

**Ferenc Rákóczi II Transcarpathian Hungarian College of Higher
Education**

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Language Learning Strategies

Theory and Practice

for bachelor and master students

(optional subject)

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This publication is a compilation of lectures and seminar exercises for bachelor and master students. (Optional subject)

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Annotation

The course "Language Learning Strategies" plays an important role in the process of preparing bachelors and masters for language teaching. The course is aimed at developing students' language learning strategies. The focus is on communicative, situational and textual approaches. Another important goal of the course is to familiarize students with as many language-learning strategies as possible and give them the opportunity to try these language-learning strategies in practice.

The objectives of the course are to acquaint students with research results and effective methods with which they can develop their own learning strategies. In addition, to give students the opportunity to put their knowledge into practice and identify for themselves which learning strategies are useful and which are less useful.

As a result of studying the subject the student must

know:

- 1) what language learning strategies are
- 2) differentiate between direct and indirect strategies
- 3) how to apply language-learning strategies in practice

be able:

- 1) to enhance their learning
- 2) to use them as tools for active, self-directed involvement, which is essential for developing communicative competence
- 3) to recognize appropriate language learning strategies result in improved proficiency and greater self-confidence

АНОТАЦІЯ

Курс «Стратегії вивчення мови» відіграє важливу роль у процесі підготовки бакалаврів та магістрів до викладання мови. Курс спрямований на розробку студентами стратегій вивчення мови. Основна увага приділяється комунікативному, ситуативному та текстуальному підходам. Ще одна важлива мета курсу – ознайомити студентів з якомога більшою кількістю стратегій вивчення мови та дати їм можливість випробувати ці стратегії вивчення мови на практиці.

Метою курсу є ознайомлення студентів з результатами досліджень та ефективними методами, за допомогою яких вони можуть розробити власні стратегії навчання. Крім того, дати студентам можливість застосувати свої знання на практиці та визначити для себе, які стратегії навчання корисні, а які – менш корисні.

В результаті вивчення предмета студент повинен

знати:

- 1) які бувають стратегії вивчення мови
- 2) розрізняти прямі і непрямі стратегії
- 3) як застосовувати стратегії вивчення мови на практиці

вміти:

- 1) поглибити їх навченість
- 2) використовувати їх як інструменти активного, спрямованого на себе залучення, що має важливе значення для розвитку комунікативної компетентності
- 3) розпізнавати відповідні стратегії вивчення мови, що призводить до підвищення рівня володіння мовою та більшої впевненості в собі;

Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education

Level of the course unit	Bachelor	Form of study	Full time	Academic year / semester	2023/2024 Spring
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Syllabus

Course Title	Language Learning Strategies (Theory and Practice)
Department	Philology
Programme of Studies:	Educational Program 014 Secondary Education (English Language and Literature)
Course Type (e.g. core, elective), Student workload: Number of ECTS credits, Modes of instruction/work hours (lectures / seminars, laboratory classes / independent study)	<p>Course Type: elective course 120 hours Number of ECTS credits: 4 Lectures: 20 hours Seminars: 20 hours Independent study: 80 hours</p>
Course coordinator Course Lecturer(s) Assistant(s) (Name, surname, Academic degree and rank, e-mail address)	<p>Dr.Szilágyi László., PhD, Associate professor Сіладі Василь szilagyi.laszlo@kmf.org.ua</p>
Course Prerequisites	
<p>A tantárgy általános ismertetése, célja, várható eredményei, főbb témakörei</p> <p>Анотація дисципліни, мета та очікувані програмні результати навчальної дисципліни, основна тематика дисципліни</p> <p>Course description, Course overview, Course Objectives Content, Learning outcomes Main topics Competences to be developed:</p>	<p>"Language Learning Strategies (Theory and Practice)" plays an important role in the preparation of bachelors. The course is aimed at developing students' language learning skills and abilities of monologue and dialogic speech, listening, reading and writing, translation of texts on various topics. The focus is on communicative, situational and textual approaches.</p> <p>Its main objectives are to:</p> <p>The objectives of the course can be divided into</p> <ul style="list-style-type: none"> - practical (formation of language and speech competencies), - cognitive (development of educational and cognitive competence), - affective (formation of confidence in the use of language as a means of communication – - communicative competence, as well as a positive attitude to learning English and learning culture - value-semantic competence), - educational (competence of personal self-improvement), - professional (formation of strategy competence) and - social (development of socio-cultural and communicative competences). <p>Learning outcomes:</p>

	<p>As a result of studying the discipline the student must know:</p> <ol style="list-style-type: none"> 1) theoretical background of language learning strategies concerning all the four language skills 2) the latest research findings on language learning strategies 3) practical tips to reading strategies 4) practical tips to listening strategies 5) practical tips to speaking strategies 6) practical tips to writing strategies <ol style="list-style-type: none"> 1) to communicate freely about language strategies 2) easy to perceive information in English by ear, process it and use it for its intended purpose; 3) to apply language strategies in all the four language skills (reading writing, listening, speaking) 5) present information on researches of language learning strategy articles, publications <p>Course syllabus:</p> <p>Unit 1: Looking at Language Learning Strategies</p> <p>Unit 2: Direct Strategies for Dealing with Language</p> <p>Unit 3: Applying Direct Strategies to the Four Language Skills</p> <p>Unit 4: Indirect Strategies for General Management of Learning</p> <p>Unit 5: Applying Indirect Strategies to the Four Language Skills</p> <p>Unit 6: Language Learning Strategy Assessment and Training</p> <p>Unit 7: Language Learning Strategy Networking at Home and Abroad</p>
<p>Grading Policy, Methods of Assessment</p>	<p>Elements of final grade:</p> <p>Active participation in practical work is compulsory.</p> <p>Practical class: to communicate freely and correctly, easy to perceive information in English by ear, process it and use it for its intended purpose; discuss and analyse texts in English, summarize and annotate in English, present information on various topics in different types of written works.</p> <p>The grade for active and informed participation includes discussion (quality and quantity), attitude and attendance (you are not allowed to miss any lessons over the semester).</p> <p>Module test evaluation over the course material. comprises 40% of the total mark.</p> <p>Written assignments is on a five-tiered scale (1–5) and comprises 10% of the total mark.</p> <p>The course will be completed with an oral exam.</p> <p>The exam comprises 50% of the final grade</p> <p>Grading scale: 0-59 fail, 60-74 pass, 75-89 good, 90-100 excellent</p>
<p>Course Policy</p>	<p>Students are required to attend practical classes regularly and they are expected to be active participants of them.</p> <p>Students are expected to complete all homework independently (unless otherwise required). Working together for anything</p>

	<p>other than group work and/or plagiarising published research is considered cheating. Students who meet the course requirements will sit the exam during June examination session.</p>
<p>Basic literature of the discipline and other information resources</p>	<ol style="list-style-type: none"> 1. Rebecca L.Oxford: Language Learning Strategies: What Every Teacher Should Know. Heinle ELT; 1st edition (January 1, 1990) 2. Rebecca L. Oxford: Teaching & Researching: Language Learning Strategies. Published January 12, 2011 by Routledge 3. Rebecca L.Oxford: Language Learning Strategies: Cross-Cultural Perspectives (1996).

Language Learning Strategies

A positive attitude towards languages, language learning, people who speak foreign languages and other cultures is crucial in foreign language communication, which includes respect for cultural diversity and openness to communication between languages and cultures. Language learning strategies are of paramount importance for lifelong learning, the knowledge and application of which helps learners to cultivate and develop their language skills independently and to acquire new languages. (Nefydov O.V, 2017)

Language learning styles and strategies are among the main factors that help determine how – and how well –our students learn a second or foreign language. A second language is a language studied in a setting where that language is the main vehicle of everyday communication and where abundant input exists in that language. A foreign language is a language studied in an environment where it is not the primary vehicle for daily interaction and where input in that language is restricted. Following the tradition in our field, the term“L2”is used in this chapter to refer to either a second or a foreign language.

Learning strategies are defined as “specific actions, behaviours, steps, or techniques-- such as seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task -- used by students to enhance their own learning”(Scarcella&Oxford,1992,p. 63). When the learner consciously chooses strategies that fit his or her learning style and the L2 task at hand, these strategies become a useful toolkit for active, conscious, and purposeful self-regulation of learning. Learning strategies can be classified into six groups: cognitive, metacognitive, memory-related, compensatory, affective, and social.

As seen earlier, L2 learning strategies are specific behaviours or thought processes that students use to enhance their own L2 learning. The word strategy comes from the ancient Greek word *strategia*, which means steps or actions taken for the purpose of winning a war. The warlike meaning of *strategia* has fortunately fallen away, but the control and goal directedness remain in the modern version of the word (Oxford, 1990).

A given strategy is neither good nor bad; it is essentially neutral until the context of its use is thoroughly considered. What makes a strategy positive and helpful for a given learner? A strategy is useful if the following conditions are present: (a) the strategy relates well to the L2 task at hand,(b)the strategy fits the particular student’s learning style preferences to one degree or another, and (c) the student employs the strategy effectively and links it with other relevant strategies.Strategiesthatfulfilltheseconditions“makelearning easier, faster, more

enjoyable, more self-directed, more effective, and more transferable to new situations”(Oxford, Learning Styles & Strategies/Oxford, GALA 2003 Page 9 9 1990, p. 8). Learning strategies can also enable students to become more independent, autonomous, lifelong learners (Allwright, 1990; Little, 1991). Yet students are not always aware of the power of consciously using L2 learning strategies for making learning quicker and more effective (Nyikos & Oxford, 1993). Skilled teachers help their students develop an awareness of learning strategies and enable them to use a wider range of appropriate strategies.

Lecture I

Looking at Language Learning Strategies

Preview Questions

1. Why are Language Learning Strategies important?
2. What terms are useful for understanding the learning strategy concept?
3. What are the most important features of Language Learning Strategies?
4. How can Language Learning Strategies be classified?

Why learning strategies are important

Learning strategies are steps taken by students to enhance their own learning. Strategies are especially important for language learning because they are tools for active, self-directed involvement, which is essential for developing communicative competence. Appropriate language learning strategies result in improved proficiency and greater self-confidence.

Although researchers have formally discovered and named language-learning strategies only recently, such strategies have actually been used for thousands of years. One well-known example is the mnemonic or memory devices used in ancient times to help storytellers remember their lines. Throughout history, the best language students have used strategies, ranging from naturalistic language practice techniques to analytic, rule-based strategies.

Now, for the first time, learning strategies are becoming widely reorganized throughout education in general. Under various names, such as learning skills, learning-to-learn skills, and problem solving skills, learning strategies are the way students learn a wide range of subjects, from native language reading through electronics troubleshooting to new languages. Within the language instruction field, teachers are starting to discuss learning strategies among themselves. Learning strategy workshops are drawing big crowds at language teachers' conventions. Researchers are identifying, classifying, and evaluating language learning strategies, and these efforts are resulting in a steady stream of articles on the topic. Most encouraging of all, increasing numbers of language learners are beginning to recognize the power of their own strategies.

A word about terminology

The following are some important terms: *learning and acquisition, process orientation, four language skills, second language and foreign language, communication, communicative competence, and learning strategies.*

Learning and Acquisition

According to one well-known contrast, learning is conscious knowledge of language rules, does not typically lead to conversational fluency, and is derived from formal instructions. *Acquisition*, on the other hand, occurs unconsciously and spontaneously, does lead to conversational fluency, and arises from naturalistic language use. Some specialists even suggest that learning cannot contribute to acquisition, i.e., that ‘conscious’ gain in knowledge cannot influence ‘subconscious’ development of language.

However, this distinction seems too rigid. It is likely that learning and acquisition are not mutually exclusive but are rather parts of a potentially integrated range of experience. ‘Our knowledge about what is conscious and what is subconscious is too vague for us to use the [learning-acquisition] distinction reliably,’ says one expert; moreover, some elements of language use are at first conscious and then become unconscious or automatic through practice. Many language education experts suggest that both aspects – acquisition and learning – are necessary for communicative competence, particularly at higher skill levels. For these reasons, a learning acquisition continuum is more accurate than a dichotomy in describing how language abilities are developed.

Language learning strategies contribute to all parts of the learning-acquisition continuum. For instance, analytic strategies are directly related to the learning end of the continuum, while strategies involving naturalistic practice facilitate the acquisition of language skills, and guessing and memory strategies are equally useful to both learning and acquisition. For ease of expression, the term learning strategies is used in this book to refer to strategies which enhance any part of the learning-acquisition continuum.

Process Orientation

Interest has been shifting from a limited focus on merely what students learn or acquire – the product or outcome of language learning and acquisition – to an expanded focus that also includes how students gain language – the process by which learning or acquisition occurs. This new emphasis involves looking at a variety of process factors: the development of an interlanguage (the learner’s hybrid form of language use that ranges somewhere in between the first or native language and the actual new language being learned), the kinds of errors and mistakes the learner makes and the reasons for them, the learner’s social and emotional

adaptation to the new language and culture, the amount and kind of activities available to the learner inside and outside of class, and the learner's reactions to specific classroom techniques and methods and to out-of-class experiences with the language. The process orientation also implies a strong concern for the learner's strategies for gaining language skills.

Interestingly, the process orientation (building on general systems theory, in which all phenomena are part of a dynamic system) forces us to consider not just the language learning process itself but also the *input* into this process. The general term *input* might include a variety of student and teacher characteristics, such as intelligence, sex, personality, general learning or teaching style, previous experience, motivation, attitudes, and so on. Input might also include many societal and institutional factors, such as unspoken and often inaccurate generalizations about particular students, or about whole groups. (e.g., simplistic expectations like 'Girls must learn to be good wives and mothers, while boys must go out and conquer the world with their achievements,' or overly stereotypical attitudes like 'All Asian students are 'grinds' who study all the time'). It is important to identify the input factors in order to understand and interpret more clearly both the process and the outcome of language learning or acquisition.

Four language skills

Gaining a new language necessarily involves developing four modalities in varying degrees and combinations: listening, reading, speaking, and writing. Among language teachers, these modalities are known as the *four language skills*, or just the *four skills*. Culture and grammar are sometimes called skills, too, but they are somewhat different from the Big Four; both of these intersect and overlap with listening, reading, speaking, and writing in particular ways. The term skill simply means ability, expertness, or proficiency. Skills are gained incrementally during the language development process.

Second Language and Foreign Language

The *target language*, or language being learned, can be either a *second language* or a *foreign language*. The term *target language* is used as a generic phrase to cover the two circumstances, second language learning and foreign language learning. This 'second versus foreign' distinction is often baffling to teachers, students, parents, and the general public. Nevertheless, it is important to understand the difference, since these terms appear so often in language instructional texts and sometimes galvanize competing camps of educators.

The difference between learning a second language and learning a foreign language is usually reviewed in terms of where the language is learned and what social and communicative functions the language serves there. A *second language* has social and communicative functions within the community where it is learned. For example, in multilingual countries like Belgium, or Canada, people need more than one language for social, economic, and professional reasons. Refugees or immigrants usually have to learn a second language in order to survive in their adopted country. In contrast, a *foreign language* does not have immediate social and communicative functions within the community where it is learned; it is employed mostly to communicate elsewhere. For instance, one might learn Russian in the USA, English in France, or German in Australia.

Language expert, like Rebecca Oxford accepts that the difference between second language contexts and foreign language contexts are real, and that these differences occasionally have implications for language learning strategies. Some learning strategies might be easier to use in second language contexts than in foreign language settings, or vice versa. However, most learning strategies can be applied equally well to both situations.

Communication, Communicative Competence, and Related Concepts

The word *communication* comes from a Latin word for ‘commonness,’ including the prefix *com-*, which suggests togetherness, joining, cooperation, and mutuality. Therefore, communication is definable as ‘a mutual exchange between two or more individuals which enhances cooperation and establishes commonality’. Communication is also seen as dynamic, not static, and as depending on the negotiation of meaning between two or more persons who share some knowledge of the language being used.

Communicative competence is, of course, competence or ability to communicate. It concerns both spoken or written language and all four-language skills. Some people mistakenly think of communication as occurring only through the medium of speech. In fact, even language learning experts have commonly used the term *communication strategies* to refer only to certain types of speaking strategies, thus unwittingly giving the false impression that the skills of reading, listening, and writing – and the language used via these modalities – are not really equal partners in communication.

One very useful model provides a comprehensive, four-part definition of communicative competence:

1. *Grammatical competence* or *accuracy* is the degree to which the language user has mastered the linguistic code, including vocabulary, grammar, pronunciation, spelling, and word formation.
2. *Sociolinguistic competence* is the extent to which utterances can be used or understood appropriately in various social contexts. It includes knowledge or speech acts such as persuading, apologising, and describing.
3. *Discourse competence* is the ability to combine ideas to achieve cohesion in form and coherence in thought, above the level of the single sentence.
4. *Strategic competence* is the ability to use strategies like gestures or ‘talking around’ an unknown word in order to overcome limitations in language knowledge.

Language Learning Strategies

To understand learning strategies, let us go back to the basic term, *strategy*. This word comes from the ancient Greek term *strategia* meaning generalship or the art of war. More specifically, strategy involves the optimal management of troops, ships, or aircraft in a planned campaign. A different, but related, word is *tactics*, which are tools to achieve the success of strategies. Many people use these two terms interchangeably. The two expressions share some basic implied characteristics: planning, competition, conscious manipulation, and movement toward a goal. In non-military settings, the strategy concepts has been applied to clearly non-adversarial situations, where it has come to mean a plan, step, or conscious action toward achievement of an objective.

The strategy concept, without its aggressive and competitive trappings, has become influential in education, where it has taken on a new meaning and has been transformed into *learning strategies*. One commonly used technical definition says that learning strategies are operations employed by the learner to aid the acquisition, storage, retrieval, and use of information. This definition, while helpful, does not fully convey the excitement or richness of learning strategies. It is useful to expand this definition by saying that learning strategies are specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferrable to new situations.

Features of Language Learning Strategies

To illustrate some of these features, certain strategy groups should briefly be mentioned.

Communicative competence as the main goal

All appropriate language-learning strategies are oriented toward the broad goal of communicative competence. Development of communicative competence requires realistic interaction among learners using meaningful, contextualized language. Learning strategies help learners to participate actively in such authentic communication. Such strategies operate in both general and specific ways to encourage the development of communicative competence.

It is easy to see how language-learning strategies stimulate the growth of communicative competence *in general*. For instance, metacognitive (‘beyond the cognitive’) strategies help learners to regulate their own cognition and to focus, plan, and evaluate their progress as they move toward communicative competence. Affective strategies develop the self-confidence and perseverance needed for learners to evolve themselves actively in language learning, a requirement for attaining communicative competence. Social strategies provide increased interaction and more empathetic understanding, two qualities are necessary to reach communicative competence.

Table 1.1 Features of language learning strategies

1. Contribute to the main goal, communicative competence.
2. Allow learners to become more self-directed
3. Expand the role of teachers
4. Are problem-oriented
5. Are specific actions taken by the learner.
6. Involve many aspects of the learner, not just the cognitive.
7. Support learning both directly and indirectly.
8. Are not always observable.
9. Are often conscious.
10. Can be taught.
11. Are flexible.
12. Are influenced by a variety of factors.

Certain cognitive strategies, such as analysing, and particular memory strategies, like the keyword technique, are highly useful for understanding and recalling new information – important functions in the process of becoming competent in using the new language. Compensation strategies aid learners in overcoming knowledge gaps and continuing to communicate authentically; thus, these strategies help communicative competence to blossom.

As the learner's competence grows, strategies can act in specific ways to foster particular aspects of that competence: grammatical sociolinguistic, discourse, and strategic elements. For instance, memory strategies, such as using imagery and structured review, and cognitive strategies, such as reasoning deductively, and using contrastive analysis, strengthen grammatical accuracy. Social strategies – asking questions, cooperating with native speakers, cooperating with peers, and becoming culturally aware – powerfully aid sociolinguistic competence. Strategies related to communication in a natural setting and with social involvement also foster the development of sociolinguistic competence. Many kinds of strategies – compensation strategies, including using contextual clues for guessing, social strategies, such as cooperating and asking questions, and cognitive strategies, like recombination and use of common routines – encourage greater amounts of authentic communication and thus enhance discourse competence. Compensation strategies – guessing when the meaning is not known or using synonyms or gestures to express meaning of an unknown word or expression – are the heart of strategic competence.

Language learning strategies provide greater self-direction for learners and creates new roles for teachers.

Other features

Other important features of language strategies are problem orientation, action basis, involvement beyond just cognition, ability to support learning directly or indirectly, degree of observability, level of consciousness, teachability, flexibility, and influence on strategy choice.

Problem orientation

Language learning strategies are tools. They are used because there is a problem to solve, a task to accomplish, an objective to meet, or a goal to attain.

Action basis

Language learning strategies are specific actions or behaviours accomplished by students to enhance their learning. These actions are naturally influenced by the learner's more general characteristics or traits, such as learning style, motivation, and aptitude, but they must not be confused with these wider characteristics.

Involvement beyond just cognition

Language learning strategies are not restricted to cognitive functions, such as those dealing with mental processing and manipulation of the new language. Strategies also include metacognitive functions like planning, evaluating, and arranging one's own learning; and emotional, (affective), social and other functions as well.

Direct and indirect support of learning

Some learning strategies involve direct learning and use of the subject matter, in this case a new language. These are known as *direct strategies*. Other strategies, including metacognitive, affective, and social strategies, contribute indirectly but powerfully to learning. These are known as *indirect strategies*. Direct and indirect strategies are equally important and serve to support each other in many ways.

Degrees of observability

Language learning strategies are not always readily observable to the human eye. The act of making mental associations, an important memory strategy, cannot be seen. Another problem with observing learning strategies is that many strategies are used outside of the classroom in informal naturalistic situations unobservable by the teacher.

Level of Consciousness

Many modern uses of learning strategies reflect conscious efforts by learners to take control of their learning, and some researchers seem to suggest that learning strategies are always conscious actions. However, after a certain amount of practice and use, learning strategies, like any another skills, or behaviour, can become automatic.

Teachability

Learning strategies are easy to teach and modify. This can be done through strategy training, which is an essential part of language education. Strategy training is most effective when students learn why and when specific strategies are important, how to use these strategies, and how to transfer them to new situation.

Flexibility

Language learning strategies are flexible; that is, they are not always found in predictable sequences, or in precise patterns. There is a great deal of individuality in the way learners choose, combine. and sequence strategies.

Factors influencing strategy choice

Learners who are more aware and more advanced seem to use better strategies. Task requirements help determine strategy choice; learners would not use the same strategies for writing a composition as for chatting in a café. Older learners may use somewhat different strategies than younger learners. Nationality or ethnicity influences strategy use; for example, Hispanics seem to use more social strategies more than do some other ethnic groups. More highly motivated learners use a significantly greater range of appropriate strategies than do less motivated learners.

Classification of language learning strategies

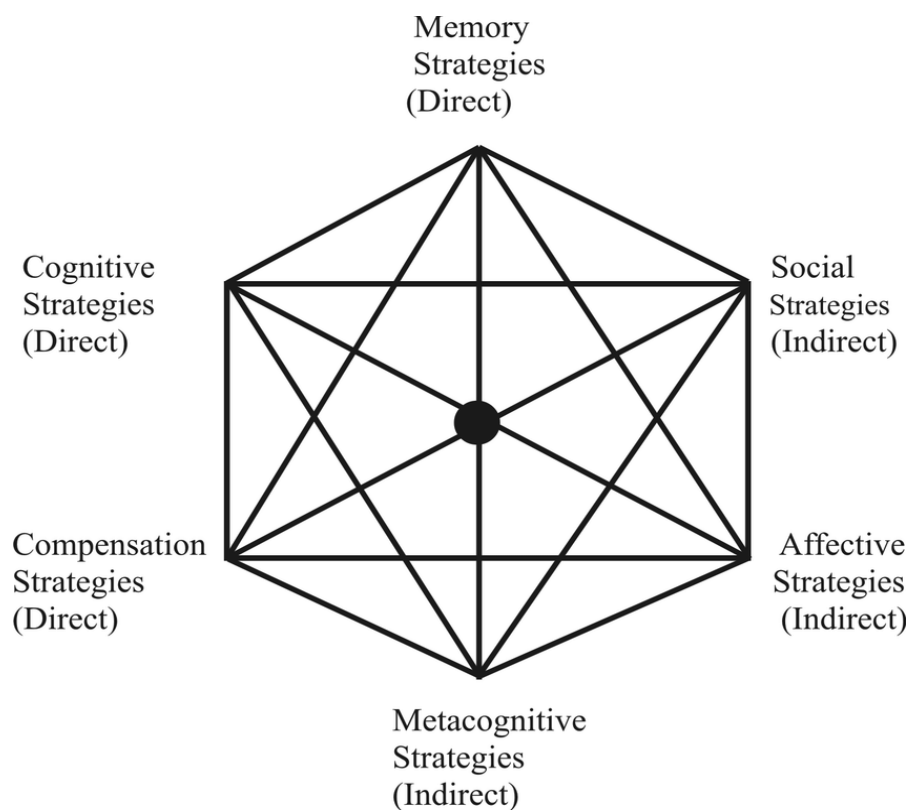


Figure 1. *Interrelation between direct and indirect strategies and among the six strategy groups.*

Strategies are divided into two major classes: direct and indirect. These two classes are subdivided into a total six groups (memory, cognitive, and compensation, under the direct class; metacognitive, affective, and social under the indirect class). This figure indicates that direct strategies and indirect strategies support each other, and that each strategy group is capable of connecting with and assisting every other strategy group.

EXERCISES TO USE WITH STUDENTS

Embedded Strategies Game

Purpose

This game helps participants to become acquainted with language learning strategies and can be used with either teachers or students as participants. Participants are asked to determine which language learning strategies are embedded in, or suggested by, certain language activities. The game is a process of matching a number of language activities with the names of the relevant strategies, and thus acquaints participants with the whole system of strategies.

Materials

Each participants gets a copy of the strategy system from this chapter and a list of language activities.

Time

This game, which takes 1 to 2 hours, can be spread over several class periods. Total time required depends on the number of language activities used.

Introductions

1. *Introduction* Give out materials (strategy system, and a list of language activities). Explain that participants will be divided into small groups. Each small group will try to identify the language learning strategies embedded in, or suggested by, the series of language activities. Explain that all the language activities refer to the target language. Every language activity can be matched with *one or more language learning strategies*.
2. *Practice* Run through one or two examples with the whole group before breaking up into small groups. To do this, read a language activity description for LISTENING IN to the whole group, and get participants to call out any strategies that are suggested by the activity. Ask for a very brief explanation or justification for each strategy named. Make sure everyone understands how to play.
3. *Play* Divide everyone into groups of three to five people. Each small group now works through the list of activities (in any order), writing down on one or more large sheets of paper the strategies they consider relevant and useful for each activity and making sure they can explain or justify their choices.
4. *Explanation of strategy choices and determination of scores.* Reconvene the whole group and ask each small group to post its list visibly at the front of the room. Now ask the spokesperson from each group to discuss the language activities covered by the group, and explain the strategies the group matched with each activity.
5. *Discussion* Be sure to leave at least 15 to 25 minutes for this discussion, which helps participants understand and consolidate what they have learned. Discuss what the participants learned about

strategies using the following questions as a guide. Were certain strategies relevant across a number of language activities? Why might this be the case? Were there any combinations of strategies that recurred across language activities? Which strategies seem to go together? Which strategies seem to operate on their own? Which strategies do the participants tend to use themselves, when, and why? How can this game help participants in dealing with tasks in the foreign or second language?

Lecture II

Direct Strategies for Dealing with Language

Preview Questions

1. What are the direct strategies?
2. How do they differ from indirect strategies?
3. Why are direct strategies important for language learning?
4. What are the three groups of direct strategies?

Introduction to direct strategies

Language learning strategies that directly involve the target language are called *direct strategies*. All direct strategies require mental processing of the language, but the three groups of direct strategies (memory, cognitive, and compensation) do this processing differently and for different purposes. *Memory strategies*, such as grouping or using imaginary, have a highly specific function: helping students store and retrieve new information. *Cognitive strategies*, such as summarizing or reasoning deductively, enable learners to understand and produce new language by many different means. *Compensation strategies*, like guessing or using synonyms, allow learners to use the language despite their own large gaps in knowledge.

Memory Strategies	Creating Mental Linkages
	Applying images and sounds
	Reviewing well
	Employing action
Cognitive Strategies	Practicing
	Receiving and sending messages
	Analyzing and reasoning
Compensation Strategies	Guessing intelligently
	Overcoming limitations in speaking and writing

Figure 2. *Diagram of the Direct Strategies*

Memory strategies

Memory strategies sometimes called mnemonics have been used for thousands of years. Before literacy became widespread, people used memory strategies to remember practical information about farming, weather, or when they were born. Now memory strategies are regaining their prestige as powerful mental tools. The mind can store some 100 trillion bits of information, but only part of that potential can be used unless memory strategies come to the aid of the learner.

Memory strategies fall into four sets: Creating Mental Linkages, Applying Images and Sounds, Reviewing Well, and Employing Actions. Memory strategies are clearly more

effective when the learner simultaneously uses metacognitive strategies, like paying attention, and affective strategies, like reducing anxiety through deep breathing.

Creating mental linkages

In this set are three strategies that form the cornerstone for the rest of the memory strategies: grouping, associating/elaborating, and using context.

1. Grouping

Classifying or reclassifying language material into meaningful units, either mentally or in writing, to make the material easier to remember by reducing the number of discrete elements. The power of this strategy may be enhanced by labelling the groups, using acronyms to remember the groups, or using different colours to represent different groups.

2. Associating/Elaborating

Relating new language information to concepts already in memory, or relating one piece of information to another, to create associations in memory. These associations can be simple, or complex, mundane or strange, but they must be meaningful to the learner.

3. Placing new words into a context

Placing a word or phrase in a meaningful sentence, conversation, or story in order to remember it. This strategy involves a form of associating/elaborating, in which the new information is linked with a context.

Applying Images and Sounds

Strategies included here are: using imaginary, using keywords, semantic mapping, and representing sounds in memory. These all involve remembering by means of visual images or sounds.

1. Using imagery

Relating new language information to concepts in memory by means of meaningful visual imagery, either in the mind or in an actual drawing. The image can be a picture of an object, a set of locations for remembering a sequence of words or expressions, or a mental representation of the letters of a word.

2. Semantic mapping

Making an arrangement of words into a picture, which has a key concept at the centre, or at the top, and related words and concepts linked with the key concept by means of lines or arrows. This strategy involves meaningful imagery, grouping, and associations; it visually shows how certain groups of words relate to each other.

3. Using keywords

Remembering a new word by using auditory or visual links. The first step is to identify a familiar word in one's own language that sounds like the new word – this is the 'auditory link'. The second step is to generate an image of some relationship between the new word and a familiar one – this is the 'visual link.' Both links must be meaningful to the learner.

4. Representing sounds in memory

Remembering new language information according to its sound. This is a broad strategy that can use any number of techniques, all of which create a meaningful, sound-based association between the new material and already known material.

Reviewing Well

This category contains just one strategy, structured reviewing. Looking at new target language information once is not enough; it must be reviewed in order to be remembered.

Structured reviewing

Reviewing in carefully spaced intervals, at first close together and then more widely spaced apart. This strategy might start, for example, with a review 10 minutes after the initial learning, then 20 minutes later, an hour or two later, 2 days later, a week later and so on. The goal is 'overlearning' - that is, being so familiar with the information that it becomes natural and automatic.

Employing Action

The two strategies in this set, using physical response or sensation and using technical tricks, both involve some kind of meaningful movement or action. These

strategies will appeal to learners who enjoy the kinaesthetic or tactile modes of learning.

1. Using physical response or sensation

Physically acting out a new expression (e.g., going to the door) or meaningfully relating a new expression to a physical feeling or sensation (e.g., warmth).

2. Using mechanical techniques

Using creative, but tangible techniques, especially involving moving or changing something, which is concrete, in order to remember new target language information. Examples are writing words on cards and moving cards from one stack to another when a word is learned, and putting different types of material in separate sections of a language learning notebook.

Cognitive strategies

Cognitive strategies are essential in learning a new language. Such strategies are a varied lot, ranging from repeating to analysing expressions to summarizing. With all their variety, cognitive strategies are unified by a common function: manipulation or transformation of the target language by the learner. Cognitive strategies are typically found to be the most popular strategies with language learners.

Four sets of cognitive strategies exist: Practicing, Receiving and Sending Messages, Analysing and Reasoning, and Creating Structure for Input and Output. The first letters of each of these strategy sets combine to form the acronym PRAC, because ‘Cognitive strategies are PRACTical for language learning.’

The *practicing strategies* – including repeating, formally practicing with sounds and writing systems, recognizing and using formulas and patters, recombining, and practicing naturalistically – take on special value. Research has underscored the importance of naturalistic practice at all levels of language learning.

Strategies for *receiving and sending messages* are necessary tools. One such strategy, known as getting the idea quickly, helps learners locate the main idea through skimming or the key points of interest through scanning. This strategy implies that it is not necessary for learners to focus on every single word. Another strategy in this group, using resources, is useful for both

comprehension and production. It helps learners take advantage of a variety of resources, print or nonprint, to understand and produce messages in the new language.

Analysing and reasoning strategies are commonly used by language learners. They construct a formal model in their minds based on analysis and comparison, create general rules when new information is available. This process is extremely valuable.

Language learners often feel besieged by ‘whirling words’ from radio and TV programs, films, lectures, stories, articles, and conversations. To understand better, learners need to structure all this input into manageable chunks by using strategies such as taking notes, summarizing, and highlighting. Such structure – generating strategies are also helpful in preparing to use the language for speaking and writing.

Compensation strategies

Compensation strategies enable learners to use the new language for either compensation or production despite limitations in knowledge. Compensation strategies are intended to make up for an inadequate repertoire of grammar and, especially of vocabulary. Ten compensation strategies exist, clustered into two sets: Guessing Intelligently in Listening and Reading, and Overcoming Limitations in Speaking and Writing. These two sets can be remembered by the acronym GO, since ‘Language learners can GO far with compensation strategies.’

Guessing strategies, sometimes called ‘inferencing, involve using a wide variety of clues – linguistic and non-linguistic – to guess the meaning when the learner does not know all the words. Good language learners, when confronted with unknown expressions, make educated guesses. On the other hand, less adept language learners often panic, tune out, or grab the dog-eared dictionary and try to look up every unfamiliar word - harmful responses which impede progress toward proficiency.

Beginners are not the only ones who employ guessing. Advanced learners and even native speakers use guessing when they have not heard something well enough, when they do not know the new word, or when the meaning is hidden between the lines.

Compensation occurs not just in understanding the new language, but also in producing it. Compensation strategies allow learners to produce spoken or written expression in the new language without complete knowledge. It is true that certain compensation strategies, like using mime or gestures, are used in speaking. However, other compensation strategies – adjust or

approximating the message, coining words, using a circumlocution or synonym, or selecting the topic – can be used in informal writing as well as speaking.

Many compensation strategies for production are used to compensate for a lack of appropriate vocabulary, but these strategies can also be used to make up for a lack of grammatical knowledge.

Just as advanced learners and native speakers occasionally use guessing to help them understand, they sometimes use compensation strategies when experiencing a temporary breakdown in speaking or writing performance. Less proficient language learners need these compensatory production strategies even more, because they run into knowledge roadblocks more often than do individuals who are skilled in the language.

Compensation strategies for production help learners to keep on using the language, thus obtaining more practice. In addition, some of these strategies, such as adjusting or approximating the message, help learners become more fluent in what they already know. Still other compensation strategies, like getting help and coining words, may lead learners to gain new information about what is appropriate or permissible in the target language. Learners skilled in such strategies sometimes communicate better than learners who know many more target language words and structures.

EXERCISES TO USE WITH STUDENTS

Exercise 1. Ask Students to Identify Their Memory Strategies

Purpose

This exercise helps students consider the kinds of memory strategies they use and introduce them to new ones.

Materials

Large sheets of paper for the list.

Time

This exercise, lasting 20 minutes or more, can be done periodically in order to add to this list.

Instructions

Ask your students to identify their own memory strategies. It is not necessary to try to classify those strategies according to the list in this chapter. Just let students come up with their own strategy

descriptions and share them with each other. Add to the list as time goes by, on the basis of classroom activities involving vocabulary learning. Encourage students to keep sharing their memory strategies.

Exercise 2. Get the Message

Purpose

This exercise helps students practice a variety of strategies for understanding an oral message.

Materials

Film, cartoon, or news program; equipment to play it.

Time

It takes 30 minutes to 1 hour, depending on the length of the material.

Instructions

Get hold of a short suspense film, cartoon, or TV news program in the target language. Play it for your students, asking them in advance to pay attention to the ways they receive the message. Afterwards, have them brainstorm the ways they used skimming, scanning, guessing, or other strategies to understand.

Alternatively, run the show twice - the first time without the sound but the visual input, and the second time with both sound and visual input. After each run, ask your students to explain (a) what they understood and (b) the clues they used to help them understand.

Exercise 3. Play Twenty Questions

Purpose

This exercise gives practice in guessing using a familiar game

Materials

None

Time

The exercise takes 20 to 45 minutes.

Instructions

Play the game Twenty Questions, first in the native language and then in the target language. To play the game, one person thinks of an expression, such as *'hiking in the mountains.'* Then that person provides clues about the expressions to the other participants, so they can guess what the expression is.

They can ask only questions, which must be answerable by either 'yes' or 'no'. Permissible extra clues include whether the expression refers to something animal, vegetable, or mineral; the number of words in the expression; and whether the expression contains the definite article (the) or the indefinite article (a, an), for those languages which have such articles. After one round is over, switch roles, so that a different participant thinks of an expression, and the others guess. Use this game as a spring-board to a discussion of the uses of guessing strategies.

Exercise 4. Hold a Conversation

Purpose

This exercise enables students to consider the kinds of strategies they use in a conversation and how often they use them.

Materials

Paper for a list.

Time

Lasts 30 to 45 minutes.

Instructions

Ask your students to hold a 5-minute conversation in the new language, on any topic, with a classmate. Ask them to list the strategies they used either to understand what was said or to produce expressions when they did not know the precise words. Ask them to make a rough estimate of the number of times each strategy was used by each person in the conversation. Now ask them how they felt when they used these strategies (happy to keep in the conversation, ignorant because unable to think of the right word, pleased to be understood, etc.).

Lecture III

Applying Direct Strategies to the Four Language Skills

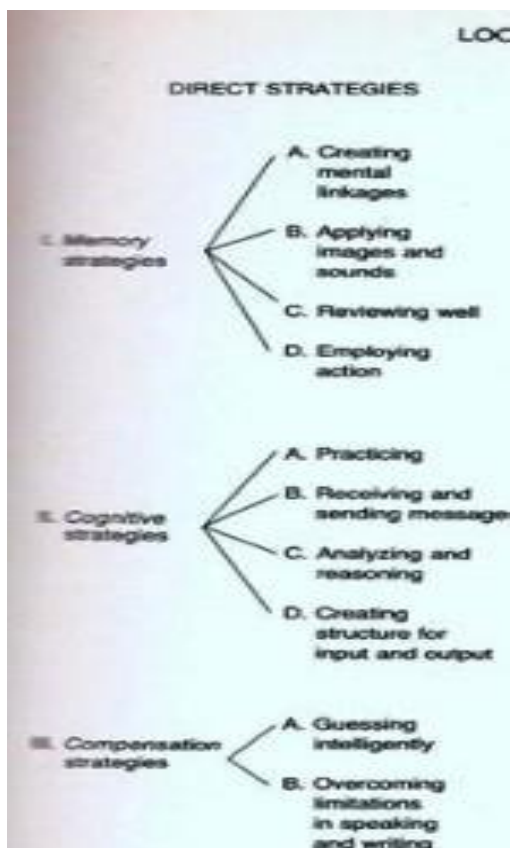
Preview Questions

1. How can the direct strategies be applied to the four language skills?
2. How are these strategies applied differently to the four skills?
3. Are any direct strategies especially useful to the development of a particular skill?

Introduction to applying direct the strategies

In this chapter, we discuss how the three groups of direct strategies – memory, cognitive, and compensation strategies – are used to develop each of the four language skills: listening, reading, speaking, and writing. These direct strategies work best when supported by indirect strategies.

Underlying the discussion are two assumptions. First, all four language skills are important and deserve special attention and action. Second, learning strategies help students to develop each of the skills.



Applying memory strategies to the four language skills

Storage and retrieval of new information are the two key functions of memory strategies. These strategies, help learners store in memory the important things they hear or read in the new language, thus enlarging their knowledge base. These strategies also enable learners to retrieve information from memory when they need to use it for comprehension or production. Memory strategies focus mostly on the storage function, because that is the initial key to learning.

Creating mental linkages

Three kinds of strategies are useful for making mental linkages: grouping, associating/elaborating, and placing new words into a context. These are the most basic memory strategies and the foundation of more complex memory strategies.

Grouping L/R

Grouping involves classifying or reclassifying what is heard or read into meaningful groups, thus reducing the number of unrelated elements. It sometimes involves labelling the groups, as well.

Associating/Elaborating L/R

This memory strategy involves associating new language information with familiar concepts already in memory. Naturally, these associations are likely to strengthen comprehension, as well as making the material easier to remember.

Placing new words into context A

This strategy involves placing new words or expressions that have been heard into a meaningful context, such as a spoken or written sentence, as a way of remembering it. Written selections often present new words in a meaningful context. However, students sometimes encounter written lists of words or phrases they must learn with no supporting or explanatory context. In such cases, it helps learners to create their own context.

Applying images and sounds

The four strategies for applying images and sounds are useful for remembering new expressions that have been heard or read. These strategies include using imagery, semantic mapping, using keywords, and representing sounds in memory. One of these strategies, semantic mapping, is immediately helpful for comprehension, too.

Using imagery L/R

A good way to remember what has been heard or read in the new language is to create a mental image of it. One kind of imaging has special value in reading. It involves remembering a written item by picturing the place where it is located. The imagery used to remember expressions does not have to be purely mental. Drawings can make mental images more concrete. These visual products do not need to be artistic. Just about, anyone can draw stick figures, sketches, or diagrams to communicate a concept worth remembering.

Semantic mapping L/R

This strategy involves arranging concepts and relationships on paper to create a semantic map, a diagram, in which the key concept (stated in words) are highlighted and are linked with related concepts via arrows or lines. This strategy is valuable for improving both memory and comprehension of new expressions. It can be used for pre-listening and pre-reading activities designed to help learners understand and remember vocabulary that will be heard or read. It can also be used as the basis for an entire listening or reading activity by giving the main concept or expression and asking students to listen and fill in the rest. Semantic mapping also provides a good note-taking format.

Using keywords L/R

This strategy combines sounds and images so that learners can more easily remember what they hear or read in the new language. The strategy has two steps. First, identify a familiar word in one's own language or another language that sounds like the new word. Second, generate a visual image of the new word and the familiar one interacting in some way.

Representing sounds in memory L/R/S

This strategy helps learners remember what they hear by making auditory rather than visual representations of sounds. This involves linking the new word with familiar words or

sounds from any language: the new language, one's own language, or any other. Rhymes are well-known example of representing sounds in memory. Learners can use rhymes, especially in context, to remember new vocabulary they have heard.

Reviewing well A

The sole strategy in this set is structured reviewing, which is especially useful for remembering new material in the target language. It entails reviewing at different intervals, at first close together and then increasingly far apart.

Employing action

The two memory strategies under employing action are using physical response or sensation and using mechanical techniques.

Using physical response or sensation L/R

This strategy may involve physical acting out a new expression that has been heard. The teaching technique known as a Total Physical Response is based on this strategy; students listen to a command and then physically act in out. A different use of the strategy involves associating the heard expressions with a physical sensation. The strategy of using physical response or sensation can also be applied for remembering written material. Learners can act out what they read, or associate physical sensations with specific words found in reading passages.

Using mechanical techniques L/R/W

To remember what has been heard or read, mechanical techniques are sometimes helpful. For instance, flashcards, with the new word written on one side and the definition on written on the other, are both familiar and useful. Separate sections of the language learning notebook can be used for words that have been learned and words that have not.

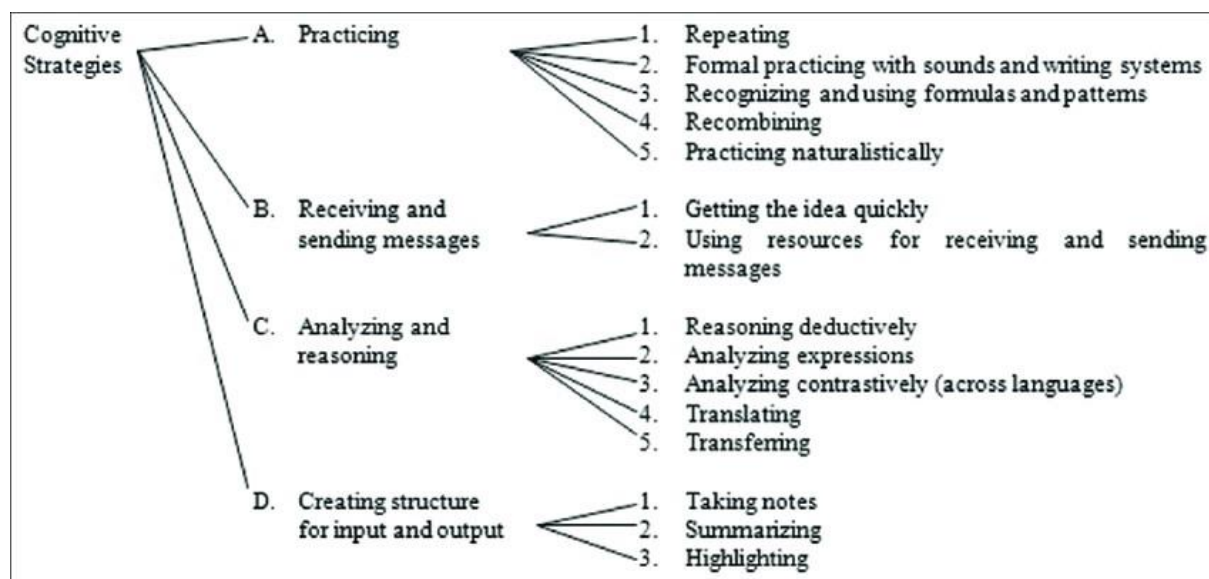
Using memory strategies for retrieval

Learners can use memory strategies to retrieve target language information quickly, so that this information can be employed for communication involving any of the four language

skills. The same mechanism that was initially used for getting the information into memory can be used later on for recalling the information.

Applying Cognitive Strategies to the Four Language Skills

Four sets of cognitive strategies are practicing, receiving and sending messages analysing and reasoning, and creating structure for input and output. All these bring benefits to language learners.



Practicing

The first and perhaps most important set of cognitive strategies, practicing, contains five strategies: repeating, formally practicing with sounds and writing systems, recognizing and using formulas and patterns, recombining, and practicing naturalistically.

Repeating A

Although the strategy of repeating might not at first sound particularly creative, important, or meaningful, it can be used in highly innovative ways, is actually essential for all four-language skills, and virtually always include some degree of meaningful understanding.

One use of this strategy is repeatedly listening to native speakers of the new language on a tape or record, with or without silent rehearsal (repeating the words to oneself mentally). The strategy of repeating might mean reading a passage more than once to understand it more completely. A profitable technique is to read a passage several times, each time for different purposes: to get the general drift or the main ideas, to predict, to read the detail, to write down

questions, and so on. The learner might also take notes about a reading passage and then review them several times. Repetition might involve saying or writing the same thing several times. Repeating something in different ways can be a means of emphasizing it.

Imitation of native users of the language is another repeating technique used for both speaking and writing. In imitating native speakers, learners can improve their pronunciation and their use of structures, vocabulary, idioms, intonation, gestures and style. In writing, still another use of the repeating strategy is revising, that is, going through a written draft in detail (usually more than once) in order to correct or amend it.

Formally practicing with sounds and writing system L/S/W

In listening, this strategy is often focused on perception of sounds (pronunciation and intonation) rather than on comprehension of meaning. In listening *perception* exercises, it is essential to keep visual and contextual clues to a minimum; therefore, recordings, not live speech, are recommended for listening perception. This strategy can be extended to include not just listening but also speaking. Tapes or records assist this strategy well. Students can record themselves to hear and compare their own voices with a native speaker's voice. This strategy also centres on learning new writing systems necessary for using the target language.

Recognizing and using formulas and patterns A

Recognizing and using routine formulas and patterns in the target language greatly enhance the learner's comprehension and production. *Formulas* are unanalysed expressions, while *patterns* have at least one slot that can be filled with an alternative word. Teachers should teach students such expressions as whole chunks early in their language learning process. These routine will help build self-confidence, increase understanding, and enhance fluency.

Recombining S/W

The strategy of recombining involves constructing a meaningful sentence or longer expression by putting together known elements in new ways. The result might be serious or silly, but it always provides useful practice. This strategy can also be used in writing and speaking. One way to use it is to string together two or more known expressions into a written

story. But the recombining strategy does not always imply stringing together items in this way; it might involve using known forms.

Practicing naturalistically A

This strategy of course, centres on using the language of actual communication. Any of the four skills, or a combination, might be involved. To do this, use live speech for listening comprehension exercises as much as possible. Listening comprehension exercises should be constructed around a specific task, in which students are required to do something in response to what they hear.

Practicing naturalistically also means using the language in an authentic way for reading comprehension. (newspapers and magazines). In the speaking area, practicing naturalistically involves practice in speaking the language for realistic communication. Speaking with other people in natural settings provides interactive, rapid, personal communication. The classroom itself can provide practice that combines listening and speaking and thus approaches natural language use. Role-plays, drama activities, games, stimulations, and structured communication exercises offer practice that takes learners' attention away from language learning and directs it toward the communication of meaning. This strategy is very important for developing writing skill. It can involve many different activities, such as creation of separate products by individuals, individual contributions to multipart products, co-authorship of a single piece by multiple writers, or exchange of written messages between individuals or teams.

Receiving and sending messages

This set consists of two strategies: Getting the idea quickly and using resources for receiving and sending messages.

Getting the idea quickly L/R

This strategy is used for listening and reading. It helps learners home in on exactly what they need or want to understand, and it allows them to disregard the rest or use it as background information only. Two techniques constituting this strategy are skimming and scanning. *Skimming* involves searching for the main ideas the speaker wants to get across, while *scanning* means researching for specific details of interest to the learner.

Using resources for receiving and sending messages A

This strategy involves using resources to find out the meaning of what is heard or read in the new language, or to produce messages in the new language. To better understand what is heard or read, printed resources such as dictionaries, word lists, grammar books, and phrase books may be valuable. Non-printed resources include tapes, TV, videocassettes, radio, museums, and exhibitions, among others. These cannot easily be used during speaking, but they can help learners prepare for speaking activities. Printed resources like thesauruses, target language dictionaries, and bilingual dictionaries are especially helpful for writing.

Analysing and Reasoning

The five strategies in this set help learners to use logical thinking to understand and use the grammar rules and vocabulary of the new language. These strategies are valuable, but they can cause problems if overused.

Reasoning deductively A

This strategy involves deriving hypotheses about the meaning of what is heard by means of general rules the learner already knows. Reasoning deductively is very common and very useful type of logical thinking. Sometimes the strategy of reasoning deductively results in overgeneralization errors.

Analysing expressions L/R

To understand something spoken in the new language, it is often helpful to break down a new word, phrase, sentence, or even paragraph into its component parts. This strategy is known as analysing expressions. If the learner, is in the midst of a conversation there may not be enough time to analyse the new expression, but it is sometimes possible to jot down the expression and analyse it later. Analyses is a good strategy for learners particularly when they are learning languages, which have very long words like Welsh.

Analysing contrastively L/R

This strategy is fairly easy one that most learners use naturally. It involves analysing elements (sounds, words, syntax) of the new language to determine likenesses and differences

in comparison with one's own native language. It is very commonly used at the early stages of language learning to understand the meaning of what is heard or read.

Translating A

Translating can be a helpful strategy early in language learning, as long as it is used with care. It allows learners to use their own language as the basis for understanding what they hear or read in the new language. It also helps learners produce the new language in speech or writing. However, word-for-word (verbatim) translation, though a frequent occurrence among beginners, can become a crutch or provide the wrong interpretation of target language material. Furthermore, translating can sometimes slow learners down considerably, forcing them to go back and forth constantly between languages.

Transferring A

The last of the analysing and reasoning strategies is transferring, which means directly applying previous knowledge to facilitate new knowledge in the target language. This strategy relates to all four skills. Transferring can involve applying linguistic knowledge from the learner's own language to the new language, linguistic knowledge from one aspect of the new language to another aspect of the new language, or conceptual knowledge from one field to another. Transferring works well as long as the language elements or concepts are directly parallel, but most of the time they are not! It can lead to inaccuracy if learners transfer irrelevant knowledge across languages.

Creating Structure for Input and Output

This is another set of strategies that aids all four skills. The three strategies in this group – taking notes, summarizing, and highlighting – help learners sort and organize the target language information that comes their way. In addition, these strategies allow students to demonstrate their understanding tangibly and prepare for using the language for speaking and writing.

Taking notes L/R/W

This is a very important strategy for listening and reading, but learners generally are not taught to use it well, if at all. The focus of taking notes should be on understanding, not writing. Note-taking is often thought of as an advanced tool, to be used at high levels of

proficiency – such as when listening to lectures. This strategy can begin at very early stages of learning. Key points be written in the learner’s own language at first, it involves writing practice. There are many different ways to take notes, the simplest and most common being that of raw notes, which are unstructured and untransformed. (‘shopping-list or T-formation’). A semantic map is also useful note-taking format, requires learners to indicate the main word or idea and to link this with clusters of related words or ideas by means of lines or arrows. Another useful form for notes is the tree diagram, sometimes transformed into a flow chart by means of arrows, diamonds, circles, and so forth.

Summarizing L/R/W

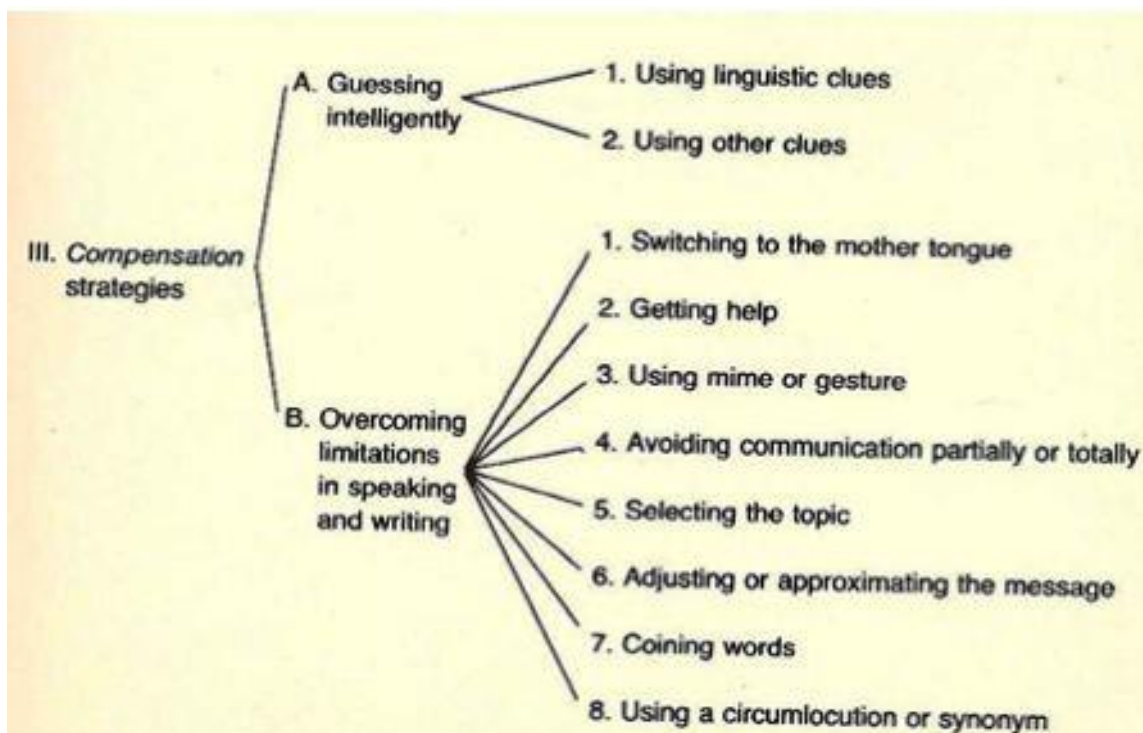
Another strategy that helps learners structure new input and show they understand is summarizing - that is, making a condensed, shorter version of the original passage. Writing a summary can be more challenging than taking notes, because it often requires greater condensation of thought. At the early stages of language learning, summarizing can be as simple as just giving a title to what has been heard or read; as students advance in their knowledge of the language, their summaries can be made in the target language, thus allowing more writing practice.

Highlighting L/R/W

Learners sometimes benefit by supplementing notes and summaries with another strategy, highlighting. This strategy emphasizes the major points in a dramatic way, through colour, underlining, CAPITAL LETTERS, Initial Capitals, **Big Writing, bold writing**, * stars*, boxes□, circles © and so on.

APPLYING COMPENSATION STRATEGIES TO THE FOUR LANGUAGE SKILLS

The compensations strategies help learners to overcome knowledge limitations in all four skills. For beginning and intermediate language learners, these strategies may be among the most important. Compensation strategies are also useful for more expert language users, who occasionally do not know an expression, who fail to hear something clearly, or who are faced with a situation in which the meaning is only implicit or internationally vague.



Guessing intelligently in Listening and Reading

Guessing is essential for listening and reading. It helps learners let go of the belief that they have to recognize and understand every single word before they can comprehend the overall meaning. Learners can actually understand a lot of language through systemic guessing, without necessarily comprehending all the details. Two compensation strategies relevant to listening and reading involve using linguistic clues and other clues.

Using linguistic clues L/R

Previously gained knowledge of the target language, the learners' own language, or some other language can provide linguistic clues to the meaning of what is heard or suffixes, prefixes, and word order are useful linguistic clues for guessing meanings.

Knowledge of the learner's own language provide still more clues for understanding material heard in the new language. Linguistic clues are the bedrock of many correct guesses about the meaning of written passages.

Using other clues L/R

In addition to clues coming purely from knowledge of language, there are clues from other sources. Some clues are related to language but go beyond, and others, come from a variety of other

sources which are not related to language. Forms of address, such as titles or nicknames, help learners guess the meaning of what they hear or read.

Close observation of nonverbal behaviour, such as the speaker's tone of voice, facial expression, emphasis, and body language, helps learners to understand of what is being said. In listening, perceptual clues concerning the situation aid the learners understanding. These clues can be audible. Descriptions of people in oral or written series can also give clues about the meaning of the rest of the passage. General background knowledge helps language learners to make guesses about what they hear or read.

How to Promote Guessing

Build guessing skills systematically by leading students step by step through different stages of guessing. Start with global comprehension. To stimulate guessing, ask students some preview questions before they start reading or listening, or interrupt a story in the middle to ask for predictions about what will happen, or give just the ending and ask for guesses about the beginning. Ask which picture corresponds to what they are hearing or reading. Whenever you use activities like these, be sure to give students feedback immediately about the correctness or appropriateness of their answers. Discuss the source of the guesses. so that students can learn from each other and so you can know whether learners are using all possible sources of clues. The guessing strategies relate to listening and reading.

Overcoming Limitations in Speaking and Writing

All the compensation strategies for speaking and writing contribute to learning by allowing learners to stay in conversations or keep writing long enough to get sustained practice. Some of these strategies also provide new knowledge in a more obvious way (e.g., getting help).

Switching to the mother tongue S

This strategy, sometimes technically called 'code switching', is used for speaking and involves using the mother tongue for an expression without translating it.

Getting help S

This strategy involves asking someone for help in a conversation by hesitating or explicitly asking for the missing expression. This strategy is somewhat similar to the strategy of asking for clarification or verification; the difference is that in getting help, the learner wants the other person to simply *provide* what the learner does not know, not to explain or clarify.

Using mime or gesture S

In this strategy, the learner uses physical motion, such as mime or gesture, in place of an expression during a conversation to indicate the meaning.

Avoiding communication partially or totally S

This strategy involves avoiding communication when difficulties are anticipated or encountered. It includes a total avoidance in certain situations, as when required to use persuasive skills or to compete with others for a turn to speak. It also includes avoiding certain topics for which the learner does not know the words, concepts, or grammatical structures in the new language. This strategy goes against the aim of speaking as much and as often as possible, but it does have an advantage of keeping the learner emotionally protected and possibly more able to speak about other things later in the conversation.

Selecting the topic S/W

When using this strategy, the learner chooses the topic of conversation. The reasons for this are obvious. Learners want to make sure that the topic is one in which they are interested and for which they possess the needed vocabulary and structures. Learners using this strategy must be careful not to be overly domineering. They should allow the other person to guide the conversation, too. Writers in any language sometimes use this strategy, but it is particularly valuable to writers in a language other than their own. The only caveat is that learners, when choosing a topic for writing, need to be aware of their audience's interests, needs, and level of understanding.

Adjusting or approximating the message S/W

This strategy is used to alter the message by omitting some items of information, make the ideas simpler or less precise, or say something slightly different than has similar meaning. Writers often resort to this strategy when they simply cannot come up with the right or most desirable expression.

Coining words S/W

This simple strategy means making up new words to communicate a concept for which the learner does not have the right vocabulary. When there is no time to look up the correct word, or when the dictionary fails them, writers sometimes make up their own words to get the meaning across.

Using a circumlocution or synonyms S/W

In this strategy the learner uses a circumlocution (a roundabout expression involving several words to describe or explain a single concept) or a synonym (a word having exactly the same meaning as another word in the same language) to convey the intended meaning. Synonyms or circumlocutions are sometimes used in informal writing.

EXERCISES TO USE WITH STUDENTS

Exercise 1. Memory Practice

Purpose

This exercise helps learners to distribute or space their memory practice with new vocabulary words, using structured review and other memory strategies.

Materials

Large sheet of paper for the list.

Time

Although the exercise takes 30 to 50 minutes, you might also hold short sessions periodically to add to the list later.

Instructions

Ask your students to brainstorm about all the memory strategies they now use, or have used, to learn a language. Make the list as long as possible. Then ask the students to tell which of these were useful and which were not, and have them explain why. Put a star (*) beside those which students describe as effective. Add to the list periodically. (If students cannot think of the memory strategies they use, do a few language learning tasks in class, then ask your students to list all the memory strategies they used for those tasks and to indicate which one they felt were the most helpful.)

Then explain some of the principles of remembering. For instance, describe in your own words the need for structured reviewing at increasing intervals. Ask them to learn specific vocabulary for an upcoming lesson by using this strategy. Ask them to report back to the class on the effects.

During a vocabulary learning task in class, give your students practice in making associations, using imagery, and putting new words into the context of a sentence. To do this, ask students to work in small groups and share their associations, images, or contexts, (sentences) aloud as they work on learning new expressions.

Exercise 2. Make Your Own Groups

Purpose

This exercise gives learners the opportunity to create their own groups of words and consider the best criteria for doing so, as a way of remembering vocabulary.

Materials

Word cards.

Time

This lasts 45 minutes.

Instructions

Give your students 50 to 100 small cards containing vocabulary words in the new language. Let them work in pairs to group the cards and then label their groups. To do this, they should lay the cards on the table, putting them into as many groups as necessary and then devising labels for each group. Suggest that they transfer this information onto a large sheet and then draw lines between any groups of words that might have some relationship to each other, thus creating a semantic map. You might

show them an example of a semantic map from this chapter. Students should be able to find relationships, either direct or far-fetched among many groups!

Then ask the pairs to compare notes with other pairs about their resulting groups, labels and semantic maps. Ask them to consider what criteria they used for grouping labelling and figuring out relations between groups. Ask them to consider which ways of grouping, labelling and finding relationships helped them remember better.

Lecture IV.

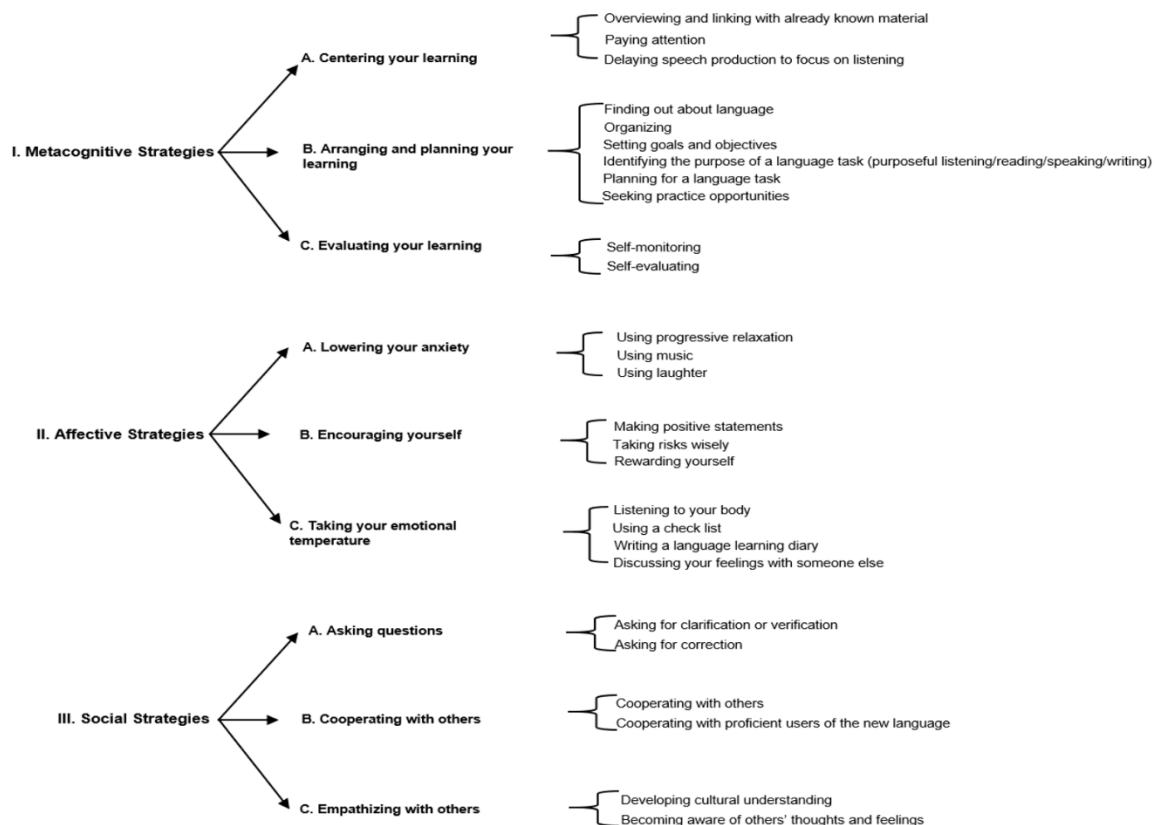
Indirect Strategies for General Management of Learning

Preview Questions

1. What are indirect strategies?
2. How do they differ from direct strategies?
3. Why are indirect strategies important for language learning?
4. What are the three groups of indirect strategies?

Introduction to Indirect Strategies

Indirect strategies are divided into metacognitive, affective, and social. Metacognitive strategies allow learners to control their own cognition – that is, to coordinate the learning process by using functions such as centering, arranging, planning, and evaluating. Affective strategies help to regulate emotions, motivations, and attitudes. Social strategies help students learn through interaction with others. All these strategies are called ‘indirect’ because they support and manage language learning without directly involving the target language. Indirect strategies are useful in virtually all language-learning situations and are applicable to all four-language skills: listening, reading, speaking, and writing.



Metacognitive strategies

‘Metacognitive’ means beyond, beside, or with the cognitive. Therefore, metacognitive strategies are actions, which go beyond purely cognitive devices, and which provide a way for learners to coordinate their own learning process. Metacognitive strategies include three strategy sets: Centering your learning, Arranging and Planning Your Learning, and Evaluating Your Learning. Ten strategies form these groups, the acronym for which is CAPE. Remember these strategy sets by saying, ‘Metacognitive strategies make language learners more CAPE-able.’ Though metacognitive strategies are extremely important, research shows that learners use these strategies sporadically and without much sense of their importance. Students use metacognitive strategies less often than cognitive strategies and were limited in their range of metacognitive strategies, with planning strategies most frequently employed and with little self-evaluation or self-monitoring.

Centering Your Learning

This set of three strategies help learners to converge their attention and energies on certain language tasks, activities, skills, or materials. Use of these strategies provides a focus for language learning.

1. Overviewing and Linking with Already Known Material

Overviewing comprehensively a key concept, principle, or set of materials in an upcoming language activity and associating it with what is already known. It is really helpful to follow three steps: learning why the activity is being done, building the needed vocabulary, and making the associations.

2. Paying attention

Deciding in advance to pay attention in general to a language learning task and to ignore distractors, and pay attention to specific aspects of the language or to situational details.

3. Delaying Speech Production to Focus on Listening

Deciding in advance to delay speech production in the new language either totally or partially, until listening comprehension skills are better developed.

Arranging and Planning Your Learning

This set contains six strategies, all of which help learners to organize and plan so as to get the most out of the language learning. These strategies touch many areas: finding out about language learning, organizing the schedule and the environment, setting goals and

objectives, considering task purposes, planning for tasks, and seeking chances to practice the language.

1. Finding Out About Language Learning

Making efforts to find out how language learning works by reading books and talking with other people, and then using this information to help improve one's own language learning.

2. Organizing

Understanding and using conditions related to optimal learning of the new language; organizing one's schedule, physical environment, (space, temperature, sound, lighting) and language learning notebook.

3. Setting Goals and Objectives

Setting aims for language learning, including long-term goals (such as being able to use the language for informal conversation by the end of the year) or short-term objectives (such as finishing reading a short story By Friday).

4. Identifying the Purpose of a Language Task

Deciding the purpose of a particular language task involving listening, reading, speaking, or writing.

5. Planning for a Language Task

Planning for the language elements and functions necessary for an anticipated language task or situation. This strategy include four steps: describing the task or situation, determining its requirements, checking one's own linguistic resources, and determining additional language elements or functions necessary for the task or situation.

6. Seeking Practice Opportunities

Seeking out or creating opportunities to practice the new language in naturalistic situations, such as going to a second/foreign language cinema, attending a party where the language will be spoken, or joining an international social club. Consciously thinking in the new language also provides practice opportunities.

Evaluating Your Learning

In this set are two related strategies, both aiding learners in checking their language performance. One strategy involves noticing and learning from errors, and the other concerns evaluating overall progress.

1. Self-Monitoring

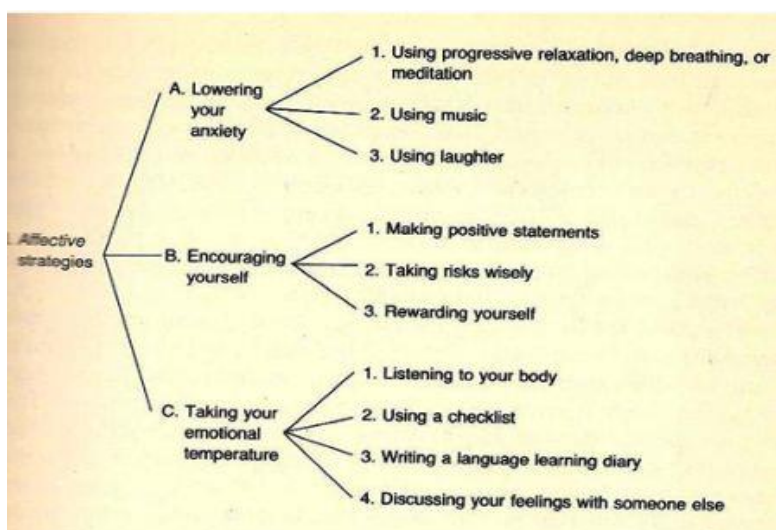
Identifying errors in understanding or producing the new language, determining which ones are important, tracking the source of important error, and trying to eliminate such errors.

2. Self-Evaluating

Evaluating one's own progress in the new language, for instance, by checking to see whether one is reading faster and understanding more than 1 month or 6 months ago, or whether one is understanding a greater percentage of each conversation.

Affective Strategies

The term *affective* refers to emotions, attitudes, motivations, and values. It is impossible to overstate the importance of the affective factors influencing language learning. Language learners can gain control over these factors through affective strategies. The affective domain spreads out like a fine*spun net, encompassing such concepts as self-esteem, attitudes, motivation, anxiety, culture shock, inhibition, risk taking, and tolerance for ambiguity. Good language learners are those who know how to control their emotions and attitudes about learning. Self-esteem is one of the primary affective elements. It is a self-judgement of worth or value, based on a feeling of efficacy – a sense of interacting effectively with one's own environment. The sense of efficacy that underlies self-esteem is reflected in attitudes (mental dispositions, beliefs, or opinions), which influence the learner's motivation to keep on trying to learn. Attitudes are strong predictors of motivation in any area of life, and especially in language learning. A certain amount of anxiety sometimes helps learners to reach their peak performance levels, but too much anxiety blocks language learning. Harmful anxiety presents itself in many guises: worry, self-doubt, frustration, helplessness, insecurity, fear, and physical symptoms. The language learner who is overly anxious, either in a typical language classroom or in a more serious culture shock situation, is likely to be inhibited and unwilling to take even moderate risks. Learners who are moderately tolerant of ambiguity tend to be open-minded in dealing with confusing facts and events, which are part of leaning a new language.



Lowering Your Anxiety

Three anxiety-reducing strategies are listed here. Each has a physical component and a mental component.

1. Using progressive Relaxation, Deep Breathing, or Meditation

Using the technique of *alternately tensing* and *relaxing* all of the major muscle groups in the body, as well as the muscles in the neck and face, in order to relax; or the technique of *breathing deeply* from the diaphragm; or the technique of *meditating* by *focusing* on a mental image or sound.

2. Using Music

Listening to soothing music, such as a classical concert, as a way to relax.

3. Using Laughter

Using laughter to relax, by watching a funny movie, reading a humorous book, listening to jokes, and so on.

Encouraging Yourself

Language learners, especially those who expect encouragement mainly from other people and do not realize they can provide their own, often forget this set of three strategies. Self-encouragement includes saying supportive things, prodding oneself to take risks wisely, and providing rewards.

1. Making Positive Statements

Saying or writing positive statements to oneself in order to feel more confident in learning the new language.

2. Taking Risks Wisely

Pushing oneself to take risks in a language-learning situation, even though there is a chance of making a mistake or looking foolish. Risks must be tempered with good judgement.

3. Rewarding Yourself

Giving oneself a valuable reward for a particularly good performance in the new language.

Taking Your Emotional Temperature

The four strategies in this set help learners to assess their feelings, motivations, and attitudes and, in many cases, to relate them to language tasks. The strategies in this set are particularly helpful for discerning negative attitudes and emotions that impede language-learning progress.

1. Listening to Your Body

Paying attention to the signals given by the body. These signals may be negative, reflecting stress, tension, worry, fear, and anger; or they may be positive, indicating happiness, interest, calmness, and pleasure.

2. Using a Checklist

Using a checklist to discover feelings, attitudes, and motivations concerning language learning in general, as well as concerning specific language tasks.

3. Writing a language Learning Diary

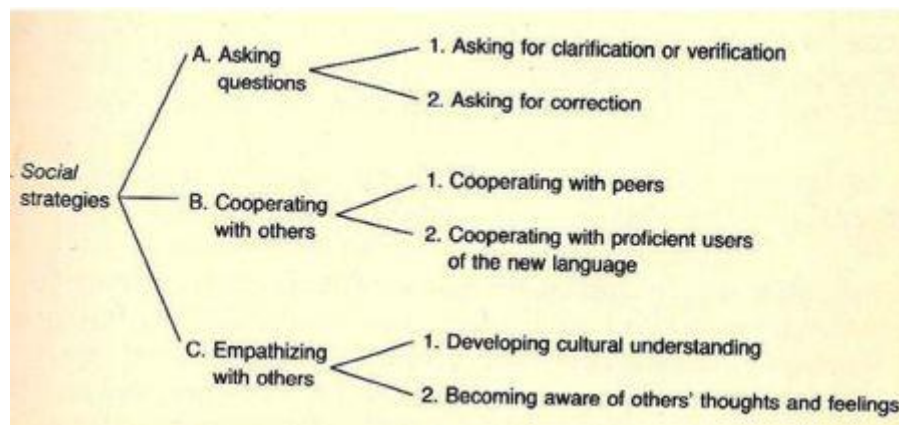
Writing a diary or journal to keep track of events and feelings in the process of learning a new language.

4. Discussing your Feelings with Someone Else

Talking with another person (teacher, friend, relative) to discover and express feelings about language learning.

Social Strategies

Language is a form of social behaviour; it is communication, and communication occurs between and among people. Learning a language thus involves other people, and appropriate social strategies are very important in this process. Three sets of social strategies, each set comprising two specific strategies are included here: Asking Questions, Cooperating with Others, and Empathizing with Others.



Asking Questions

This set of strategies involves asking someone, possibly a teacher or native speaker or even a more proficient fellow learner, for clarification, verification, or correction.

1. Asking for Clarification or Verification

Asking the speaker to repeat, paraphrase, explain, slow down, or give examples; asking if a specific utterance is correct or if a rule fits a particular case; paraphrasing or repeating to get feedback on whether something is correct.

2. Asking for correction

Asking someone for correction in a conversation. This strategy most often occurs in conversation but may also be applied to writing.

Cooperating with Others

This set of two strategies involves interacting with one or more people to improve language skills. These strategies are the basis of cooperative language learning, which not only increases learners' language performance but also enhances self-worth and social acceptance.

1. Cooperating with Peers

Working with other language learners to improve language skills. This strategy can involve a regular learning partner or a temporary pair or small group. It frequently involves controlling impulses toward competitiveness and rivalry.

2. Cooperating with Proficient Users of the New Language

Working with native speakers or with other proficient users of the new language, usually outside of the language classroom. This strategy involves particular attention to the conversational roles each person takes.

Empathising with Others

Empathy can be developed more easily when language learners use these two strategies.

1. Developing Cultural Understanding

Trying to empathize with another person through learning about the culture, and trying to understand the other person's relation to that culture.

2. Becoming Aware of Others' Thoughts and Feelings

Observing the behaviours of others as possible expression of their thoughts and feelings; and when appropriate, asking about thoughts and feelings of others.

EXERCISES TO USE WITH STUDENTS

Exercise 1. Listen to Self-Talk

Ask your students how often they say positive things to themselves about language learning. Ask them to list all the positive things they say and to explain how these statements make them feel about themselves and about continuing their language learning.

Now request that your students list all the negative things they say to themselves, and ask how these negative statements affect their self-esteem as language learners.

Exercise 2. Let Students Consider Cooperation and Competition

Run a cooperative learning activity – one which has either a cooperative task or a cooperative reward or both, and which therefore encourages cooperative learning strategies. Afterwards, discuss with your students how they felt about that activity and about learning cooperatively in general. Ask them how they have reacted to cooperative learning experiences in other classes, and encourage them to give specific examples.

Now ask students about their feelings of competition with their peers, both in the language class and in other classes. Find out whether they are more comfortable with competition than with cooperation.

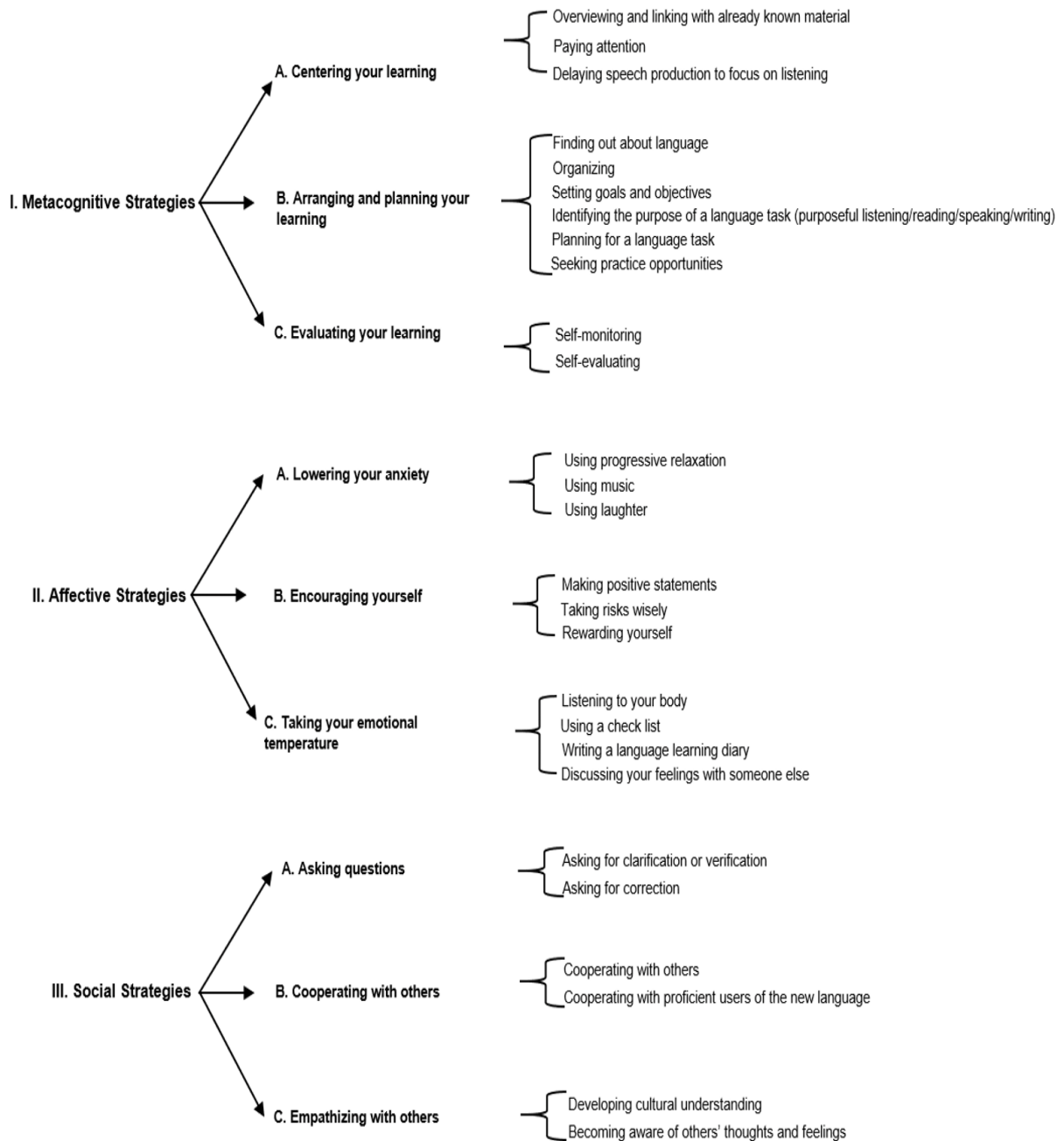
Discuss with your students what they would need to increase their use of cooperative strategies in the language class.

Lecture V

Applying Indirect Strategies to the Four Language Skills

Preview Question

1. How can the indirect strategies be applied to the four language skills?
2. How are these strategies applied differently to the four skills?
3. Are any indirect strategies especially useful to development of a particular skill?



Applying Metacognitive Strategies to the Four Skills

The three sets of metacognitive strategies are *Centering Your Learning*, *Arranging and Planning Your Learning*, and *Evaluating Your Learning*. They are all very useful in developing all the language skills.

Centering Your Learning

Finding a focus or centre for learning is important no matter what the language skill. Without appropriate strategies for centering, language learners face merely confusion and noise.

***Overviewing and Linking with Already Known Material* A**

This strategy involves previewing the basic principles and/or material (including new vocabulary) for an upcoming language activity, and linking these with what the learners already know. Exactly how this strategy is used depends in part on the skill level of the learners. In any of the skill areas, vocabulary building can be an important part of the overviewing/linking strategy. Students can help each other create and expand lists of relevant vocabulary for an upcoming language task, putting those expressions into context and considering similar (or contrasting) expressions in the native language.

***Paying Attention* A**

The strategy of paying attention is necessary for all of the language skills. This strategy involves two modes, *directed attention* and *selective attention*. Directed attention (almost equivalent to ‘concentration’) means deciding *generally* or *globally* to pay attention to the task and avoid irrelevant distractors. In contrast, selective attention involves deciding in advance to notice *particular details*. Both of these attention modes, directed and selective, are important for listening and reading. Full participation in spoken communication demands directing attention to the general context and content. Learners can also pay selective attention to particular elements of the speech act, such as pronunciation, register, style, physical distance from other speakers, grammar, and vocabulary. Writing in the new language, like writing in the native language, requires directed attention. For writing, selective attention may mean deciding in advance which aspects of the writing to focus on at any given time, like structure, content, tone, sentence construction, vocabulary, punctuation, or audience needs.

***Delaying Speech Production to Focus on Listening* L/S**

This strategy relates to listening and speaking rather than reading and writing. Teachers do not need to teach or encourage this strategy, because many learners do it automatically by postponing their speaking in the target language for hours, days, weeks, or possibly even months. This phenomenon is often viewed as a way of focusing on listening comprehension before students feel comfortable enough to speak. The speech delay may be total or partial. The delay occurs because listening is more rapidly developed than speaking, and because speaking seems more threatening to many students.

Arranging and Planning Your Learning

The six strategies for arranging and planning are helpful in developing all language skills. These concern discovering the nature of language learning, organizing to learn, establishing aims, considering task purposes, panning for tasks, and looking for chances to practice.

***Finding Out About Language Learning* A**

This strategy means uncovering what is involved in language learning. Learners often do not know much about the mechanics of language learning, although such knowledge would make them more effective learners. Books about language learning are a good source of information. Taking class time to talk about the learning process will reap rewards for the students. Teachers should help them by allowing them to talk about their language learning problems.

***Organizing* A**

This strategy includes a variety of tools, such as creating the best possible physical environment, scheduling well, and keeping a language-learning notebook. First, having the right physical environment is important for every language skill. Listening and reading especially require a comfortable, peaceful setting without too much background noise. Help establish a good classroom environment, and encourage your students to create an appropriate setting for leaning at home. Second, assist your students in developing practical weekly schedules for language learning, with plenty of time devoted to out-side-of class practice in the language skills, which are most needed. Relaxation time should be built into the schedule too, because students can become exhausted with too much work, leading to lowered performance. Finally, language-learning notebook is an excellent organizational aid to learners. The notebook is useful for writing down new target language expressions or structures and the context in which they were encountered, class assignments, goals and objectives, strategies that work well, things to remember and so on.

Setting Goals and Objectives A

Goals and objectives are expressions of students' aims for language learning. Students without aims are like boats without rudders; they do not know where they are going, so they might never get there! Goals are generally considered to be long-range aims referring to the outcome of many months or even years. Objectives are short-term aims for hours, days, or weeks. Teachers should aid their students in determining goals and objectives in each of the skill areas, realizing that different students have different aims.

Identifying the Purpose of the Language Task A

This strategy involves determining the task purpose – an act useful for all language skills. (However, carrying out that purpose is the subject of various direct strategies, such as analysing expressions, guessing, and practising). The strategy of considering the purpose is an important one, because knowing the purpose for doing something enables learners to channel their energy in the right direction. Teachers should help their students understand the purpose by allowing them to discuss the purpose before doing the task itself.

Planning for a Language Task A

Regardless of the language skills involved, this strategy always involves identifying the general nature of the task, the specific requirements of the task, the resources available within the learner, and the need for further aids. These four steps can be illustrated for each of the language skills.

Seeking Practice Opportunities A

Language learners must seek out – or create – opportunities to practice any and all of the four language skills. If students want to reach moderate to high proficiency, classroom time cannot usually provide adequate practice opportunities. This strategy underscores students' responsibility to generate their own opportunities to practice. Teachers should challenge their students to look for such chances whenever and wherever possible.

Evaluating Your Learning

The two strategies in this set relate to monitoring one's own errors and evaluating one's overall progress. Both are useful in all the skill areas.

Self-Monitoring A

This strategy does not centre as much on using the language as it does on students' conscious decision to monitor – that is, notice and correct – the own errors in any of the language skills. Teachers should encourage their students to write down their most significant difficulties in their language learning notebooks and try to eliminate them. Tracking the cause of the problem, such as

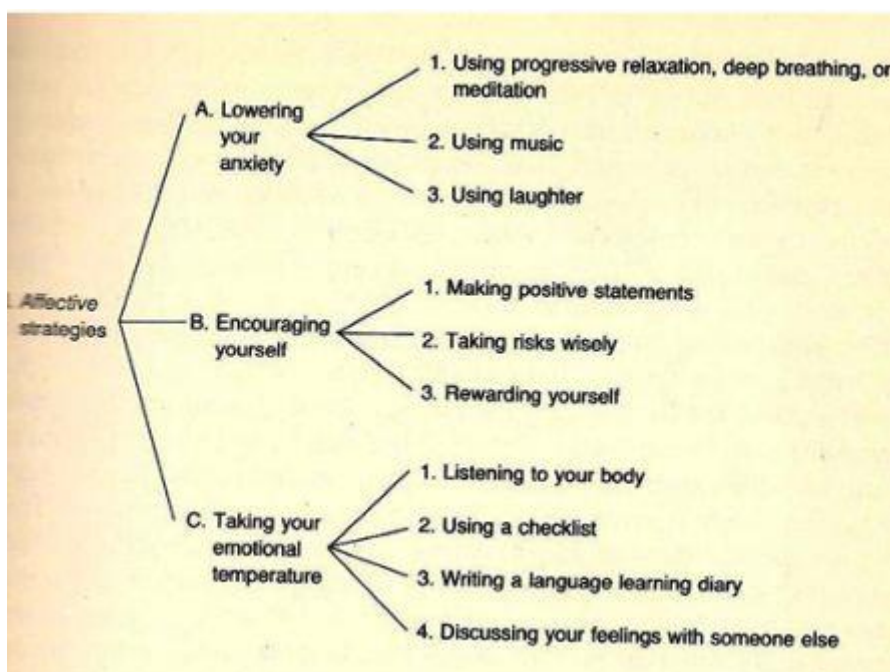
overgeneralization from a native language rule, or inappropriate verbatim translation, helps learners understand more about the new language or about the own use of learning strategies. However, error analyses – even this positive kind – must not be too strongly emphasized, or else learners will become overly self-conscious about their performance.

Self-Evaluating A

This strategy involves gauging either general language progress or progress in any of the four skills. Global impressions are often faulty, and the more specific the learner is in self-evaluating, the more accurate the evaluation. Checklists, diaries, or journals can help learners evaluate their progress, at the same time as getting in touch with feelings.

Applying Affective Strategies to the Four Skills

The three sets of affective strategies are: Lowering your anxiety, Encouraging yourself, and Taking your emotional temperature.



Lowering Your Anxiety

In any of the four skills, anxiety can play a strong role, short-circuiting potential learning. Speaking the new language often causes the greatest anxiety of all, but some learners also experience tremendous anxiety when listening, reading,

Using Progressive Relaxation, Deep Breathing, Meditation A

These techniques are all effective anxiety reducers, according to scientific biofeedback research. Progressive relaxation involves alternately tensing and relaxing all the major muscle groups, one at a

time. Deep breathing is often an accompaniment to progressive relaxation. It involves breathing low from the diaphragm, not just from the lungs. The simple act of deep breathing brings greater calmness almost immediately. Meditation means focusing on a mental image or sound to centre one's thoughts, and it, too, helps to reduce the anxiety that often dogs language learners. Teachers should train their students to use these techniques.

Using Music A

This strategy is useful before any stressful language task. Five or 10 minutes of soothing music can calm learners and put them in a more positive mood for learning. The language teaching method known as Suggestopedia is based partly on the use of baroque music to alter students' moods and mental states.

Using Laughter A

Laughter is the best medicine, as the saying goes. The use of laughter is potentially able to cause important biochemical changes to enhance the immune system, so many hospitals are now using 'laughter therapy' to help patients relax. Language learners, too, can benefit from laughter's anxiety-reducing powers. Laughter is not just the result of teacher-centered joke-telling or Rassias-type dramatics; it can be stimulated by many kinds of classroom activities, such as role-plays, games, and active exercises in which learners are allowed to play as they learn.

Encouraging Yourself

Teaching students some self-encouragement strategies will pay off in all of the skill areas. Language learners often need to find ways to keep their spirits up and persevere as they try to understand or produce the new language.

Making positive statements A

The strategy of making positive statements can improve each of their four skills. Teachers should demonstrate the kinds of positive statements their students can privately make to themselves. Students need to be urged to say those statements regularly, especially before a potentially difficult language activity. Here are some examples:

I'm a good listener (reader, speaker, writer)

I pay attention well

I enjoy understanding the new language etc.

Taking Risks Wisely A

This strategy involves a conscious decision to take reasonable risks regardless of the possibility (or probability) of making mistakes or encountering difficulties. This strategy does not imply wild, unnecessary risks, like guessing at random or saying anything at all regardless of its degree of relevance. Risk taking must therefore be tempered by good judgement. Deciding to be a wise risk taker may require the supportive use of other affective strategies, such as making positive statements or rewarding yourself.

Rewarding Yourself A

Learners often expect to be rewarded only by external sources, such as praise from the teacher, a good grade on a test, or a certificate of accomplishment. However, learners need more reward than they can get externally. They also need it more regularly and more often. Some of the most potent and useful rewards come from within the learners themselves. Therefore, learners need to discover how to reward themselves for good work in language learning. Naturally, self-reward relates to all four language skills. Rewards need to be tangible and visible; they differ from one person to another. They can also come from the very act of doing a good job. Students can learn to relish their own good performance.

Taking Your Emotional Temperature

This set of strategies for affective self-assessment involves getting in touch with feelings, attitudes, and motivations through a variety of means. Language learners need to be in touch with these affective aspects, so that they can begin to exert some control over them. The strategies described here enable learners to notice their emotions, avert negative ones, and make the most of positive ones.

Listening to Your Body A

One of the simplest but most often ignored strategies for emotional self-assessment is paying attention to what the body says. Performance of all four language skills is affected by the learner's physical state. Language learners need to learn to pay attention to these physical sensations frequently.

Using a Checklist A

A checklist helps learners in a more structured way to ask themselves questions about their own emotional state, both in general and in regard to specific language tasks and skills. Learners can use a checklist every day or every few days to assess their feelings and attitudes about language learning. Teachers should encourage students to complete checklist periodically at home, or else they should give students 10 or 15 minutes of class time on a regular basis to do checklists.

Writing Language Learning Diary A

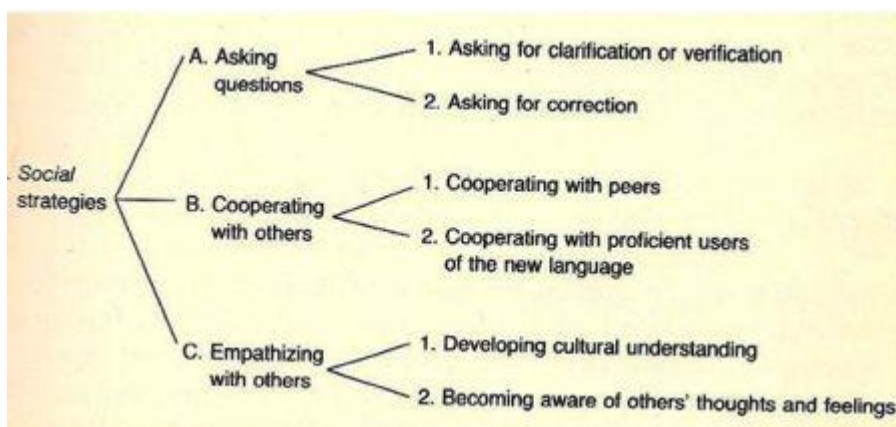
Language learning diaries or journals are narratives describing the learners' feelings, attitudes, and perceptions about the language learning process. They can also include specific information about strategies which learners find effective or ineffective for each of the four language skills. Teachers should give either guidelines for their students' diaries or allow those diaries to be freewheeling.

Discussing Your Feelings with Someone Else. A

Language learning is difficult, and learners often to discuss this process with other people. Written checklists and diaries can be used as input to oral discussions about feelings and needs related to any of the language skills. Learners can benefit from discussing these topics with peers – and with the teacher. Teachers should encourage students to express their feelings about the language learning process and discover what they need to be better learners.

Applying Social Strategies to the Four Skills

Sometimes people mistakenly think that social strategies are used for only listening and speaking, but social strategies are helpful and indeed essential to all four-language skill.



Asking Questions

This set of strategies includes both asking for clarification or verification and asking for correction. These two strategies are used differently in the four skill areas. In listening and reading, asking questions for clarification or verification is used more often than asking for correction. In speaking and writing, asking for correction is more prevalent.

Asking for Clarification or Verification L/R

Asking for clarification in listening involves asking the more proficient speaker to slow down, paraphrase, repeat, explain, or otherwise clarify what he or she has said. Asking for verification in listening means checking to make sure that something has been rightly

understood. Learners need to learn acceptable ways to ask for clarification, since it is done differently in different cultures and different languages. Teachers should help their students learn appropriate conversational questions like the following:

Would you repeat that, please?

Please, speak very slowly.

What was that again?

Learners who are reading in the new language may also use the strategy of asking for clarification or verification. Usually they ask someone more proficient in the target language, although students at the same proficiency level can often provide clarifying or verifying information. This strategy is commonly used in jigsaw listening or reading exercises.

Asking for Correction S/W

This strategy is mostly used in speaking and writing, because errors which are most obvious to other people occur in producing the new language. It is related to the strategy of self-monitoring, in which students notice and correct their own difficulties. In a spoken conversation, learners can ask the other person for correction of important problems – that is, those which cause confusion or offence.

Language learners should ask for correction of some writing difficulties, but the kind and amount of correction depends on the level of the learner and the purpose of the writing.

Cooperating with Others

Because language in all its aspects is a social act, cooperating with other people is essential. This cooperation requires that the learners interact well with both peers and more proficient language users.

Cooperating with Peers A

This strategy involves a concerted effort to work together with other learners on an activity with a common goal or reward. Games, simulations, and other active exercises challenge students to develop their ability to cooperate with peers while using a variety of language skills.

Cooperating with Proficient Users of the New Language A

This strategy applies to all four skills. When used for listening and speaking, this strategy involves taking specific steps to enhance communication with a proficient user of the new language. In reading and writing the target language, students often need to cooperate with proficient language users. This frequently happens when language learners encounter proficient language users on the job, in the classroom, or on a trip.

Empathizing with Others

Understanding and producing the new language involves empathy with other people, especially with individuals from the target culture.

Developing Cultural Understanding A

Background knowledge of the new culture often helps learners understand better what is heard or read in the new language. Such knowledge also helps learners know what is culturally appropriate to say aloud or in writing. Teachers should help students sharpen their cultural understanding by injecting short cultural discussions into classroom activities, and by comparing and contrasting behaviour in the students' native culture and the target culture. Turn the language classroom into a cultural laboratory.

Become Aware of Others' Thoughts and Feelings A

Learners can purposefully become aware of fluctuations in the thoughts and feelings of particular people who use the new language. Such awareness brings learners closer to the people they encounter, helps them understand more clearly what is communicated, and suggests what to say and do. Observing the behaviour of others during face-to-face communication often sharpens this awareness. Listening carefully to what is said, and what is left unsaid, enables learners to become more aware of the mindset of other people.

EXERCISES TO USE WITH STUDENTS

Exercise 1. Make a Weekly Schedule

Purpose

This exercise produces a generalised, weekly schedule for language learning. Learners can then add details and make changes week by week.

Materials

Anything necessary to make a schedule (paper, ruler, pen)

Time

Takes 20 minutes for general schedule, 20 minutes a week thereafter.

Introductions

Tell the students the following in your own words: Make a schedule of your typical week, including classes, independent study, time for practicing the language with others, job (paid or unpaid), sleeping eating and so on. Block out your major time slots. Pay special attention to the amount of time you have available for language learning. Also note any time conflicts you have that need to be worked out. Leave plenty of time for relaxing and taking breaks, since ‘time off’ increases your efficiency. Keep in mind that shorter, more frequent study sessions are better than longer, less frequent ones.

Also consider the basic principles of structured reviewing. You should review a lesson or piece of information frequently at first, and then less frequently (for example, at first once every 30 minutes, then once an hour, then at gradually greater intervals), coming back to it periodically, even after you have moved on to new material.

Exercise 2. Create a Language Learning Notebook**Purpose**

This exercise helps learners create a notebook, that will help them throughout their language learning.

Materials

Notebook, dividers.

Time

It will take 1 hour to consider contents and make divisions. Time needed for using the notebook is up to the learner!

Instructions

Tell your students the following in your own words: If you don’t already have one, create a language learning notebook. This will help you organize your language learning. Your notebook can be used for any of the following purposes, or other purposes that you might think of:

- to record your goals and objectives for learning the language
- to write down assignments given by the instructor
- to keep a list of new words or expressions you have learned or want to learn

- to write down words you have heard or read that you want to ask someone about or look up in the dictionary
- to write down grammar rules you have learned or figured out in some way
- to keep notes about conversations you have had in the language
- to summarize what you read in the new language
- to keep a record of errors you want to work on, and your hunches about why you might have made those errors
- to comment on strategies you have used successfully or unsuccessfully
- to record the amount of time you spend each week studying or using the target language

Make your notebook as simple or detailed as you want. The structure of your notebook depends on your learning style, your personality, and your purposes for using the notebook. If you want to colour-code the sections of the notebook, go ahead. Write in your language learning notebook every day or as often as possible. Use it as a good friend in the language learning process. It is one of the best ways to get organized and to manage your learning.

Exercise 2. Create a Language Learning Notebook

Purpose

This exercise helps learners create a notebook that will help them throughout their language learning.

Materials

Notebook, dividers.

Time

It will take 1 hour to consider contents and make divisions. Time needed for using the notebook is up to the learner.

Introductions

Tell your students the following in your own words: If you do not already have one, create a language-learning notebook. This will help you organise your language learning. Your notebook can be used for any of the following purposes, or other purpose that you might think of.

To record your goals and objectives for learning the language

To write down assignments given by the instructor

To keep a list of new words or expressions you have learned or want to learn

To write down words you have heard or read that you want to ask someone about or look up in the dictionary

To write down grammar rules you have learned or figured out in some way

To keep notes about conversations you have had in the language

To summarise what you read in the new language

To keep a record of errors you want to work on, and your hunches about why you might have made those errors

To comment on strategies you have used successfully or unsuccessfully

To record the amount of time you spend each week studying or using the target language

Make your notebook as simple or detailed as you want. The structure of your notebook depends on your learning style, your personality, and your purposes for using the notebook. If you want to colour-code the sections of the notebook, go ahead. Write in your language-learning notebook every day or as often as possible. Use it as a good friend in the language learning process. It is one of the best ways to get organised and to manage your learning.

Lecture VI

Language Learning Strategy

Assessment and Training

Preview Question

1. What techniques exist for finding out what language learning strategies students use?
2. When are various techniques appropriate?
3. Which of these techniques might be useful to you?
4. Is it possible to help someone learn how to learn?
5. If so, what methods can be used most effectively?

INTRODUCTION TO STRATEGY ASSESSMENT AND TRAINING

Since we know how language-learning strategies can be applied to the four language skills, you are ready to put strategies into action. The first step involves identifying and diagnosing the students' strategies so that the training program teachers devise will be effective. The second step is conducting the training.

STRATEGY ASSESSMENT

Some of the most important strategy assessment techniques include observations, interviews, 'think-aloud' procedures, note taking, diaries or journals, and self-report surveys.

Observations

Many language learning strategies take place mentally and cannot be observed by the teacher. For instance, associating/elaborating, using imagery, and guessing intelligently are 'invisible' or 'mentalist' strategies in terms of standard observation scheme. However, cooperating with peers, asking for clarification, and overcoming limitations in speaking through gesture or mime are activities that are directly observable and can yield information on how students currently go about learning languages.

Teachers can devise their own observation form by making a list of the strategies they think are important and which they wish to observe. On this observation form, they can record the strategies in several ways:

- By taking impressionistic or structured notes.
- By checking off the strategies they see in certain period of time, such as during one class period.
- By combining these two approaches.

Teachers can observe the strategies typically used by the whole group, one small group of students or observe the strategies of one student, including this student's interactions with others.

Videotaping of observation sessions can also be valuable. It provides permanent record of the sessions, so teachers can replay for detail.

Observations are just one way to gather strategy data. Other ways include interviews and think-aloud procedures.

Interviews and Think-Aloud Procedures

These techniques can be used together or separately. Totally unstructured interviews, in which there is no particular questioning technique or no data coding form, are difficult to use because they require teachers to create all categories for analysing and interpreting after the interview. Slightly more structured techniques are easier to handle.

A Model for Interviewing

The Cohen-Hosenfeld interview model helps to gather data on unobservable mental process. In this model, the three dimensions of activity, time and content can be applied to language learning strategies.

Activity: Thinking aloud and self-observation are two ways to observe learning strategies.

Time: Varying amounts of time can elapse between the use of a learning strategy and its verbalizations. Think-aloud data must reflect the present time (within a few seconds of the thought).

Content: Thoughts may be focused on a topic, such as a particular language-learning task, especially if guided by a researcher.

A Guide for Think-Aloud Interviews

The Interviewer Guide is valuable for assessing reading strategies. To use this guide, teachers need to ask a student to perform a language task and to think aloud, describing what he or she is doing to accomplish the task. Record the learner's general behaviour while the learner says out loud what he or she is doing. In just a few minutes per student, the teacher can check the first 13 strategies. If there is more time, all the 20 strategies can be assessed.

Of course, not all interviews actually involve performing a task and simultaneously thinking aloud about the strategies employed.

Interviews Involving Self-Observation

J. Michael O'Malley, Anna Uhl Chamot, and their colleagues developed a useful Student Interview Guide, which asks learners to think about what they generally do when faced with familiar language tasks, such as pronunciation, oral grammar exercises, vocabulary learning, following directions,

communicating in a social situation, and two levels of listening comprehension in class (getting the main idea and making inferences). Students are not required to perform the language tasks itself during the interview but are asked to consider how they typically do the task. This technique allows the learners to provide information in their own words about their learning strategies. Such interviews work well in small groups or with individuals, and lend themselves well to taping.

Semi-structured interviews

They are very useful for gathering information on student' strategies. Students list only those settings in which they use the target language. During the interview, the learners answer broad questions, using information they have written down on their grid.

Think-Aloud Procedures Used Without Interviewing

Just as teachers can interview students without using the think-aloud procedure without interviewing (that is, without any prompts or questions by the teacher or researcher).

With this procedure, teachers must develop a way to categorize or make sense of the data. Teachers develop the scheme before the think-aloud data are analysed or afterward, using the think-aloud material you have collected as a basis for defining categories. However, open-ended data collection like this requires skilful interpretation.

Note-Taking

Note-taking is a self-report technique that can be extended to any language task. It is especially valuable when paired with interviewing. Note-taking schemes impose a bit of useful structure on students as they keep track of their strategy use. Another way for students to focus on how they use strategies is to write in a diary or journal.

Diaries and Journals

Diaries and journals are forms of self-report, which allow learners to record their thoughts, feelings, achievement, and problems, as well as their impressions of teachers, fellow students, and native speakers. Most diaries tend to be subjective and free-form, without constraints on style or content, but it helpful to provide guidelines.

Self-Report Surveys

Self-report surveys are instruments used to gather systematic, written data on language learning strategy use. These surveys can vary from less structured to more structured.

Less-Structured Surveys

These surveys, also called subjective surveys, do not provide much organization for students in terms of the responses elicited. Such surveys contain open-ended questions designed to get the learner to describe his or her language learning strategies freely and openly in writing.

More-Structures Surveys

These surveys are called objective surveys, usually ask multiple-choice questions, which can be objectively scored and analysed. Since more-structured surveys use standardized categories for all respondents, such surveys make it easier to summarize results for a group and objectively diagnose problems of individual students. However, these surveys might miss the richness and spontaneity or less-structured formats.

Example: Strategy Inventory for Language Learning (SILL)

How to Choose a Technique for Checking Your Students' Strategies

To make decision, think about why you want to discover your students' strategies: because of personal interest on your part, for use in orienting your teaching practices, for providing feedback to your students on their strategy use, or as a prelude to strategy training?

How to Use Strategy Assessment Results

One of the soundest reason to assess your students' learning strategies is so you can provide training on how to improve those strategies. It is also best to provide with the results of your assessment. No one likes to be treated like a guinea pig. Besides, they will be curious and eager to know something new about themselves. Students from similar backgrounds often find that they use strategies in similar ways. Then provide training so they can learn new strategies.

STRATEGY TRAINING

Training of language learning strategies is called many things 'strategy training,' 'Learner training,' 'learning to learn training,' 'learner methodology training,' and 'methodological institution for learners.'

The Scope of Strategy Training

The best strategy training not only teaches language learning strategies but also deals with feelings and beliefs about taking on more responsibility and about the role change implied by the use of learning strategies.

Strategy training can cover more general aspects of language learning, such as the kinds of language functions used inside and outside the classroom, significance of group work and individual efforts in

language learning, trade-offs between accuracy and fluency, fear of mistakes, learning versus acquisition, and ways in which language learning differs from learning other subjects.

The Need for Strategy Training

Learners need to learn how to learn, and teachers need to know how to facilitate the process. Strategy training is especially necessary in the area second and foreign languages. Language learning requires active self-direction on the part of learners; they cannot be spoon-fed and they desire and expect to reach an acceptable level of communicative competence. Strategy training should not be abstract and theoretical but should be highly practical and useful for students.

No one knows everything about how people learn languages, but there is strong support for sharing, through strategy training. Research shows that learners who receive strategy training generally learn better than those who do not, and that certain techniques for such training are more beneficial than others.

How to Prepare Yourself to Conduct Strategy Training

Two issues should be considered as you prepare yourself for conducting strategy training: your knowledge of language learning strategies and your attitudes about role changes.

Expanded Knowledge of Language Learning Strategies

The more you know about language learning strategies, the better trainer you will be. There is a great deal you can do to expand your knowledge in this area: read other books, and articles on the topic, attend language learning strategy sessions at professional conferences, find or create an in-service training activities that stress language learning strategies.

Consider Your Attitudes About Roles

Think through your assumptions about the roles of students and teachers, because these roles often undergo change when learners start to take more responsibility for their success in the language classroom. Talk with other teachers, particularly those who are open to new ideas about roles. Look for games, simulations, and structured exercise in which you and your students can experiment with new teacher and learner roles in class.

Three Types of Strategy Training

Language learning strategies can be taught in at least three different ways: awareness training, one-time strategy training, and long-term strategy training.

Awareness Training

Awareness training is also known as consciousness-raising or familiarization training. In this situation, participants become aware of and familiar with the general idea of language learning strategies and the way such strategies can help them accomplish various language tasks. In awareness training, however, participants do not have to use the strategies in actual, on-the-spot language tasks. Awareness training is very important, because it is often the individual's introduction to the concept of leaning strategies. It should be fun and motivating, so that participants will be encouraged to expand their knowledge of strategies at a later time.

One-Time Strategy Training

One-time strategy training involves learning and practising one or more strategies with actual language tasks, usually those found in the regular language learning program. This kind of training gives the learner information on the value of strategy, when it can be used, how to use it, and how to evaluate the success of the strategy. One-time training is appropriate for learners who have a need for particular, identifiable, and very targeted strategies that can be taught in one or just a few session(s).

Long-Term Strategy Training

Long-term strategy training, like one-time strategy training, involves learning and practicing strategies with actual language tasks. Like one-time training, long-term training should be tied to the tasks and objectives of the language program. However, long-term training is more prolonged and covers a great number of strategies. It is likely to be more effective than one-time training.

A Model for Strategy Training

Planning and preparation steps	1. Determine the learners' needs and time available 2. Select strategies well 3. Consider integration of strategy training 4. Consider motivational issues 5. Prepare materials and activities
Conducting, evaluating, and revising	6. Conduct "completely informed training" 7. Evaluate the strategy training 8. Revise the strategy training

Step 1: Determine the Learners' Needs and the Time Available

The initial step in your training program is to consider the needs of the learners and determine the amount of time you have for the activity. Consider first who the learners are and what they need. (Are they children, adolescents? College students? Graduate students? Adults in continuing education? Refugees, or immigrants? Beginners?) What is their verbal ability? What are their strengths and weaknesses? What learning strategies have your students been using according to the strategy assessment results?

Consider how much time you and your students have available for strategy training, and when you might do it. May be you are pressed for time, or may be you can work strategy training with no trouble.

Step 2: Select Strategies Well

First, select strategies which are related to the needs and characteristics of your learners. Note especially whether there are strong cultural or other biases in favour of (or against) a particular type of strategy, as shown by the strategy assessment you have conducted earlier.

Second, choose more than one kind of strategy to teach (by deciding the kinds of compatible, mutually supporting strategies that are important for your students). Third, choose strategies, that are generally useful for most learners and transferable to a variety of language situations and tasks.

Step 3: Consider integration of strategy training.

It is most helpful to integrate strategy training with the tasks, objectives, and materials used in the regular language training program. When strategy training is closely integrated with language learning, learners better understand how the strategies can be used in a significant, meaningful context.

It is also possible to provide detached, non-integrated strategy training (for instance, a short course on strategies unconnected with current language learning activities), followed by integrated, course related strategy training.

Step 4: Consider Motivational Issues

Consider the kind of motivation you will build into your training program. Decide whether to give grades or partial course credit for attainment of new strategies, or whether to assume that learners will be motivated to learn strategies purely in order to become more effective learners. Possibly a combination of both motivations will work.

Step 5: Prepare materials and activities

The materials you are using for language instruction will double well for strategy training materials. In addition, you might develop some handouts on when and how to use the strategies you want to focus

on. You might even develop a handbook for learners to use at home and in class, especially if you are planning long-term strategy training.

Step 6: Conduct ‘Completely Informed Training’

As you conduct strategy training, make a special point to inform the learners as completely as possible about why the strategies are important and how they can be used in new situations. Provide practice with strategies in several language tasks, and point out how transfer of strategies is possible from task to task. Give learners the explicit opportunity to evaluate the success of their new strategies, exploring the reasons why these strategies might have helped.

The following sequence might be useful in presenting a new strategy:

First, students try a language task without any training in the target strategy, and they comment on the strategies they spontaneously used to do the task. Second, you explain and demonstrate the new strategy. Third, learners apply the new strategy to the same language task as before, or similar one. Depending on the nature of the strategy, it is possible to get pairs of learners to work together to practice the strategy, with one student using the strategy and the other prompting; then they change roles.

Step 7: Evaluate the strategy training

Learners’ own comments about their strategy use are part of the training itself. These self-assessments provide practice with the strategies of self-monitoring and self-evaluating and they offer useful data for you. Your own observation, during and after the training, and following, are useful for evaluating the success of strategy training.

Step 8: Revise the strategy training

As in any training effort, the evaluation will suggest possible revision for your materials. This leads right back to Step 1, a reconsideration of the characteristics and needs of the learners in light of the cycle of strategy training that has just occurred. Of course, many of the steps will pass much more quickly after the first cycle. It is not necessary to start from scratch, with each step after one cycle has been completed.

Concrete Examples of Strategy Training

A general curricular sequence developed for promoting good reading strategies for language learners, an example of informed training, involves three main procedures: (a) diagnosing the strategies learners already use via a think-aloud procedure, (b) setting the class climate by giving learners a few learning tasks and asking them to explain the strategies they use, and (c) introducing the new strategies and providing plenty of practice.

In addition to promoting the use of guessing strategies, this training sequence also encourages learners to express openly, in a group, their feelings about the effectiveness of the guessing strategies.

This training sequence illustrates the teaching of strategies for improving target language reading skills, but it can be used for other language skills as well. In addition, any kind of language learning strategies can be taught with this kind of sequence.

EXERCISES TO USE WITH STUDENTS

Exercise 1. Assess Your Students' Strategies

Purpose

Assess your student's language learning strategies using at least two of the techniques described in this chapter. Provide feedback to your students on their strategy use. Discuss which of the assessment techniques seemed to provide the most accurate information.

Exercise 2. Implement Strategy Training

Now that you have designed a strategy-training program, implement it with your students. To do this, use Steps 6, 7, and 8 of the strategy-training model. Make your own observations about the most effective and least effective aspects of the training, and ask for feedback from students too. Consider ways to improve the strategy training.

Exercise 3. Develop a 'Successful Strategies' Handbook

Ask your students to start contributing to a 'Successful Strategies' handbook. It can contain tips on strategies the students find most useful, examples of strategies applied to specific kinds of tasks or materials, comments made during strategy training, selections from learners' diaries about strategies, or any other strategy-related information. Develop the handbook throughout the language course, with students adding to it and using it as a way to share strategy ideas. A loose-leaf notebook will allow easiest access and expansion.

Exercise 4. Discuss Diaries

Hold 'diary discussions' once a week, perhaps every Friday, as a means of sharing ideas and impressions among students, based on use of strategies with their usual language learning tasks. If you want, provide short amounts of class time periodically for students to write in their diaries. Use of diaries can thus become part of a regular, ongoing strategy assessment and training effort, integrated with normal language activities.

Lecture VII
Language Learning Strategy
Networking at Home and Abroad

Example is better than precept.

Latin Proverb

Preview Question

1. How have language learning strategies been used in diverse settings and programs around the world?
2. What practical differences exist between explicit and implicit encouragement of strategy use?
3. Where can I find resources concerning language learning strategies?

INTRODUCTION TO NETWORKING

As you put language learning strategies into action, you might want to make connections with other people who are interested in strategies and active learning. You are not alone in your interests; other people can help you, and you can help them. You can develop a support network starting at home and reaching around the world.

EXPLICIT ENCOURAGEMENT OF LANGUAGE

LEARNING STRATEGIES

This group includes 11 examples of explicit learning strategy use from the United States, France, the Philippines, England, Denmark, and Israel. Learning strategies are a consistent focus but are handled differently in each of these examples.

The Language Learning Disc: A Videodisk for Training Language

Learning Strategies (USA)

Joan Rubin, a founder of the research area of language learning strategies, has produced an exciting instructional tool known as the 'Language Learning Disc'. The disk, designed for adults (high school and above), is a two-sided (1 hour) interactive video disk with five accompanying diskettes providing an average of 8 hours of instruction. This level 3 disk is programmed to run on a Pioneer LDV-1000 player, a Sony PVM 1271Q monitor, and an IBM PC with a Microkey 1000 interface card. With a Microkey 1125 card, other equipment can be substituted. The disk is currently being converted to run on the Sony View system as well.

Intended for use before beginning an introductory-level foreign language course, the disk is designed to help students take charge of their progress by learning how to learn a language. Says Rubin, disk users can expect to:

1. Gain insight into their own approach to learning.
2. Learn to choose strategies appropriate to a task and learning purpose.

3. Learn to use these strategies in a classroom, self-study, or job situation.
4. Learn to use strategies specific to reading, listening, and conversation.
5. Be able to define strategies for improving memory for language learning.
6. Learn how to effectively transfer knowledge about language and communication from one language to another.
7. Learn to use resources wisely.
8. Be able to deal more effectively with errors.

Learners can accomplish these purposes using a wide range of topics, including reading, an instructional manual to connect a videocassette recorder, watching a spy story, comparing elements of cross-cultural communication, reading a scuba text for new words, or a comparing elements used in borrowing money to recognize speech variations. Students can work with 20 languages in this instructional program, thus gaining experience in the process of language learning.

Materials are presented in an integrated fashion so that students are exposed to the same strategy in several different lessons. Throughout the materials, students can choose the language, the topic, and the level of difficulty. As a result of using this instructional material, learners focus on the *process of learning* in order to improve their learning of a foreign language.

The disk uses videos of three ways: first, to model natural foreign language communication so that students can observe foreign language speakers using their native language; second, to enable students to participate and get feedback on their choices in a foreign language; and third, to model cognitive approaches to problem solving in foreign language situations. The disk is divided into three main sections: An Introduction; General Language learning Strategies; and Strategies Related to Reading, Active Listening and Conversation.

The disk offers an appealing array of strategies and authentic situations. The technical quality of the presentation and the use of qualified native speakers makes the disk especially valuable.

CALLA: A Model of Content –Based Language Learning Which

Includes Training in Strategies (USA)

The Cognitive Academic Language Learning Approach (CALLA) has been designed by two of the most prolific contributors the learning strategy area, Anna Uhl Chamot and J. Michael O'Malley. This model embeds training in learning strategies within activities for developing both language skills and content area skills. CALLA provides transitional instruction for upper elementary and secondary students at intermediate and advanced levels of English as a second language. This model also teaches students to use relevant learning strategies to bolster both their language skills and their skills in various content areas. The model has three components:

1. The *content component* of the CALLA model represents declarative knowledge, e.g., concepts, facts, and skills for science, mathematics, and social studies, or (in the language area) grammatical, rhetorical, or literary knowledge.
2. The *English language development components* of CALLA aims to teach procedural knowledge that students need to use language as a tool for learning. Students are given practice using language in academic contexts so their language skills become automatic.
3. The *learning strategies instruction component* of the CALLA model suggests ways in which teachers can foster autonomy in their students.

Chamot and O'Malley rightly feel that strategies for learning languages and for learning other subjects are often the same, and that learning strategies can give limited English proficient learners a boost as these students prepare to make a transition or more into mainstream classes. The learning strategy instruction component of CALLA therefore shows students how to apply the strategies, suggests a variety of strategies for different tasks, provides examples throughout the curriculum to enhance transfer, and shows how teachers prompting of strategies can gradually been reduced. Learning strategies are embedded in sample lesson plans in the areas of science, mathematics, and social studies. In addition, the CALLA model includes a generalized lesson plan, divided into five phases: Preparation, Presentation, Practice, Evaluation, and Follow-Up Expansion.

The CHAPEL Model of Self-Directed Language Learning (France)

CHAPEL., the Centre de Recherches at d'Applications Pédagogiques en Langues, is part of the Université de Nancy II in France. Since 1974 CHAPEL has been to hub of European research and experimentation on self-directed language learning. CHAPEL provides self-directed language learning opportunities for a variety of learners, such as university students, outside students, and employees in local organisations desiring on-site courses. A variety of course structures is offered, all of which allow some degrees of learner autonomy – the ultimate goal.

Learners who choose immediate autonomy are assigned to a 'helper', who is a native or competent speaker of English experienced in assisting autonomous learners. The helper consciously avoids the role of tutor or instead aids the learner in learning how to learn. The helper assists learners at any stage of the learning process, acts as an objective observer, is open to discussion, and gives advice when asked. In addition, the helper provides opportunities for the learner to receive feedback in authentic situations; helps match the learner with peers and with appropriate tasks, offers materials when needed, helps the learners use strategies, keeps detailed notes on the learner, shows sincere caring, and prepares the learners psychologically and environmentally for the task of learning.

The learner's role is to take major responsibility for defining needs, goals priorities; furnishing or selecting materials; organising learning experiences; determining the place and time of study; diagnosing his or her own learning difficulties; developing adequate learning techniques; self-

monitoring; evaluating progress; and, in general, guiding and planning his or her own learning process. All of these are metacognitive strategies. The learner is also expected to maintain a high level of motivation, which would of course involve affective strategies.

Training in Language Learning Strategies for Peace Corps Language Instructors and Volunteers (Philippines)

To help language instructors, coordinators, and PCVs, the Washington staff developed a language learning strategy handbook known as *Improving Your Language Learning: Strategies for Peace Corps Volunteers*. This handbook is simple, direct, and geared toward the specific needs of the Peace Corps in the Southeast Asia. The whole range of language learning strategies is included. Using this handbook and other training materials, the project leaders conducted teacher-training sessions on communicative language instruction. Response for the training was very positive.

A Eurocentre Experiment in Autonomy (England)

As described by Henri Holec, the Eurocentre language training institute in Bournemouth (UK) caters mainly to students who want to be able to live in the country of the target language. and who are less concerned with professional or vocational language requirements.

In this project self-assessment was done by means of five diverse activities, ranging from more structured to less structures. Learners were taught to compare their self-assessments with those of others, although this technique had the danger of implying the existence of a simple correct judgement. Furthermore, the assessment tools were mostly of the academic type, and might not have been greatly relevant to extracurricular situations.

GRASP: An In-Service Teacher Training Project

Involving Self-Direction for Teachers and Learners (England)

Project GRASP (Getting Results and Solving Problems) is a multiyear British project jointly funded by the Department of Trade and Industry; the Comino Foundation, a private educational trust; and Dudley Local Educational Authority. This project is coordinated by Anna Smith and Peter Revill of the Dudley L.E.A. in the English Midlands. The project is concerned with the entire teaching-learning process. It focuses on providing in-service training to teachers, with the objective of encouraging active learning, self-direction, and problem solving for both teachers and students.

The project involves 12 schools: four comprehensive secondary schools and eight primary schools. Eighty teachers are involved in the project at the moment, but this number will probably grow. Project teachers have responsibility for children aged 8 to 14. Five of the 12 schools are multi-ethnic and multicultural.

In this project, the teachers are learning new roles and beliefs. They are consciously moving from the role of ‘fount of all knowledge’ to ‘facilitator of learning’, and from the belief of ‘I am here to tell you the way’ to ‘I am here to help you’. These changes involve some movement of responsibility to the children and a greater concern for learning strategies.

Strategy Training in Primary School Classes

Involving English as a Foreign Language

‘The Flower Model’ is the evocative name of Leni Dam’s approach to primary school language instruction in Denmark. The model assumes learner responsibility from the start and has been used with full classes in the range of 20 to 30 students. The children are in their first year of English and have 4 hours per week of English. In this model, students work out their own needs and interests, arrange their own syllabuses, make decisions, and form contracts with the teacher.

Exploring Language Learning in a University Language Institute (USA)

In a project at the intensive American Language Program of Columbia University, Anita Wenden explored a variety of language learning aspects, one of which was learning strategies. She developed materials to be used with two multi-ethnic groups of vary advanced learners of English. According to Wenden the goal was to sharpen and expand student awareness of various aspects of their language learning experience, including the following:

1. Strategies they utilized.
2. Aspects of language they attended to.
3. Their evaluation of their language proficiency. (i.e., performance and competence as the outcome of their learning endeavours).
4. Criteria used for judging the usefulness of various learning contexts and strategies.
5. Their objectives.
6. Themselves as facilitating or inhibiting language learning. (e.g., feelings, language aptitude, personality).
7. Their beliefs about how best to learn a language.

Each of these aspects formed the basis of a module, with modules reflecting ‘informed training’. As described by Wenden, materials comprised minilectures and readings about language learning, research findings on learning strategies, and student accounts of their learning. Wenden provided training tasks, such as comprehension exercises, class discussions based on the reading or listening passages, outside language practice, and writing diaries.

‘Language Therapy’ in Multiage Setting (Israel)

Andrew Cohen, a well-known researcher and teacher from the Hebrew University of Jerusalem has become an unofficial ‘language therapist’ for students of many ages at Ulpan Akiva in South Netanya, Israel.

Cohen’s work at Ulpan Akiva started when he went there 8 years ago to study Arabic. The Ulpan put him to work as a lecturer because of his language instruction background. He has been going there once a month ever since, each time giving two formal, hour-long talks to the current students, usually about, usually about 40 to 50 students per talk. One of the sessions is in English and the other in Hebrew (for more advanced students). The talks concern various aspects of strategy use and self-direction. Themes – vary for instance, strategies for paying attention, for vocabulary learning, and for developing speaking, writing and reading skill. When discussing strategies for speaking and writing, Cohen stresses that the payoff of error correction depends on when and how the correction is offered and how the learner relates to it. The talks are spontaneous and lively, trying to awaken students from their apathy.

Cohen’s particular challenge is coaching senior citizens learning Hebrew; he calls it ‘the old dog/new trick syndrome.’ No empirical research exists on the effects of the talks, but Cohen receives feedback – sometimes ebullient – from students who try new strategies.

Strategy Training in a Typical University Spanish Class (USA)

Roberta Lavine, coordinator of teaching assistants and professor of Spanish at the University of Maryland, applied the concepts to explore the use of strategies with a class of 22 second-semester Spanish students. She initially used formal presentations about strategies but soon found that students’ strategies improved most when strategy training was integrated into regular classroom activities in an informal, natural way rather than remaining abstract and disconnected from ongoing classroom work.

During the strategy training process, she used a range of communicative classroom activities. Lavine successfully changed the classroom climate by introducing affective strategies to reduce anxiety. She also stressed that it was all right to make mistakes or ask friends for help in class – new ideas to most of the students.

Through diaries, classroom discussions, and peer sharing, the students periodically evaluated their old and new learning strategies, identifying the ones that worked best. Students liked sharing their strategies and coaching each other on how to learn more effectively.

Strategy Training with Adult Refugees (Denmark)

Will Sutter, an Australian-born language teacher and administrator in the Danish Refugee Council and the North Jutland Department of Adult Education in Aalborg, Denmark, conducted strategy training with approximately 100 students of Danish as a second language (DSL) in 12 classes.

The classes which were chosen to include a variety of nationalities, ages, proficiency levels, and amounts of DSL learning experience, were taught by Sutter and other teachers at the language training school of the Danish Refugee Council. Participating teachers used the strategy training for 2 months in any way they desired, with no restrictions on how and how often. According to Suttan, the most effective teachers were those who intentionally incorporated strategy training exercises into regular classroom activities, treated learning strategies as a means of enhancing the progress students were already making, and showed a consistent desire to enable students to take more responsibility for their own learning. Less successful teachers had very different characteristics. They did not try to integrate strategy training with normal classroom activities, they used the exercises in an obviously remedial, last-ditch effort to help demoralized students, or they viewed strategy training as a 'vacation' from language teaching.

ACTIVE BUT IMPLICIT SIMULATION OF LANGUAGE

LEARNING STRATEGIES

The following examples – two from the United States, one worldwide, and one from Hungary – are outstanding cases of experimental language learning, in which the learners become highly motivated to use a wide range of learning strategies. These excellent illustrations of active language learning might be even more powerful if strategy training were overtly included.

Language Learning Strategies in High-Technology Simulations (USA)

Language learning strategy use is fostered by imaginative and innovative high-technology simulations developed at the Massachusetts Institute of Technology. Described here are two of these prototypes, both simulations combining a communicative approach to language learning with technological capabilities in an interactive videodisk.

NO RECUERDO (I Don't Remember) is an interactive video disk project now in development with Douglas Morgenstern as an instructional director. The language learner types in the original input in Spanish; the output consists of various combinations of still photos, film and video segments, audio, text, and graphics. The learner 'communicates' with two protagonists and often sees scenes from their conflicting memories. The result is a system of 'multiple realities' with which the learner must deal.

DIRECTION PARIS, instructionally directed by Gilberte Furstenberg, is a sequence of activities based on three half-hour videodisks. One of these is a narrative, *A la rencontre de Philippe* which focuses on Philippe, who asks the student to help him find an apartment in Paris. The student travels around the city, visiting numerous apartments. In Philippe's current apartment the student uses the telephone and the answering machine and finds clues to other apartments to rent. The student must make quick decisions about which apartments to see and whether to relay information from one character to another.

In these high-technology simulations, learners are entertained and motivated by interaction with various characters and exploration of diverse locales. In addition, the nature of the material challenges

learners to rely on themselves and especially to call upon their own cognitive, metacognitive, affective, compensation, and memory strategies.

Language Learning Strategies in Low-Technology Simulations for Learning Spanish (USA)

A number of low-technology, classroom-based simulations, not requiring computer or videodisk were designed by Douglas Morgenstern for students of Spanish, but they could easily be adopted to other languages and other cultural settings. These simulations have been successfully run at Stanford University, Harvard University Extension (adult classes), and Massachusetts Institute of Technology as a regular part of the curriculum.

One of these simulations is called NEW IDENTITY, which lasts from 1 to 2 hours and can spread over several classes. Each participant receives a handout sheet to complete an assignment or else at the beginning of the in-class activity. Participants are given a choice of four Hispanic surnames and four places of work (restaurant, clinic, store, or bank). They are asked to form new family groups and workplace groups by a process of negotiation and information exchange.

Strategies in a Multilingual, International Simulations Using Telecommunications (Worldwide)

Another simulation, known as ICONS (International Communication and Negotiation Simulation), encourages the use of diverse language learning strategies in a worldwide, computer-networked telecommunications effort involving multiple teams and many languages. ICONS was developed by Jonathan Wilkenfeld and Richard Brecht at the University of Maryland, and based on POLIS, pioneered by Robert Noel at the University of California at Santa Barbara. European coordination of ICONS traditionally provided by David Crookall in France, and South American coordination by Leopoldo Schapira in Argentina.

Many metacognitive, cognitive, compensation, and social strategies are implicitly encouraged by ICONS. Two broad types of foreign language skills are involved, translation and reading.

Learning Strategies Encouraged by Games for Students of English as a Foreign Language (Hungary)

Maria Matheidesz and her colleagues are using a series of games for students of English as a foreign language in Budapest, Hungary. These games call forth the use of learning strategies in many of the same ways as did the simulations described before. In a 2-year project funded by the Soros Foundation, Matheidesz is working with English language teachers at four Hungarian secondary schools. This project involves just one selected class per teacher (generally 15 to 20 students per class). Project teachers are working together to make games more popular among other teachers, who receive demonstration classes and seminars about language games.

EXERCISES TO USE WITH STUDENTS

Exercise 1. Experiment!

After contacting some of the resources people mentioned in this chapter, try out their programs, activities, games, or simulations with your students.

Exercise 2. Find Out Which Strategies Are Used

In conducting the experiment in Exercise 1. , observe the strategies of your students, or better yet, do think-aloud interviews to find out what strategies your students are using. Ask your students if they are learning any differently as a result of the new activities, and allow them to discuss this among themselves.

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