Appendix E: Global List of Strategies

Language Learning Strategies

Cognitive

listen attentively

do actions to match words of a song, story, or rhyme

learn short rhymes or songs incorporating new vocabulary or sentence patterns

imitate sounds and intonation patterns

memorize new words by repeating them silently or aloud

seek the precise term to express their meaning

repeat words or phrases in the course of performing a language task

make personal dictionaries

experiment with various elements of the language

use mental images to remember new information

group together sets of things (e.g., vocabulary, structures) with similar characteristics

identify similarities and differences between aspects of the language being learned and their own language

look for patterns and relationships

use previously acquired knowledge to facilitate a learning task

associate new words or expressions with familiar ones, either in the language being learned or in their own language

find information using reference materials like dictionaries, textbooks, and grammars

use available technological aids to support language learning (e.g., cassette recorders, computers)

use word maps, mind maps, diagrams, charts, or other graphic representations to make information easier to understand and remember

place new words or expressions in a context to make them easier to remember

use induction to generate rules governing language use

seek opportunities outside of class to practise and observe

perceive and note down unknown words and expressions, noting also their context and function

Metacognitive

check copied writing for accuracy

make choices about how they learn

rehearse or role play language

decide in advance to attend to the learning task

reflect on learning tasks with the guidance of the teacher

make a plan in advance about how to approach a language learning task

reflect on the listening, reading, and writing processes

decide in advance to attend to specific aspects of input

listen or read for key words

evaluate their own performance or comprehension at the end of a task

keep a learning log

experience various methods of language acquisition, and identify one or more that they consider particularly useful personally

be aware of the potential of learning through direct exposure to the language

know how strategies may enable them to cope with texts containing unknown elements

identify problems that might hinder successful completion of a task and seek solutions

monitor their own speech and writing to check for persistent errors

be aware of their own strengths and weaknesses, identify their own needs and goals, and organize their strategies and procedures accordingly

Social/Affective

initiate or maintain interaction with others

participate in shared reading experiences

seek the assistance of a friend to interpret a text

reread familiar self-chosen texts to enhance understanding and enjoyment

work cooperatively with peers in small groups

understand that making mistakes is a natural part of language learning

experiment with various forms of expression, and note their acceptance or non-acceptance by more experienced speakers

participate actively in conferencing and brainstorming as a pre- and post-writing exercise

use self-talk to make themselves feel competent to do the task

be willing to take risks, to try unfamiliar tasks and approaches

repeat back new words and expressions occurring in conversations in which they participate, and make use of the new words as soon as appropriate

reduce anxiety by using mental techniques, such as positive self-talk or humour

work with others to solve problems, and get feedback on tasks

provide personal motivation by arranging rewards for themselves when successful

Language Use Strategies

Interactive

use words from their first language to get their meaning across (e.g., use a literal translation of a phrase in the first language, use a first language word but pronounce it as in the second language)

acknowledge being spoken to

interpret and use a variety of non-verbal clues to communicate (e.g., mime, pointing, gestures, drawing pictures)

indicate lack of understanding verbally or non-verbally (e.g., Pardon, Sorry, I didn't understand, raised eyebrows, blank look)

ask for clarification or repetition when they do not understand (e.g., What do you mean by...?, Could you say that again, please?)

use the other speakers' words in subsequent conversation

assess feedback from conversation partner to recognize when the message has not been understood (e.g., raised eyebrows, blank look)

start again using a different tactic when communication breaks down (e.g., What I'm trying to say is...)

invite others into the discussion

ask for confirmation that a form used is correct (e.g., Can you say that?)

use a range of fillers, hesitation devices, and gambits to sustain conversations (e.g., Well, actually..., Where was I?...)

use circumlocution to compensate for lack of vocabulary (e.g., the thing you hang clothes on for hanger)

repeat back part of what someone has said to confirm mutual understanding (e.g., So what you are saying is...)

summarize the point reached in a discussion to help focus the talk

ask follow-up questions to check for understanding (e.g., Am I making sense?)

use suitable phrases to intervene in a discussion (e.g., Speaking of...)

self-correct if errors lead to misunderstandings (e.g., What I mean to say is...)

Interpretive

use gestures, intonation, and visual supports to aid comprehension

make connections between texts on the one hand, and prior knowledge and personal experience on the other

use illustrations to aid reading comprehension

determine the purpose of listening

listen or look for key words

listen selectively based on purpose

make predictions about what they expect to hear or read based on prior knowledge and personal experience

use knowledge of the sound-symbol system to aid reading comprehension

infer probable meaning of unknown words or expressions from contextual clues

prepare questions or a guide to note down information found in the text

use key content words or discourse markers to follow an extended text

reread several times to understand complex ideas

summarize information gathered

assess their own information needs before listening, viewing, or reading

use skimming and scanning to locate key information in texts

Productive

mimic what the teacher says

use non-verbal means to communicate

copy what others say or write

use words visible in the immediate environment

use resources to increase vocabulary

use familiar repetitive patterns from stories, songs, rhymes, or media

use illustrations to provide detail when producing their own texts

use various techniques to explore ideas at the planning stage, such as brainstorming or keeping a notebook or log of ideas

use knowledge of sentence patterns to form new sentences

be aware of and use the steps of the writing process: pre-writing (gathering ideas, planning the text, research, organizing the text), writing, revision (rereading, moving pieces of text, rewriting pieces of text), correction (grammar, spelling, punctuation), publication (reprinting, adding illustrations, binding)

use a variety of resources to correct texts (e.g., personal and commercial dictionaries, checklists, grammars)

take notes when reading or listening to assist in producing their own text

revise and correct final version of text

use circumlocution and definition to compensate for gaps in vocabulary

apply grammar rules to improve accuracy at the correction stage

compensate for avoiding difficult structures by rephrasing

General Learning Strategies

Cognitive

classify objects and ideas according to their attributes (e.g., red objects and blue objects or animals that eat meat and animals that eat plants)

use models

connect what they already know with what they are learning

experiment with and concentrate on one thing at a time

focus on and complete learning tasks

write down key words and concepts in abbreviated form (verbal, graphic, or numerical) to assist performance of a learning task

use mental images to remember new information

distinguish between fact and opinion when using a variety of sources of information

formulate key questions to guide research

make inferences; identify and justify the evidence on which their inferences are based

use word maps, mind maps, diagrams, charts, or other graphic representations to make information easier to understand and remember

seek information through a network of sources including libraries, the world wide web, individuals, and agencies

use previously acquired knowledge or skills to assist with a new learning task

Metacognitive

reflect on learning tasks with the guidance of the teacher

choose from among learning options

discover how their efforts can affect their learning

reflect upon their thinking processes and how they learn

decide in advance to attend to the learning task

divide an overall learning task into a number of sub-tasks

make a plan in advance about how to approach a task

identify their own needs and interests

manage the physical environment in which they have to work

keep a learning journal such as a diary or a log

develop criteria for evaluating their own work

work with others to monitor their own learning

take responsibility for planning, monitoring, and evaluating learning experiences

Social/Affective

watch others' actions and copy them

seek help from others

follow their natural curiosity and intrinsic motivation to learn

participate in cooperative group learning tasks

choose learning activities that enhance understanding and enjoyment

encourage themselves to try, even though they might make mistakes

take part in group decision-making processes

use support strategies to help peers persevere at learning tasks (e.g., offer encouragement, praise, ideas)

take part in group problem-solving processes

use self-talk to make themselves feel competent to do the task

be willing to take risks, to try unfamiliar tasks and approaches

monitor their level of anxiety about learning tasks and take measures to lower it if necessary (e.g., deep breathing, laughter)

use social interaction skills to enhance group learning activities