

Building Better Learners

Practical Strategies for Developing
Learning-to-Learn Skills

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“Tell me and I forget. Teach me and I remember. Involve me and I learn.”

– Confucius

Passive reception to active engagement: learners progress most when they participate, make choices, and take responsibility for their learning.

Why do this presentation?

Overlapping concerns regarding:

- Our students' mental condition conditioning
- Passive reception of knowledge information
- Diminished critical assessment
- Lack of motivation

Our students need our guidance, now more than ever.



Why 'Learning to Learn' Skills Matter

Students succeed when they understand:

- **how** to learn, not just **what** to learn.
- what they need to become **independent, confident, and motivated.**
- why such a skill is essential **beyond** the learning environment.

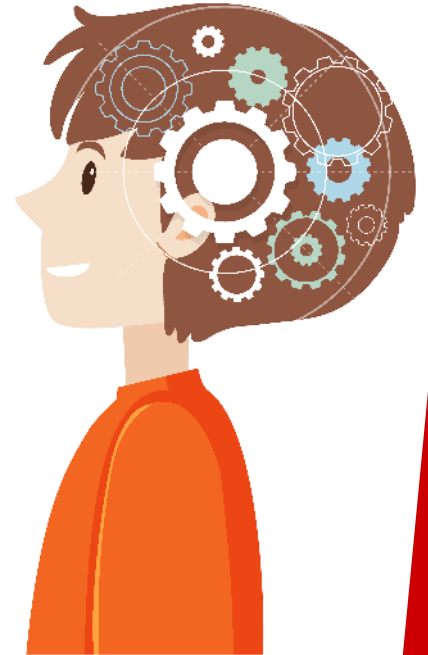
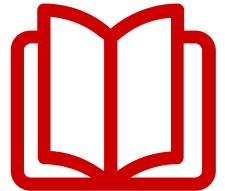


TABLE OF CONTENTS

- 1. Metacognition: Learning How to Learn**
- 2. Self-Regulation: Managing Effort, Focus & Behaviour**
- 3. Practical Classroom Tools**
- 4. Routines for Consistency & Autonomy**
- 5. Case Studies & Approaches**





01.

Metacognition: **Learning how to Learn**

What is Metacognition?

Metacognition is the ability to understand 'how' you learn and to use that awareness to plan, monitor, and improve your learning.

- Helps students decide how to approach a task.
- Encourages strategic, rather than automatic, behaviour.
- Strengthens problem-solving when learners get stuck.
- Builds confidence through greater awareness and control.



What is the PME cycle in Metacognition?

'PME' stands for **plan** → **monitor** → **evaluate**

- Helps students **plan** before starting a task.
- Guides them to **monitor** their progress while working.
- Encourages them to **evaluate** what worked after finishing.
- Builds confidence by making learning **intentional**.

The PME Approach

plan → monitor → evaluate

PLAN

- What is my goal for this task?
- Which strategy will help me most?
- What might be difficult?

MONITOR

- Is my strategy working?
- Do I need to adjust anything?
- Am I staying focused?

EVALUATE

- What worked well today?
- What didn't work and why?
- What will I do differently next time?



02.

Self-Regulation

Managing Effort, Focus, & Behaviour

What is Self-Regulation?

'Self-regulation' is the ability to manage attention, effort, emotions, and behaviour so learning stays on track.

- Helps students stay focused.
- Encourages persistence during challenges.
- Supports time management and organization.
- Builds calm, consistent learning habits.



How do you think self-regulation can be applied to achieve these goals?

Students' Autonomy

Taking an active role in their learning.



Taking the initiative

Let the students decide how to approach a task.



Using strategies

Allow learners to implement their strategies of choice before asking for help.



Personal reflection

Inspire them to reflect on their progress and the next steps to be taken.

Let them become responsible for their own growth!



Personal & Social Responsibility

Learning-to-learn skills help students develop responsibility toward themselves and the learning community.

Students learn to:

- follow through with commitments.
- contribute positively during group work.
- support peers with strong feedback.
- respect shared goals and classroom routines.



Teachers as Facilitators

- modelling strategies out loud
- offering choices, not instructions
- asking questions instead of giving answers
- encouraging learners to explain their decisions

The teacher shifts from **directing learning** to **guiding learners** in becoming more independent.





03.

Practical Classroom Tools

***“Tools are useful only if you know what
they're useful for.”***

- Katherine Reilly

We use tools for specific goals. What are YOUR student's goals?



SUSTAINABLE DEVELOPMENT GOALS



Source: United Nations. (2015). Sustainable development goals [Infographic]. United Nations.

Sustainable Development Goals

Why do SDGs Matter in Education?

Learning-to-learn skills directly support global efforts to create more **inclusive**, **equitable**, and **sustainable** learning environments. When students develop **autonomy**, **reflection**, **responsibility**, and **resilience**, they grow into **active citizens** who can contribute to positive social change.



Key SDGs in this Presentation

- **SDG 3 – Wellbeing:** Self-regulation routines reduce stress and promote healthy learning habits.
- **SDG 4 – Quality Education:** Supports inclusive, equitable learning through autonomy and reflective skills.
- **SDG 5 & 10 – Equality & Reduced Inequalities:** Helps create fair, inclusive classrooms where every learner's voice matters.
- **SDG 8 – Decent Work:** Builds lifelong learning habits needed for future opportunities.

Tools Overview

Practical tools that help students plan, monitor, and evaluate their learning:

- micro-goals
- strategy banks
- after-task reflection
- learner portfolios

8 Let's Talk

LANGUAGE FOCUS

Objectives

- to identify clothes/accessories
- to talk about possession
- to practice the pronunciation of the digraphs sh (/ʃ/) and ch (/tʃ/)

Vocabulary

Clothes/Accessories: jacket, shirt, cap, coat, trainers

Structures

Whose (cap) is this? It's (Matt's).

Whose (trainers) are these? They're (Tina's).

MATERIALS

- flashcards for shirt, jacket, cap, coat, trainers
- a personal belonging brought by each S
- flashcards for the weather conditions and the items of clothing / accessories presented in the module

REVISION 9 / 10

- Divide Ss into two teams.
- Explain to Ss that you are going to say true and false sentences about the texts on p. 98 and they will have to respond with gestures. When they hear a true statement, Ss will put their hands on their heads, e.g. It's hot in Valencia, Spain, and fold their arms in front of them when they hear a false statement, e.g. It's cold in Miami, USA.
- The team gets a point for each correct response (only if all Ss in the team respond correctly) and two points if they are also able to correct the sentences, e.g. It's windy in Miami, USA.
- The team with the most points wins.

LESSON PLAN

Warm-up

- Stick the flashcards for the lesson on the board.
- Point to each one and say it aloud. Repeat each word and have Ss repeat after you.
- Then call each S to the board and ask him/her to point to the items of clothing / accessories they learnt in this lesson and say the word respectively.
- Alternatively, you can point to the items of clothing / accessories Ss are wearing (if they are wearing the items presented in this lesson), say the corresponding word, and get Ss to repeat.

8 Let's Talk

1 Listen, point and say.

shirt cap jacket coat trainers

2 Listen and match.

1 2 3 4 5 6

a Ken b May c Dora

3 Play.

Whose cap is this?

It's Alex's.

4 Listen and repeat.

My teacher is wearing a shirt, a shirt and shoes. She's eating a sandwich.

I can talk about possession. I can pronounce the sh and ch sounds in words.

100

Activity 1

- Have Ss look at the pictures in the vocabulary section. Play the recording a few times, and have Ss point to the corresponding pictures and repeat.
- Say the words again in random order and have Ss point and repeat.

GRAMMAR

• Borrow something belonging to a S, e.g. a notebook, and hold it up for the class to see. Ask, Whose (notebook) is this? Have Ss repeat the question a couple of times after you. Say, It's (Ken's) and ask Ss to repeat. Give more examples to illustrate how we ask and answer questions about possession.

• Draw Ss' attention to the grammar box. Point to the questions and answers, read them aloud and have Ss repeat.

• Explain to Ss that when we want to designate who an item belongs to, we add an apostrophe and the consonant s (the possessive s) at the end of a person's name. The item no longer needs to be mentioned but is implied.

• Ask Ss more questions with Whose... is this / are these? and encourage Ss to answer.

• Point out to Ss that, when we ask a question about possession, we can use this, that, these and those to refer to the item(s)/object(s) in relation to their distance from us.

Activity 2

- Draw Ss' attention to the activity and explain that they have to match each item of clothing / accessory to the child it belongs to.
- Play the recording twice.
- Check Ss' answers.

Listening transcript

1. Woman: Whose coat is this?
Girl: It's Dora's.

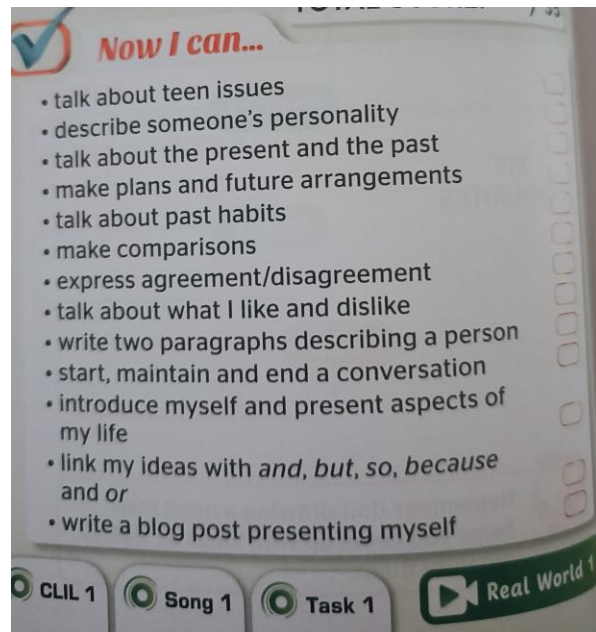


**DO YOU USE
LEARNER PORTFOLIOS?**

Tools Overview

Practical tools that help students plan, monitor, and evaluate their learning:

- micro-goals
- strategy banks
- after-task reflection
- learner portfolios
- self-assessment checklists



*Source: World Watchers 3,
Teacher's Book: MM Publications*

Tools Overview

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- self-assessment checklists



Hint: Use an AI chatbot to produce a personalized checklist!

Chat AI query:

“Produce a **self-assessment checklist in the form of a table for my students learning the past simple.”**

Task	Done ✓
I know when to use past simple.	
I can make past simple sentences with regular or irregular verbs.	
I know words that are used with past simple.	
I can answer questions using past simple.	
I can fill in blanks with the right past simple word.	
I can talk or write about things that happened before.	

“Think and wonder, wonder and think.”

– Dr. Seuss

A cycle of curiosity and reflection, where thinking sparks wonder and wonder in turn fuels thinking.



04.

Routines for Consistency & Autonomy

Classroom Routines for Consistency

Short routines help learners stay organised and self-regulated.

- **pre-task** preparation
- **mid-task** check-ins
- **occasional** movement breaks
- **breathing techniques** to relieve stress
- **post-task** reflection



Peer Interaction Routines

Peer routines help students practice autonomy while supporting one another.

- **Pair Planning:** partners choose a strategy before starting
- **Peer Questioning:** “What’s your plan?”, “Is it working?”
- **Simple Peer Review:** one strength + one suggestion
- **Feedback Stems:** “One thing you did well was...”, “Next time you could try...”



Teacher Routines

Teachers model the behaviors that learners eventually do on their own.

- **Thinking aloud** indicating strategy use
- **Modelling planning** before tasks
- **Modelling reflection** after tasks
- **Offering choices**, not instructions
- **Highlighting** learner decisions





05.

Case Studies & Approaches

Case Study 1 – The Automatic Worker

Issue: Alex works fast and on autopilot, skipping steps and making inconsistent mistakes. He can't explain how he finds answers and believes he “used no strategy.”

Solutions:

- Briefly model one helpful first step (e.g., check the example).
- Use the rule: “Slow first, fast later.”
- Add one ★ item for a quick accuracy check.
- Give micro-feedback that reinforces thoughtful choices.

Case Study 2 – The Overwhelmed Starter

Issue: Maria freezes at the beginning of tasks because she doesn't know what to do first. The longer she waits, the more anxious she becomes.

Solutions:

- Establish a simple, class-wide first step (underline key words, reread instructions).
- Offer 1–2 strategy prompts on the board.
- Break the task into micro-goals (“Start with Q1”).
- Praise successful starts to build confidence.

Case Study 3 – The Teacher-Dependent Learner

Issue: Sofia immediately asks for help when unsure and waits for teacher approval to continue. This stops her from developing independence.

Solutions:

- Use a 1–2 minute “Try First” rule.
- Give two reliable strategies she can use.
- Respond with prompting questions (“What have you tried?”).
- Reinforce independence with specific praise.

Case Study 4 – The Emotionally Overloaded Learner

Issue: Leo becomes frustrated quickly, and his emotions block his ability to think clearly or use strategies. Stress causes him to give up or rush.

Solutions:

- Use a short reset routine: pause → breathe → reengage
- Break tasks into smaller, manageable parts.
- Teach emotional check-ins (“Do I need a reset?”).
- Foster calm reactions to difficulty.

Case Study 5 – The Intuitive Performer

Issue: Elena gets answers right but cannot explain how. She says, “It just sounded right,” and struggles to reflect or evaluate what helped her.

Solutions:

- Ask concrete prompts (“Which word helped you?”).
- Identify the strategy for her when she can’t.
- Use limited-choice reflection (“Did the example or key word help more?”).
- Highlight helpful actions she took after correct answers.

Perseverance conquers all obstacles...



**Remind students THEY are
in charge of their own
learning journey.**



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RESOURCES

PHOTOS

- Kids in futuristic school classroom by @freepik
- A man with gears inside head by @brgfx
- I will help you, of course by @gpointstudio
- Kids in classroom taking English class by @Freepik
- Boy asking questions about school work by @brgfx
- Full shot girl being bullied at school by @pikisuperstar
- Back to school concept with apple on chair by @pikisuperstar
- Flat lay notebook and markers arrangement by @freepik
- The girl packs a backpack for school schoolgirl with a backpack by @pvproductions
- Editor checking words on journal article before publish @rawpixel.com
- Girl sitting at school table with notebook by @freepik
- Teenage student smiling with book on head by @Freepik
- Happy friends graduating by @freepik
- United Nations. (2015). *Sustainable development goals* [Infographic]. United Nations.
<https://www.un.org/sustainabledevelopment/sustainable-development-goals/>

Seminar
Materials



Password: KRMM2

THANKS

Do you have any questions?

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