

WORKSHEET A

Title	Learning to learn	
Objective(s)	To become aware of different ways of learning	
Keywords	learner – learning process – autonomy – strategy	
Ref to the guide	Ref to the CEFR	
Ch. I. tables on pages 20, 27, 28	4.4, 5.1.4, 6.3.5, 8.3.1, 8.4	
To complete this worksheet you need... Little, D. and Perclová, R., <i>The European Language Portfolio: a guide for teachers and teacher trainers</i> at http://www.coe.int/T/DG4/Portfolio/documents/ELPguide_teacherstrainers.pdf		
Task (1 1)		
Step 1		
Answer the following questions on the importance of developing <i>learning to learn</i> .		
<ul style="list-style-type: none">• How to be more aware of one's own strategies, attitudes and habits, in relation to one language biography, to one or more cultures, to education?• How to choose better the strategies relevant to this or that learning element?• How to progress faster?• How to capitalize on already existing linguistic knowledge related to L1?		
Step 2		
Think about the notion of learning to learn proposed by the CEFR, taking as a starting point the parts of the guide and the CEFR indicated in the Reference section. Compare your notes with the results of the discussion in Step 1.		
Step 3		
Compare an example of successful language learning with a less successful one focusing on learning strategies. Some examples are provided below ¹ :		
<p>"I think I'm not a very good language learner because I've been learning English for about 20 years (with several breaks) and I can't speak very well as I don't know it well. The first years of studying English influenced me very much. The fact we were taught to write before speak meant my best skill (language skill) is writing. This is why I'm a little bit shy to speak. I would say I have my own way of learning new things (in all the languages I've ever studied)! I need to have the lists of words (like in a vocabulary exercise book), to read them aloud, to speak them several times and occasionally write them to remember them. When I learn the whole topic or a text I have to read it aloud again and again. Sometimes it helps me to know where</p>		

¹ For further exploitation in class:

(English) McCOURT F., *Teacher man*, Harper Collins UK ed., 2005.

(French) GIRAUD B., *J'apprends*, ed. Stock, Paris, 2005.



(at which place in the book etc.) the unit is situated

– I'm able to remember the place (right and left page, down the page etc.) and then the word itself.

Sometimes I'm not a very practical kind of a learner, I would like to learn more things at the same time as I'm able to do."²

"I already make use of the fixed procedures from our diaries when trying to get something done at home. Then I make a list of what to do or remember the following day. That makes things much easier. I have also via English learned to start a conversation with a stranger and ask good questions. And I think that our "together" session has helped me to become better at listening to other people and to be interested in them. I feel that I have learned to believe in myself and to be independent."³

"I used to repeat my lessons, the verbs, the lists of words, the phrases in the lesson every afternoon, and sometimes I fell asleep over my book. In the morning of the next day, I had forgotten nearly all. The day when I discovered that I was able to use those verbs, those words, those phrases (literally or with little changes) myself, I started doing it: writing stories, saying what I was doing, inventing a listener for my speeches. The foreign language had become mine in such a way."⁴

Step 4

Prepare a table that summarizes the key ideas about a successful learning stage (for example, self-confidence, context and objectives understood), outlining the difficulties or failures (for example, forgetting the objective, underrepresentation of the task)

² Little, D. and Perclová, R., *The European Language Portfolio: a guide for teachers and teacher trainers*, p. 48

³ Little, D. and Perclová, R., *The European Language Portfolio: a guide for teachers and teacher trainers*, p. 47

⁴ Example from anonymous teacher, taken and translated from a newspaper about learning an unknown language