

## WORKSHEET B

<b>Title</b> Learning to learn	
<b>Objective(s)</b> To become aware of different ways of learning in relation to the CEFR	
<b>Keywords</b> Learner – learning process – autonomy – strategy	
<b>Ref to the Guide</b> I.4, Table in Ch. III	<b>Ref to the CEFR</b> 4.4, 5.1.4, 6.1.1, 6.3.5, 8.3.1, 8.3.1, 8..
<b>To complete this worksheet you need...</b> Little, D. and Perclová, R., <i>The European Language Portfolio: a guide for teachers and teacher trainers</i> at <a href="http://www.coe.int/T/DG4/Portfolio/documents/ELPguide_teacherstrainers.pdf">http://www.coe.int/T/DG4/Portfolio/documents/ELPguide_teacherstrainers.pdf</a> A sample of ELP for learners, especially the parts relative to learning strategies If possible, a video taken from a class (one oral production or oral interaction activity) Texts written by the learners	
<b>Task A</b>	
<b>Step 1 ( † † † )</b> Create an observation grid you will use to observe a learner performing a task. Take the following ideas as starting points: <ul style="list-style-type: none"><li>- The learner's attitude in relation to the task (evidence of motivation, of engagement in the activity), either observable or found out in later discussion with him/her.</li><li>- Evidence of the learner's ability to identify what he/she should do in the order of the necessary operations (for example, read, look up a word in the dictionary, rewrite, ...)</li><li>- The final result at the end of the time set.</li></ul> Then apply the grid to observe your learners' performance	
<b>Step 2 ( † † )</b> Prepare an interview with your learners that would complement the observation grid. Ask them about the completed task <ul style="list-style-type: none"><li>- What he/she has decided to do and why.</li><li>- The result attained (in relation to his/her objective, whether he/she really had one).</li><li>- The difficulties he/she experienced.</li><li>- Some hypotheses about the causes of the difficulties.</li></ul>	
<b>Step 3 ( † † † )</b> Share your observations.	
<b>Task B ( † † † )</b> With the help of the materials indicated, create a "classbook", a dossier containing reference learning situations that include significant examples from the real situations lived. Include one or various items, illustrate them with examples (written texts, videos/videoscripts, grids, etc).	

