives?</i>					
<i>assess my progress in relation to these objectives?</i>					
<i>use reference materials effectively (dictionary, grammar etc.)?</i>					
<i>use effective strategies to learn and memorize new information?</i>					

Learning how to learn

FORMAL LEARNING ACTIVITIES

Can I ...

	<i>Never</i> (√)	<i>Sometimes</i> (√)	<i>Always</i> (√)	<i>New Target</i> (√)	<i>Target achieved</i> (date)
<i>identify key words and concepts?</i>					
<i>take effective notes from texts and lectures?</i>					
<i>categorize new vocabulary?</i>					
<i>organize learning materials by topic, theme etc.?</i>					
<i>make a schematic plan of or "mind-map" an oral or written presentation?</i>					
<i>analyse and edit a first written draft?</i>					
<i>use corrections to advance my learning?</i>					
<i>practise pronunciation and intonation with good results?</i>					

COLLABORATIVE ACTIVITIES

Can I ...

	<i>Never</i> (√)	<i>Sometimes</i> (√)	<i>Always</i> (√)	<i>New target</i> (√)	<i>Target achieved</i> (date)
<i>learn from working with others?</i>					
<i>contribute to a working group?</i>					
<i>carry out my responsibilities in a working group?</i>					
<i>help to identify and assign particular roles in a working group?</i>					

CercleS: University students

This and the preceding page provide examples of checklists designed to prompt learners to **reflect** on their learning skills, strategies and abilities.

My language learning biography

Here give a description of your language learning experiences for the languages you know. This information may be useful to other people (e.g. teachers, employers), and will provide a basis on which you may plan your future learning activities.

Which languages have I learned?

- Languages that I learned at school or in courses (Give the duration, number of hours, goals, content, teaching methods, textbooks, and where appropriate the kinds of examination.)
- Languages that I grew up with
- Language areas where I have lived
- Use of language while working, in training, studying, travelling, and in my circle of acquaintances
- Language contact through television, radio, the cinema, art, music, books, the press, the Internet, etc.

How have I experienced learning?

- How have I learned well and with pleasure? What was particularly important and enriching? **(1)**
- In the framework of language learning and the languages I have learned or am learning, what has demotivated me?

The worksheets can be presented chronologically like a curriculum vitae, or separated according to language. Please give the number of years of learning and where possible also the dates.

ELC: University students

This page emphasizes the **plurilingual** principle of the ELP. It also raises the learner's awareness of the number of languages he/she has engaged with in different ways and at different levels of proficiency.

The articulation of success in language learning **(1)** can be used as the basis for the identification of **personal learning strategies** and the setting of new **learning targets**.

My learning journal

Document your learning step by step for each of the languages you are currently learning. This process enables you to become more aware of learning objectives and learning paths and to develop learning strategies. After the learning activity, you should return to the goals you set for yourself in order to check on your learning success. This should improve your capacity to learn on your own.

Date	My learning goal (1) At the end of this period of learning, what exactly would I like to be able to do in the language?	Learning activities (2) What do I do to reach my goal?	Goal achieved Yes/No (with date) (3)	Evaluation of my work (3) What was positive about my work and what did not work so well?	Reinforcing learning (2) What do I do to go over what I have learned and to reinforce it?
	<div style="border: 2px solid blue; padding: 10px; margin: 10px auto; width: 80%;"> <p>ELC: University students</p> <p>This learning journal supports the learner in systematic and ongoing:</p> <ul style="list-style-type: none"> (1) Goal-setting (2) Reflection (3) Self-assessment <p>If used regularly, the journal provides an accurate record of the process of learning. By dating* each entry the learner can see whether goals have been over-ambitious, whether some aspects of learning take longer than others, and so on.</p> <p>Reflection on reinforcing learning emphasizes the recursive nature of learning and allows learners to decide how to use their existing knowledge and skills in pursuit of their next learning goal.</p> </div>				

Section 2

**Pages for young learners developed by
Barbara Lazenby Simpson**

Learning a language

What language are you learning? _____

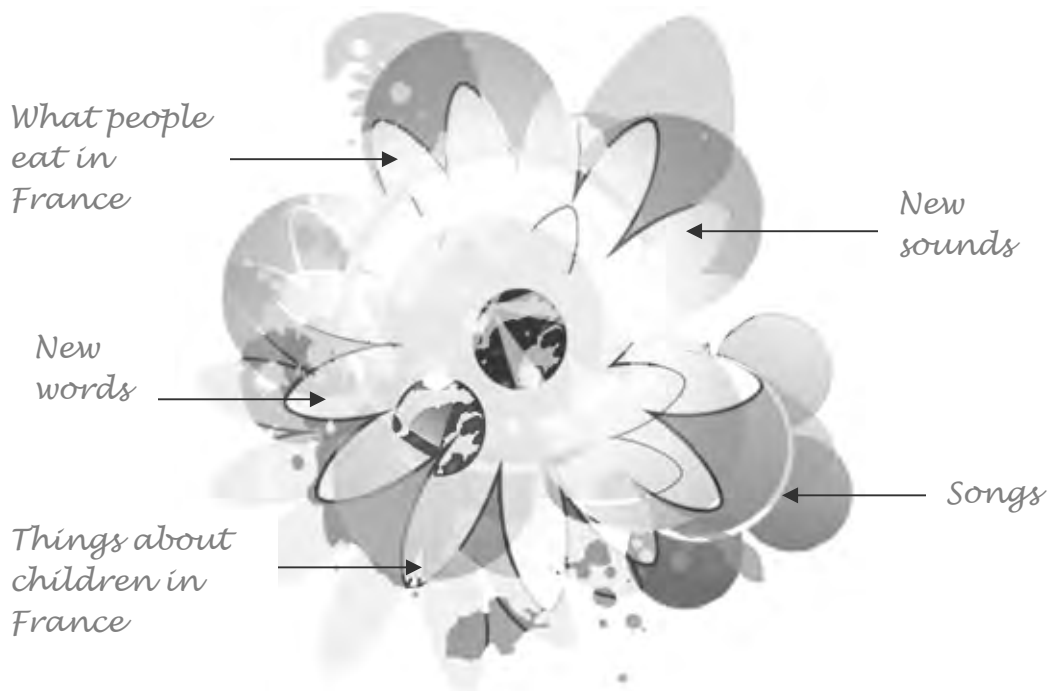
What it is like learning this language:

Draw a picture to show what you think about learning this language.
You should label your picture to show the different types of things that
you are learning.



Here is an example:

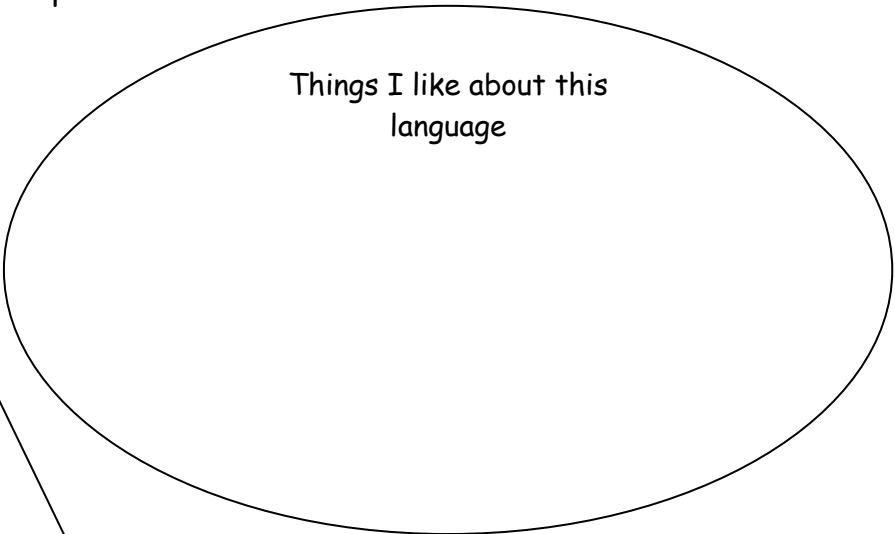
I am learning French. It is like a flower because there are many different parts
to learning a language. This picture shows what I am learning.



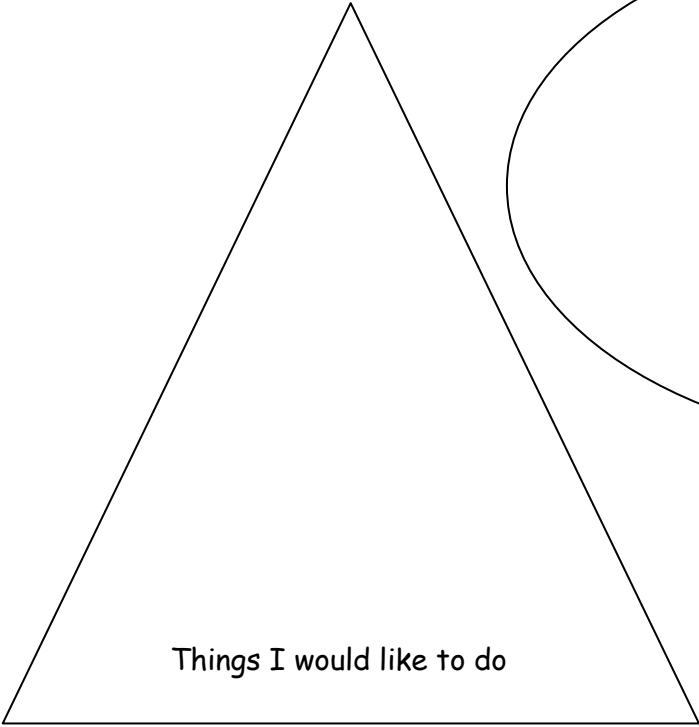
Now you draw your picture on a new page!

Learning a language

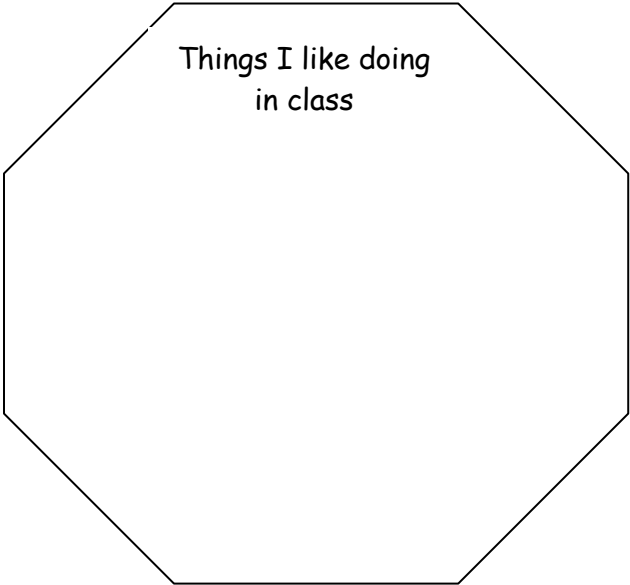
Learning a new language is fun. Think about the language you are learning.
Put your ideas into these shapes:



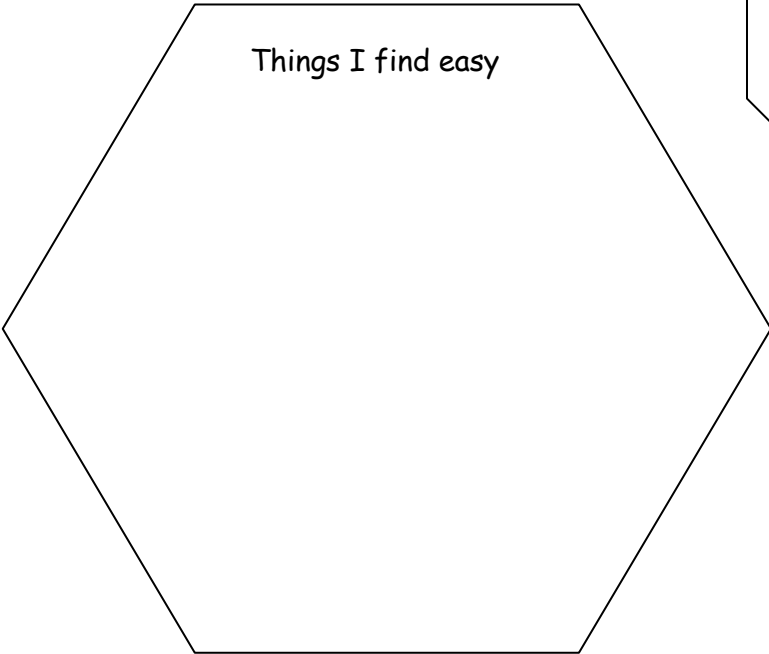
Things I like about this
language



Things I would like to do



Things I like doing
in class



Things I find easy

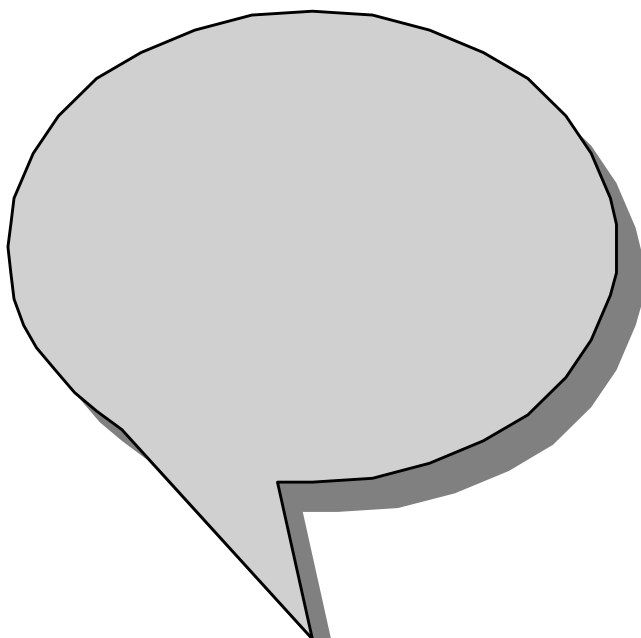


Things I sometimes find difficult

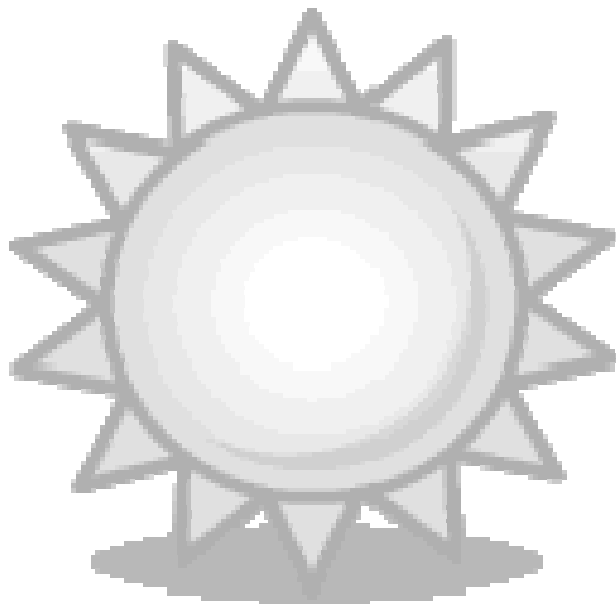
You might like to colour the shapes!

All about my learning

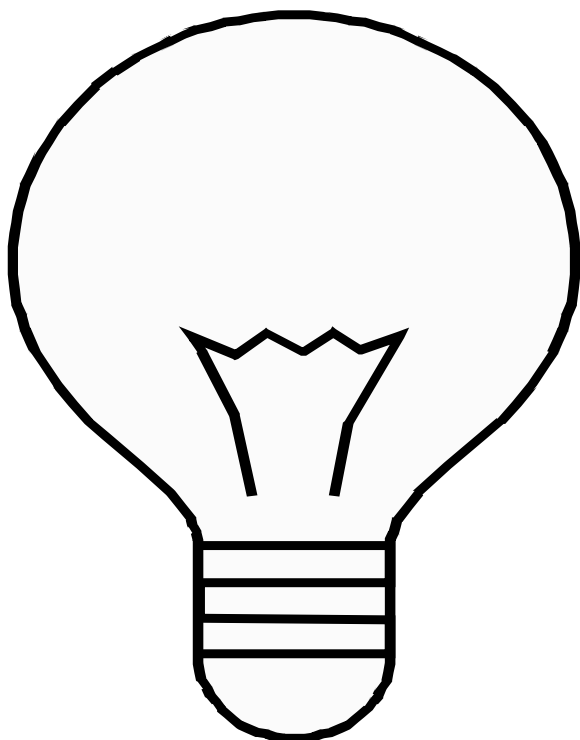
These are the things I have
learnt



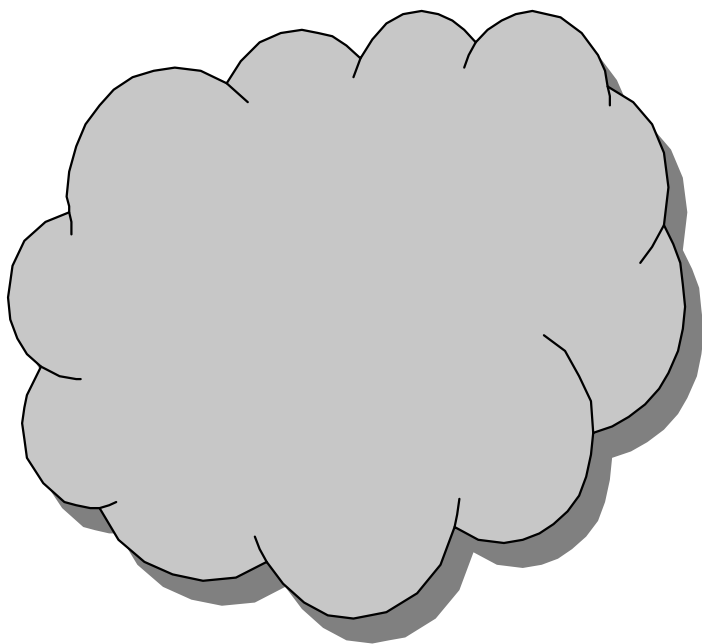
These are the things I have **enjoyed**
learning



These are the things I found **easy**
to learn



These are the things I found **difficult**
to learn



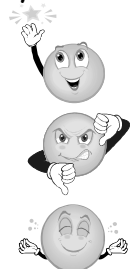
How I like to learn




Think about the things you like to do in class. Look at the list and put ticks (✓) in the boxes to show whether you:

Like it

Do not like it

Are not sure



	 I like it	 I do not like it	 I am not sure
Reading books			
Playing language games			
Having a quiz or competition			
Drawing pictures			
Writing new words			
Doing exercises			
Making a poster			
Writing a story			
Telling a story			
Listening to a story			
Singing a song			
Saying a rhyme			

You can add your own ideas in the blank spaces above.

What did I learn this week?



Think about the new things that you learnt this week in your language class.

Make a list on the lines below, then count the number of new things you learnt and write the total on the line below.

New things I learnt this week

How many new things did you learn? _____

My Word Wall

We are learning about _____ .

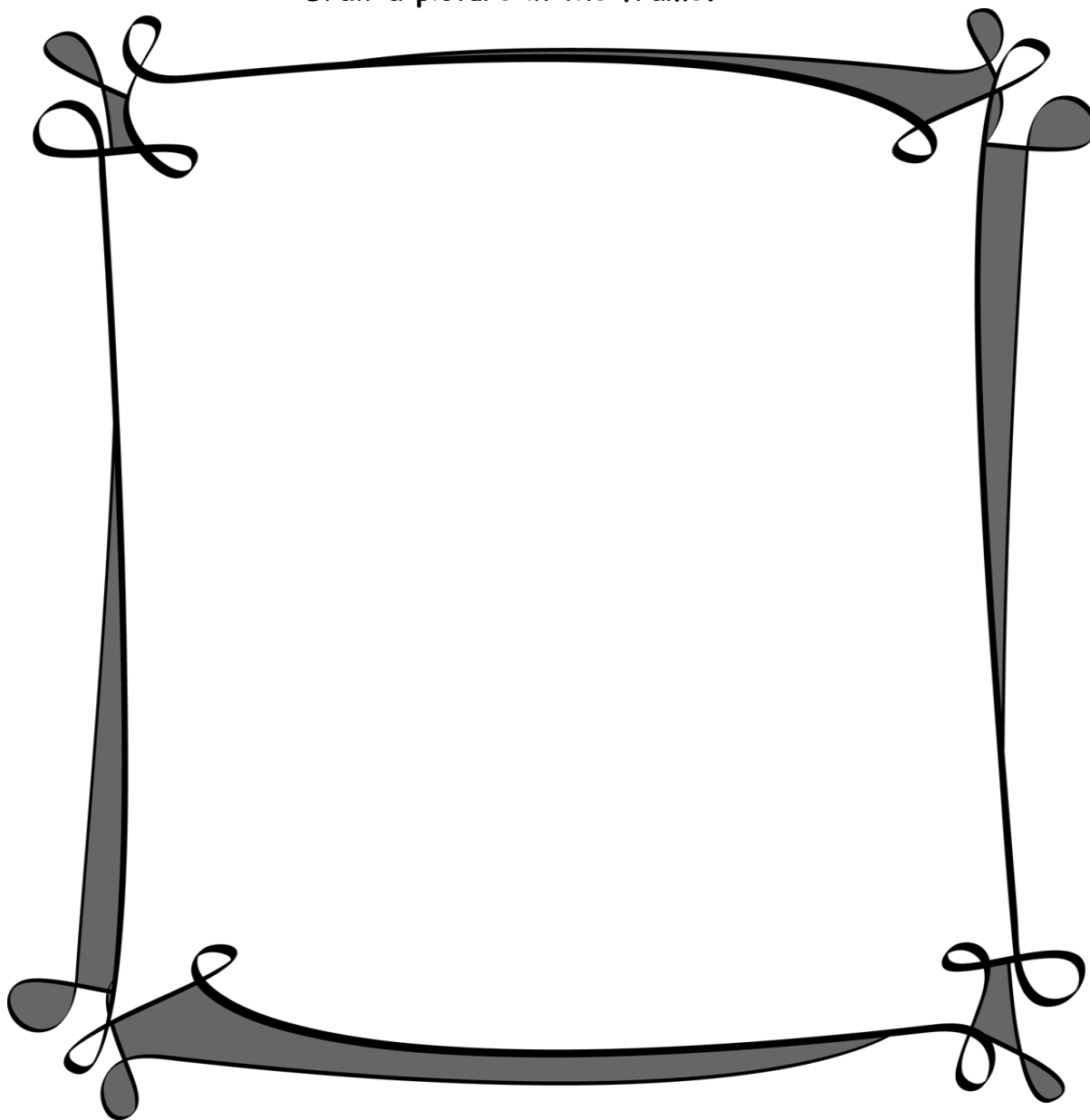
These are new words I learnt.

**When you are sure that you understand your new words,
write them in the word wall.**

Now I can talk about

.....

Draw a picture in the frame.



My new words

Section 3

**Pages for adolescent and adult learners developed by
Barbara Lazenby Simpson and Francis Goullier**

Thinking about learning in the past

Good learning experiences

Think about things that you learnt in the past two or three weeks.
What did you enjoy learning? What helped you to learn?

Write down an example of the different resources and approaches that you have used to help your own learning. Use the grid below to help you think of things. Add other ideas in the blank rows.

	Example
Memorising new information	
Asking questions (of teacher or other students)	
Using a personal study notebook	
Participating in a class quiz	
Explaining something to someone else	
Writing a summary text	
Giving a presentation to the class	
Doing an internet search	
Reading	
Creating a mind map	
Doing a puzzle	

Choose the two methods from the list above that helped you to learn most effectively:

Which is best for you?

1. Using a visual approach – diagrams, drawings, charts etc. ☐
2. Using text, key words, lists, written notes etc. ☐
3. Both approaches combined ☐

Planning my learning now

Finding the best conditions for success

Think about what you are learning now. Fill in the details about the language, topic, and the focus of the topic.

Language: _____ Topic: _____

Focus (✓): Reading ☐ Listening ☐ Speaking ☐ Writing ☐ Mixed skills ☐

Now think more about learning this thing by answering the questions below:

Is this a continuation of another lesson? Yes ☐ No ☐

Do I need to learn new grammar in order to learn this? Yes ☐ No ☐

Do I need to learn and use new vocabulary? Yes ☐ No ☐

Have I done anything like this before? Yes ☐ No ☐

Is there a good example that I could look at to get some ideas? Yes ☐ No ☐

What way would you learn this best?

Working method	Yes	No	Note
Working alone in a quiet place			
Working alone at home with music in the background			
Working with a friend after school			
Working with a group of other students in school			
Working for a long time to get it all done			
Working for a number of short sessions			

Now you know which learning situation you like best.

Think about the things that could prevent you learning. If any of these statements apply to you, then put a tick (✓) in the box beside the statement.

I don't always concentrate on what I am learning.	
I don't always leave enough time to learn properly.	
I don't use my dictionary, grammar book or textbook when I should.	
I am not interested in learning this thing.	
I find this particularly difficult to learn.	
I don't plan my learning so that sometimes it is not effective.	

Identifying what I already know
Using existing knowledge to support learning

What similar thing have I done before?



What key vocabulary is familiar to me?



What grammar structures do I already know?



What new vocabulary do I need?















What new grammar structures do I need to learn?

Learning takes time

Planning your learning to achieve success

If you take control of your time you will develop good learning habits and you will become a much more effective learner. You can apply this to anything that you are learning.

Think about these points and discuss them in class:

-  Learning takes time – do you allocate enough time for your different learning tasks?
-  Do you have to rush your learning because you are short of time?
-  Do you have a weekly learning timetable which gives enough time to each subject?
-  Do you make use of other time, for example while travelling to school, to go over things in your mind?
-  Do you set yourself learning targets? An example of a learning target would be '*I am going to learn how to use 2 irregular verbs every week*'.
-  Do you try to concentrate while you are studying? It is possible to spend a lot of time looking at textbooks without concentrating properly.
-  Do you have ways of testing yourself to find out what you have learnt and what you remember?
-  Do you have a good learning routine that you use for all your subjects and for different learning tasks?
-  Have you developed your reading skills so that you can find the important information in a textbook quickly?
-  Do you make a plan of text that you are about to write? This may be text for a written activity but may also be text for giving a talk or presentation in class.
-  Do you check spelling and grammar if you are not sure?
-  Do you always re-read text that you have written?

How am I REALLY using my time?

Many students believe that time spent looking at a textbook is time spent learning. This is not true! Unless we pay attention to learning, then learning does not happen.

Answer the questions below to check that you are making the most of your learning time. You should do this exercise from time to time, particularly if you are studying for tests or examinations. Remember, this is for your own information only!

In column 3 use ✓ to indicate positive and ✗ to indicate negative.

Questions	My answers	Whether I see this as positive (✓) or negative (✗)
What have you just been studying?		
What is the reason for studying this? (e.g. homework, test etc.)		
What was the main focus of this study session? (e.g. learning facts, practising, creating etc.)		
How long was the study session?		
What percentage of that time was not spent on studying? (e.g. making a snack, listening to music, talking to friends, messaging etc.)		
Close your eyes. Can you visualise one page from your book or one image from the materials you were working with?		
What information comes immediately to your mind from that study session?		
Do you think that you have learnt enough?		
Did you give yourself a little test at the end of the session?		
Was that an effective study session?		

Now count the ✓s and ✗s. How did you do? Could you do better?

Checklist
Self-monitoring learning activities

Topic: _____ **Activity:** _____

	Yes	No	Not sure
I have allocated enough time to do this properly.			
I have all my notes as well as my textbook, grammar and dictionary.			
I have planned how I'm going to do this work.			
I have read with concentration what is necessary for this work.			
I have used my plan to do the work.			
I have reviewed my work and checked that it is correct.			
I can explain exactly what I have done.			
I am satisfied that I know this really well.			

Notes:

Reflection

Self-monitoring classroom learning

You have just had a lesson in your language class. You have five minutes to think about what you have just done.

Use these questions to help you think about your learning.

- Did you study individually or in a pair or group? _____
- What percentage of the class did you understand fully? _____
- Did you ask any questions? _____
- Did you make useful notes? _____
- What was the most helpful part of the class?

- Was the class based on listening, reading or writing or a combination of all three? _____
- Did this class add to your knowledge of the language or topic? _____
- Did you learn anything that you could use in another situation? _____
- How will you remember new information?

- Did you enjoy learning this thing? _____
- Why?

Planning

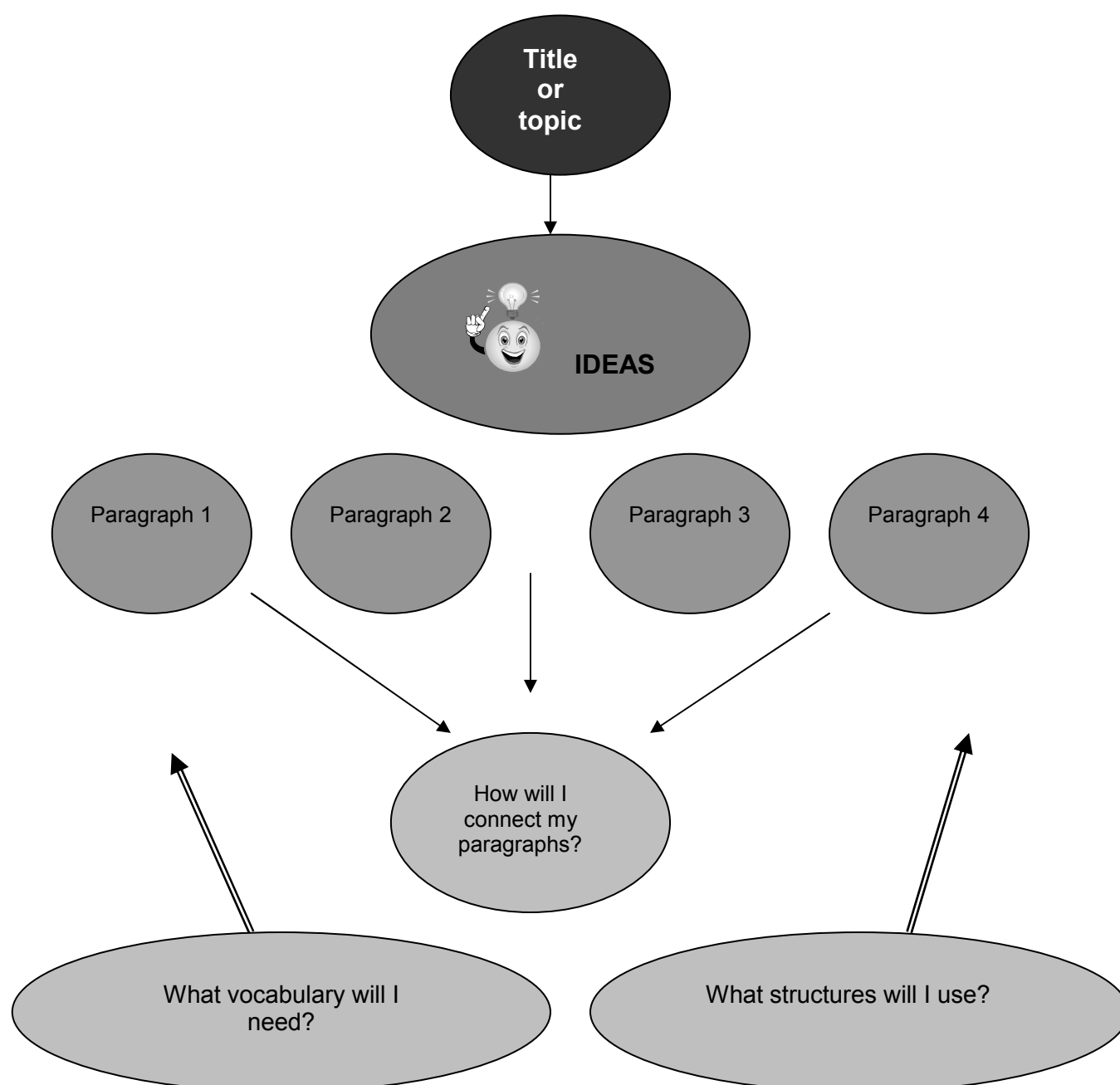
Preparing to write text

1. Before you begin your planning remember:

- A piece of text should have a beginning, middle and end.
- Information or points should be clearly organised.
- Different parts of text should be connected.
- A paragraph usually focuses on a single point.

2. Now look at these examples of planning and see which one suits your own working methods.

Example 1: Mindmap



Planning

Preparing to write text

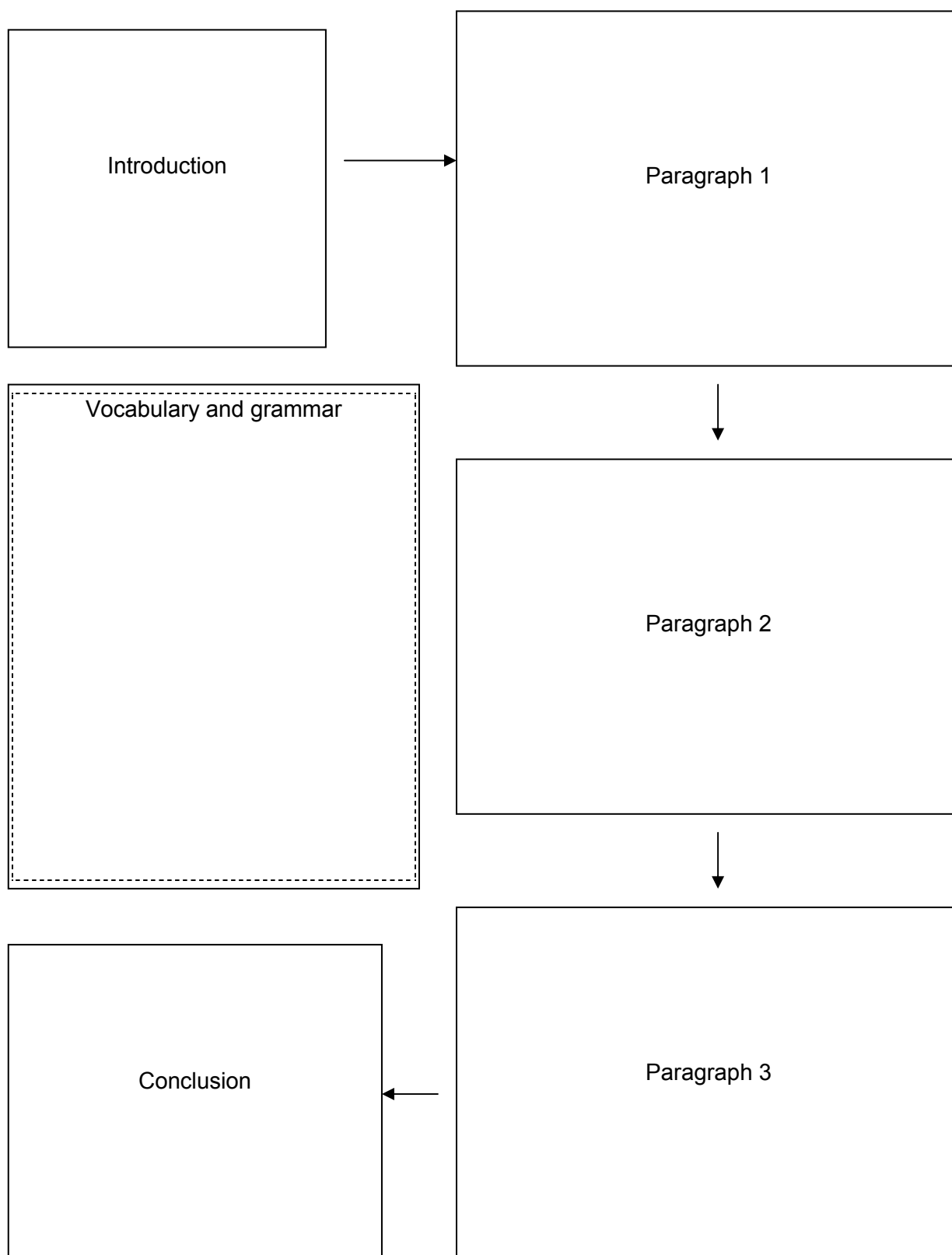
Example 2: Linear plan

Paragraph	Ideas	Vocabulary	Grammar	Connecting words and expressions
1				
2				
3				
4				

Planning

Preparing to write text

Example 3: Writing frame

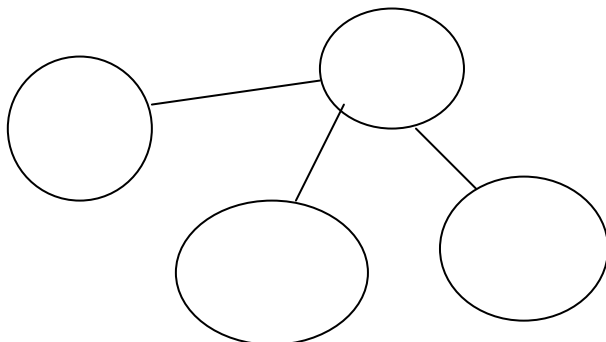


Taking and making notes

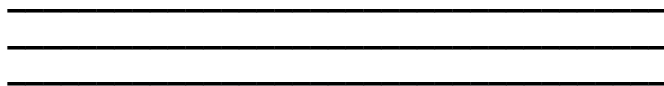
If you take notes in class then review them after class you will find that you learn new information more easily and your notes will become an important resource for homework and revision.

There are different ways of taking notes.

You may prefer a **visual** method:

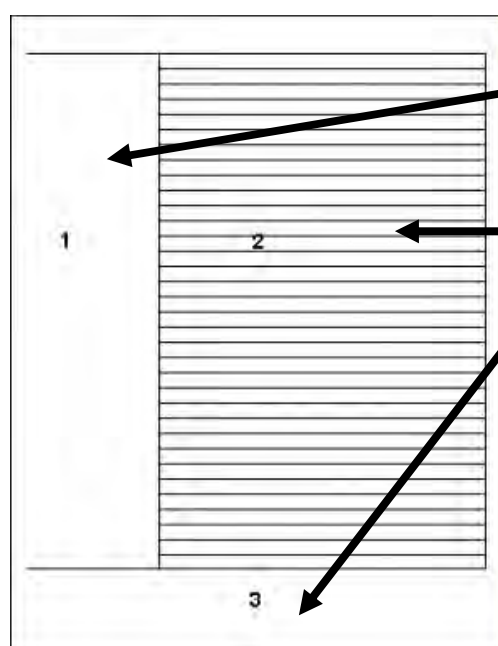


You may prefer **lines**:



The most important thing is that you find a way to work with your notes afterwards.

This is the Cornell note-taking method.



Using the Cornell note-taking method

Box 1: Here you write the main points only, during class. These may be visual or linear (see above).

Box 2: Add in more detail. You may add the detail during class or when you are studying afterwards.

Box 3: Write a brief summary of what you have learnt in this class.

Now you have:

- The notes taken in class
- Any details given by the teacher or added by yourself
- Your own summary of the new information from that class
- A perfect resource for homework, revision, preparing for a test or exam.

Make your own pages so that you are ready when you go to your next class!

My progress in the languages I am learning

With the help of the descriptors in the self-assessment checklists, I can set my immediate goals for making progress in the languages I am learning. What are they? Have I achieved them? How did I achieve them?

Date	Language(s):
.../.../20...	My next goal (descriptor):
.../.../20...	Have I achieved it? : Yes – No
	Why? How? :
	How was I able to check that I had achieved it? :

Date	Language(s):
.../.../20...	My next goal (descriptor):
.../.../20...	Have I achieved it? : Yes – No
	Why? How? :
	How was I able to check that I had achieved it?:

Date	Language(s):
.../.../20...	My next goal (descriptor):
.../.../20...	Have I achieved it? : Yes – No
	Why? How? :
	How was I able to check that I had achieved it?: