

WORKSHEET A

Title	Successful teachers, successful learners	
Objective(s)	To think about strategies. To know how to classify the strategies according to different language competences and activities To consider learning strategies better so as to teach more effectively	
Keywords	learning strategies – savoir-apprendre – learning to learn – learning process	
Ref to the guide	I, IV Appendix :Table 3.1	Ref to the CEFR 4.4 ,5.1.4 , 6.1.4.1.e), 6.3.5, 6.4.5

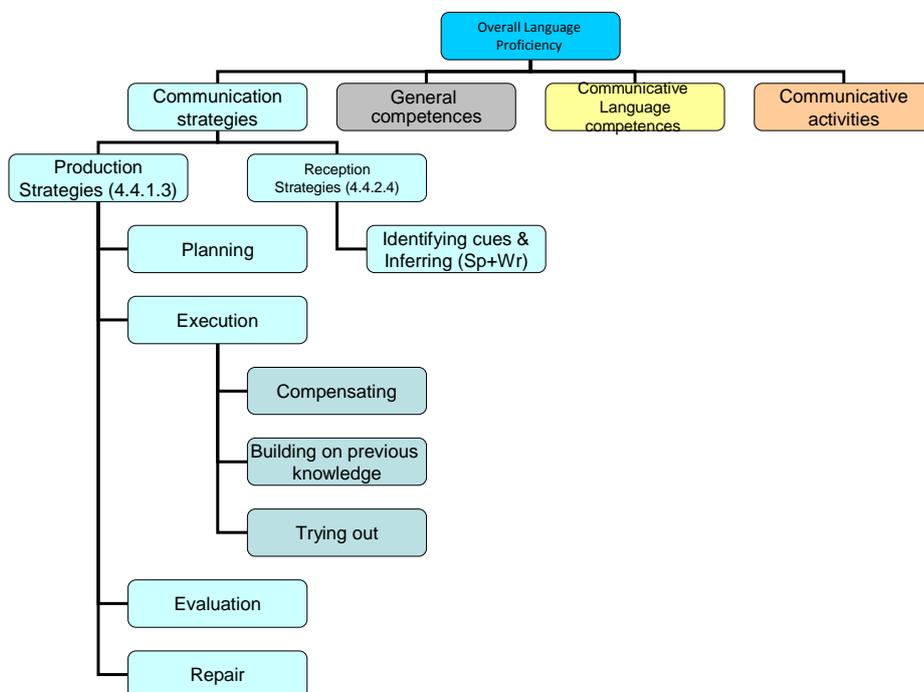
Task A

Step 1 († †) then († † †)

Brainstorming around the concept of learning strategies. Create your own concept map on learning strategies (their nature, what they represent for you, why they are useful, advantages/disadvantages, etc.). A concept map is one of the strategies that help us collect spontaneous ideas. Discuss your concept maps with the whole group. You can also build them on the computer using specific programmes available online.

Step 2 († † †)

Using the representation below, and after having read the sections of the CEFR indicated in the reference section, represent graphically all the strategies, as classified by the CEFR:



Step 3 (👤 👤)

How do you learn (or have you learnt) foreign languages? Discuss the effectiveness of your strategies with your partner and then complete the list. Classify the strategies that you wrote down in the grid below:

Type of strategy	Examples
Planning	
Execution	
Evaluation	
Repair	

Task B (👤 👤) then (👤 👤 👤)

With your partner, study the examples of strategies below taken from the Electronic Portfolio online (<http://www.eelp.org/eportfolio/index.html>) and decide what type they are. Discuss that with the whole group.

4. My current language learning priorities

Language: _____

Level B1

Work through the checklist to identify what you can already do and what you want to be able to do by the end of your course. Use the first column to record your priorities. Use the second column at different points during your course to update what you can do.

Strategies

I can repeat back part of what someone has said to confirm that we understand each other.

I can ask someone to clarify or elaborate what they have just said.

When I can't think of the word I want, I can use a simple word meaning something similar and invite "correction".

My priorities	I can do this
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

Level B2

Work through the checklist to identify what you can already do and what you want to be able to do by the end of your course. Use the first column to record your priorities. Use the second column at different points during your course to update what you can do.

Strategies

I can use standard phrases like "That's a difficult question to answer" to gain time and keep the turn while formulating what to say.

I can make a note of "favourite mistakes" and consciously monitor speech for them.

I can generally correct slips and errors if I become conscious of them or if they have led to misunderstandings.

My priorities	I can do this
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

