LEARNER REFLECTIONS

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Classmate Presentation

My name: Presenter's name:	Date:	Task/Topic of Presentation:

1. What is one thing that you liked about your classmate's presentation?

   _____

   _____

   _____

   _____

2. Why did you like it? (support)

   _____

   _____

   _____

   _____

   _____

3. What is one thing that you learned?

   _____

   _____

   _____

   _____

End of Task Reflection 1

Name:	Date:	Task:

1. Was this task *easy / just right / too difficult* for me?

2. What part was easy?

3. What was difficult?

4. Is there any part of this task that you would like to practice more in class?

5. What could you do outside the classroom to improve your listening, especially to improve the parts you found difficult?

End of Task Reflection 2

Name:	Date:	Task:

1. What did you enjoy most about _____?

2. What thing(s) did you do well?

3. What thing(s) do you need to improve?

4. Is there any part of this task/topic that you would like to practice more in class?

5. Where can you use this task/parts of this task outside the classroom?

End of Term Goals Reflection

Name:	Date:	Task:

Instructions: *Please look over your short and long term goal statements from the beginning of the term. Then take some time to complete the questions.*

1. What goals have you achieved this term?

_____

_____

_____

_____

2. What goals have you <u>not</u> achieved this term? Why do you think you haven't achieved those goals?

_____

_____

_____

_____

_____

3. What are two of your strengths in <u>listening/speaking/reading /writing</u>? How will these strengths help you in life?   *(circle applicable skills)*

_____

_____

_____

_____

_____

4. What are two of your weaknesses in <u>listening/speaking/reading/writing</u>? What could you do to improve them?   *(circle applicable skills)*

_____

_____

_____

_____

End of Term Reading-Writing Reflection

Name:	Date:	Task:

1. During this session, how much do you feel you have improved?

   Reading: Big improvement ____   Some improvement ____   Little improvement ____

   Writing: Big improvement ____   Some improvement ____   Little improvement ____

   Explain: _____

   _____

   _____

   _____

   _____

2. What activities or strategies helped you the most?

3. What things could you do outside the class to improve your reading and writing skills?

End of Theme Reflection

Name:	Date:	Theme:
		Task: Reflect on work at end of theme

1. What can you do **now** that you couldn't at the beginning of this theme unit?

    _____

    _____

    _____

    _____

2. What is one activity that helped you learn during this theme unit? Why or how?

    _____

    _____

    _____

    _____

3. Write about one thing that you did well during this theme unit?

    _____

    _____

    _____

    _____

4. Write one thing you need to do better for future class work or tasks outside the classroom.

    _____

    _____

    _____

    _____

Exposure and Use: Listening-Speaking

Name:	Date:
Instructions: Over the weekend (from Friday 6:00 p.m. – Sunday 11:00 p.m.), write down everything that you do in English. For example: watched TV, went to a movie, listened to a news report, spoke to a cashier or server, chatted with a co-worker or customer, talked on the phone with a friend, participated in a conversation club at the library/recreation centre, etc.	

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-

Estimate how much time in hours you spent listening and/or speaking: _____   hours

1. Do you think that the amount of English you practiced will contribute to your goals?

2. If so, which goal would benefit most?

3. Which goals would benefit from more practice?

Exposure and Use: Reading-Writing

Name:	Date:

Instructions: Over the weekend (from Friday 6:00 p.m. – Sunday 11:00 p.m.), write down everything that you do in English. For example: read a book to my child, read a newspaper or magazine article, searched the internet, wrote a "to do" or grocery list, wrote an email to a friend, took a phone message, helped my child with homework, filled out a form, etc.

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-

Estimate how much time in hours you spent reading and/or writing: _____ hours

1. Do you think that the amount of English you practiced will contribute to your goals?

2. If so, which goals would benefit?

3. Which goals would benefit from more practice?

Group Opinions Reflection

Name:	Date:	Task:		
• Were you able to communicate your opinion effectively?			**Yes**	**No**
• Did you feel others listened to you?			**Yes**	**No**
• Did you feel others wanted to hear your opinion?			**Yes**	**No**
• Was everyone able/encouraged to participate?			**Yes**	**No**
• Was this discussion enjoyable?			**Yes**	**No**

• If not, what were some of the difficulties you observed/encountered?

☐ I didn't have enough time to express myself.

☐ I was interrupted several times.

☐ Some learners talked at the same time so I couldn't hear things.

☐ Some learners talked too fast/slow.

☐ I felt uncomfortable because _____

_____

☐ Some learners seemed angry or upset.

☐ Other difficulties: _____

Is there anything else you would like to mention?

Listening Task Strategies Reflection

Name:	Date:	Task:		
• I guessed the meaning of words from the context. For example: _____			**Yes**	**No**
• I used what I already know or have heard to guess the meaning. For example: _____			**Yes**	**No**
• I listened to the intonation (tone) to understand feelings. For example: _____			**Yes**	**No**
• I wrote down or underlined some key words to help me focus or remember. For example: _____			**Yes**	**No**
• I put question marks besides items that were unclear. For example: _____			**Yes**	**No**
• I listened to the structures/grammar to figure things (i.e. time/when) For example: _____			**Yes**	**No**
• I made some inferences by connecting information from different sentences. For example: _____			**Yes**	**No**

Listening General Strategies Reflection

Name:	Date:	Task: Identify how often you use these writing strategies.		
When I have trouble listening in English, I . . .				
1. Ask the person the repeat what they said		Never	Sometimes	Often
2. Write down what I hear		Never	Sometimes	Often
3. Try to guess what they said from the other words		Never	Sometimes	Often
4. Look at his/her mouth to guess the words		Never	Sometimes	Often
5. Ask someone for help		Never	Sometimes	Often
6. Ask the person to explain or describe what he/she means		Never	Sometimes	Often
7. Avoid communicating totally or partially		Never	Sometimes	Often
8. Use a dictionary or translator		Never	Sometimes	Often
9. Just nod and smile to be polite		Never	Sometimes	Often
10. Reply in my native language		Never	Sometimes	Often
11. Ask the person to write down what they said		Never	Sometimes	Often
12. Tell the person that I do not understand		Never	Sometimes	Often

Discussion Questions:
1. *Which strategies do you use the most? Why is that?*
2. *Which strategies will you try to use more often? Why is that?*

Note-Taking Strategies Reflection

Name:	Date:	Task:

1. This task was **easy / just right / too difficult.** Why is that?

2. What strategies helped you to take notes this time?

    ☐ looking at pictures

    ☐ talking about the topic

    ☐ predicting/guessing answers to specific questions

    ☐ learning new words first

    ☐ using a structured format: chart, numbers, lists, columns, bullets, dashes, etc.

    ☐ looking at a model first

    ☐ using symbols and abbreviations

    ☐ listening for signal words and phrases (i.e. *Every day, but, and, which, I mean…*)

    ☐ listening for emphasis on key words (pauses, repeat, slower voice, spelling, tone, etc.)

    ☐ using good spacing

    ☐ paraphrasing and/or using synonyms

3. Is there any part of this task/topic that you would like to practice more in class?

4. Where can you use this task/parts of this task outside the classroom?

Pronunciation Reflection

Name:	Date:	Task:

1. What sounds in pronunciation do you need to work on the most? List some sample words that cause you problems.

_____

_____

_____

2. What is **one** aspect of pronunciation you would like to improve? (i.e. stress, syllables, intonation, linking, slowing down, pausing more often, <-ed> or <-s> endings, etc.). Why?

_____

_____

_____

_____

_____

3. What are some of the things you can do to improve your pronunciation outside of class?

   -

   -

   -

   -

   -

Reading General Strategies Reflection

Name:	Date:	Task: Identify how often you use these reading strategies.		
When I have problems reading in English, I . . .				
1. Look at the pictures		Never	Sometimes	Often
2. Think about and use what I already know		Never	Sometimes	Often
3. Predict the overall content or meaning		Never	Sometimes	Often
4. Guess the meaning of words from the rest of the sentence.		Never	Sometimes	Often
5. Skip words that I don't know		Never	Sometimes	Often
6. Break words into smaller parts		Never	Sometimes	Often
7. Look at punctuation (commas, parenthesis, dashes) to find definitions or explanations.		Never	Sometimes	Often
8. Use a dictionary		Never	Sometimes	Often
9. Look at how the information is organized		Never	Sometimes	Often
10. Scan to find only the information I need		Never	Sometimes	Often
11. Read the text several times		Never	Sometimes	Often
12. Ask for help		Never	Sometimes	Often

Discussion Questions:
1. *Which strategies do you use the most? Why is that?*
2. *Which strategies will you try to use more often? Why is that?*

Reading Materials Reflection

Name:	Date:	Task:

1. On a scale of 1 – 10 (1 being the *"easiest to read"* and 10 being the *"most difficult to read"),* how would you rate the following:

   ☐ magazine articles

   ☐ forms

   ☐ newspapers

   ☐ schedules or course calendars

   ☐ directories

   ☐ brochures or notices

   ☐ instructions

   ☐ emails

   ☐ charts, tables, graphs

2. Why do you think it is difficult to read some types of materials?

   _____

   _____

   _____

3. How much extra reading do you do outside of the classroom? And what type of materials do you usually read?

   _____

   _____

   _____

   _____

Speaking Task Strategies Reflection

Name:	Date:	Task:

1. This speaking task was **_too easy / at the right level / too hard_** for me.

2. What was easy?

3. What was difficult?

4. What things in class helped you speak better this time?

☐ looking at pictures

☐ learning new words

☐ talking about the topic

☐ reviewing grammar/structures

☐ practicing first

☐ understanding/practicing pronunciation

☐ listening to a model

☐ asking myself questions

☐ working with a partner

Speaking General Strategies Reflection

Name:	Date:	Task: Identify how often you use these speaking strategies.

When I have problems speaking in English, I . . .

1. Correct myself	Never	Sometimes	Often
2. Rephrase what I said	Never	Sometimes	Often
3. Change the topic	Never	Sometimes	Often
4. Use my native language	Never	Sometimes	Often
5. Ask for help	Never	Sometimes	Often
6. Use gestures or facial expressions	Never	Sometimes	Often
7. Avoid communication totally or partially	Never	Sometimes	Often
8. Use a synonym	Never	Sometimes	Often
9. Simplify what I want to say	Never	Sometimes	Often
10. Use a description	Never	Sometimes	Often
11. Use pauses or utterances (Umm, uh) while thinking	Never	Sometimes	Often

Discussion Questions:

1. *Which strategies do you use the most? Why is that?*
2. *Which strategies will you try to use more often? Why is that?*

Vocabulary Reflection

Name:	Date:	Task:

1. Did you learn any new vocabulary/expressions today?   *Yes / No*

2. What were some of these new words/expressions that you learned?

    1. _____   5. _____

    2. _____   6. _____

    3. _____   7. _____

    4. _____   8. _____

4. When or where can you use these words or expressions?

5. What can you do to help you remember to use these new words?

Writing General Strategies Reflection

Name:	Date:	Task: Identify how often you use these writing strategies.		
When I have trouble writing in English, I ...				
1. Try to plan out my ideas before I write		Never	Sometimes	Often
2. Talk it through first and then make points		Never	Sometimes	Often
3. Review what I have written before writing more		Never	Sometimes	Often
4. Look at other texts and try to analyze them		Never	Sometimes	Often
5. Ask for help		Never	Sometimes	Often
6. Read my work out loud to listen for mistakes		Never	Sometimes	Often
7. Avoid communicating totally or partially		Never	Sometimes	Often
8. Use a dictionary		Never	Sometimes	Often
9. Simplify what I want to say		Never	Sometimes	Often
10. Write in my native language		Never	Sometimes	Often
11. Pause and think before continuing to write		Never	Sometimes	Often
12. Look at an English grammar book for help		Never	Sometimes	Often

Discussion Questions:
1. *Which strategies do you use the most? Why is that?*
2. *Which strategies will you try to use more often? Why is that*

Writing Inventory Reflection

Name:	Date:

1. Look at your **Writing Inventory** and/or samples of your writing. Which task(s) had the most errors?

   _____

   _____

2. Choose one of your errors. What is the error? How can you improve this error?

   _____

   _____

   _____

   _____

3. In the last _____ weeks in writing, I learned to . . .

   _____

   _____

   _____

   _____

4. In writing, I would like to do more . . .

   _____

   _____

   _____

   _____