

STRATEGIES

Under the Strategies heading are specific learning outcomes that will help students learn and communicate more **effectively**. Strategic competence* has long been recognized as an important component of communicative competence, although early models identified mainly the compensation and repair strategies important in the early stages of language learning when proficiency is low. The learning outcomes that follow deal with strategies for language learning,* language use* in a broad sense, as well as general learning strategies that help students acquire content. The language use strategies encompass not only compensation and repair strategies, but also strategies used by effective speakers of any language to enhance their communication. Although people may use strategies unconsciously, the learning outcomes deal only with the **conscious use** of strategies.

The strategies are grouped under three cluster headings (see illustration). Under each of these headings there are several strands that show the development of awareness and skill in using strategies from level to level. Each strand deals with a specific category of strategy (identified by a strand heading for the bulleted SLOs). Language learning and general learning strategies are categorized as cognitive, metacognitive, and social/affective. The language use strategies are organized by communicative mode: interactive, interpretive, and productive.

The strategies that students choose depend on the task they are engaged in as well as on other factors, such as their preferred learning style, personality, age, attitude, and cultural background. Strategies that work well for one person may not be effective for another person, or may not be suitable in a different situation. For this reason it is not particularly useful to say that students should be aware of or able to use a specific strategy at a particular grade level. Consequently, the learning outcomes describe the student's knowledge of and ability to use a certain **type** of strategy. The strategies described are **only examples** that give an idea of the kinds of strategies students of that age and that level of proficiency might benefit from.

A global list of the strategies mentioned in the specific learning outcomes can be found in Appendix C of this document. Teachers need to know and model a broad range of strategies from which students are then able to choose. Strategies of all kinds are best taught in the context of learning activities. This allows students to apply the strategies immediately and then reflect on their use.

* Words followed by an asterisk [*] are defined in the Glossary.

Strategies



language learning strategies

language use strategies

**Students will know and use strategies
to maximize the effectiveness
of learning and communication.**

general learning strategies



General Learning Outcome for Strategies: Students will know and use strategies to maximize the effectiveness of learning and communication.

ASL and DC
10F

ASL and DC
20F

S–1 language learning strategies

Cognitive (S–1.1)

- use simple cognitive strategies, with guidance, to enhance language learning (e.g., memorize new signs by repeating them)

Cognitive (S–1.1)

- identify and use a variety of cognitive strategies to enhance language learning (e.g., group together sets of things [vocabulary, structures] with similar characteristics, identify similarities and differences between aspects of ASL and English)

Metacognitive (S–1.2)

- use simple metacognitive strategies, with guidance, to enhance language learning (e.g., rehearse or role-play language use)

Metacognitive (S–1.2)

- identify and use a variety of metacognitive strategies to enhance language learning (e.g., reflect on the attending and signing process, check copied signing for accuracy)

Social/Affective (S–1.3)

- use simple social and affective strategies, with guidance, to enhance language learning (e.g., seek the assistance of a friend to interpret a text)

Social/Affective (S–1.3)

- identify and use a variety of social and affective strategies to enhance language learning (e.g., understand that making mistakes is a natural part of language learning, experiment with various forms of expression, note their acceptance or non-acceptance by more experienced ASL users)

See Appendix B, pages 66 to 68, for examples of language learning strategies.



General Learning Outcome for Strategies: Students will know and use strategies to maximize the effectiveness of learning and communication.

**ASL and DC
30S**

**ASL and DC
40S**

S–1 language learning strategies

Cognitive (S–1.1)

- select and use a variety of cognitive strategies to enhance language learning (e.g., associate new signs or expressions with familiar ones)

Cognitive (S–1.1)

- assess, select, and use diverse cognitive strategies to enhance language learning (e.g., associate new signs or expressions with familiar ones, note context and function of an unknown sign)

Metacognitive (S–1.2)

- select and use a variety of metacognitive strategies to enhance language learning (e.g., evaluate their own performance of comprehension at the end of a task, keep a learning log)

Metacognitive (S–1.2)

- assess, select, and use diverse metacognitive strategies to enhance language learning (e.g., evaluate their own performance of comprehension at the end of a task, keep a learning log, be aware of own strengths and weaknesses)

Social/Affective (S–1.3)

- select and use a variety of social and affective strategies to enhance language learning (e.g., use self-talk to make themselves feel competent to do the task)

Social/Affective (S–1.3)

- assess, select, and use diverse social and affective strategies to enhance language learning (e.g., use self-talk to make themselves feel competent to do the task, work with others to solve problems)

See Appendix B, pages 66 to 68, for examples of language learning strategies.



General Learning Outcome for Strategies: Students will know and use strategies to maximize the effectiveness of learning and communication.

ASL and DC 10F	ASL and DC 20F
S–2 language use strategies	
<i>Interactive (S–2.1)</i> <ul style="list-style-type: none">■ use simple interactive strategies with guidance (e.g., indicate lack of understanding manually or non-manually)	<i>Interactive (S–2.1)</i> <ul style="list-style-type: none">■ identify and use a variety of interactive strategies (e.g., assess feedback from conversation partner to recognize when the message has not been understood)
<i>Interpretive (S–2.2)</i> <ul style="list-style-type: none">■ use simple interpretive strategies with guidance (e.g., use illustrations to aid comprehension)	<i>Interpretive (S–2.2)</i> <ul style="list-style-type: none">■ identify and use a variety of interpretive strategies (e.g., use knowledge of the context to aid comprehension)
<i>Productive (S–2.3)</i> <ul style="list-style-type: none">■ use simple productive strategies with guidance (e.g., copy what others sign and use signs that are visible in the immediate environment)	<i>Productive (S–2.3)</i> <ul style="list-style-type: none">■ identify and use a variety of productive strategies (e.g., use knowledge of sentence patterns to form new sentences)

See Appendix B, pages 68 to 69, for examples of language use strategies.



General Learning Outcome for Strategies: Students will know and use strategies to maximize the effectiveness of learning and communication.

ASL and DC 30S	ASL and DC 40S
S–2 language use strategies	
<i>Interactive (S–2.1)</i> <ul style="list-style-type: none">■ select and use a variety of interactive strategies (e.g., invite others into the discussion, ask for confirmation that a form used is appropriate)	<i>Interactive (S–2.1)</i> <ul style="list-style-type: none">■ assess, select, and use diverse interactive strategies (e.g., invite others into the discussion, ask for confirmation that a form used is appropriate, self-correct)
<i>Interpretive (S–2.2)</i> <ul style="list-style-type: none">■ select and use a variety of interpretive strategies (e.g., prepare questions or a guide to note information found in a signed text)	<i>Interpretive (S–2.2)</i> <ul style="list-style-type: none">■ assess, select, and use diverse interpretive strategies (e.g., prepare questions or a guide to note information found in a signed text, infer probable meanings from contextual clues)
<i>Productive (S–2.3)</i> <ul style="list-style-type: none">■ select and use a variety of productive strategies (e.g., use resources to increase vocabulary)	<i>Productive (S–2.3)</i> <ul style="list-style-type: none">■ assess, select, and use diverse productive strategies (e.g., use resources to increase vocabulary, compensate for avoiding difficult structures by rephrasing)

See Appendix B, pages 68 to 69, for examples of language use strategies.



General Learning Outcome for Strategies: Students will know and use strategies to maximize the effectiveness of learning and communication.

ASL and DC
10F

ASL and DC
20F

S–3 general learning strategies

Cognitive (S–3.1)

- use simple cognitive strategies to enhance general learning (e.g., connect what they already know with what they are learning)

Cognitive (S–3.1)

- identify and use a variety of cognitive strategies to enhance general learning (e.g., write down key words and concepts in abbreviated form [verbal, graphic, or numerical] to assist performance of a learning task)

Metacognitive (S–3.2)

- use simple metacognitive strategies to enhance general learning (e.g., discover how their efforts can affect their learning)

Metacognitive (S–3.2)

- identify and use a variety of metacognitive strategies to enhance general learning (e.g., make a plan in advance about how to approach a task)

Social/Affective (S–3.3)

- use simple social and affective strategies to enhance general learning (e.g., seek help from others)

Social/Affective (S–3.3)

- identify and use a variety of social and affective strategies to enhance general learning (e.g., encourage themselves to try, even though they might make mistakes)

See Appendix B, pages 70 to 71, for examples of general learning strategies.



General Learning Outcome for Strategies: Students will know and use strategies to maximize the effectiveness of learning and communication.

**ASL and DC
30S**

**ASL and DC
40S**

S–3 general learning strategies

Cognitive (S–3.1)

- select and use a variety of cognitive strategies to enhance general learning (e.g., distinguish between fact and opinion when using a variety of sources of information)

Cognitive (S–3.1)

- assess, select, and use diverse cognitive strategies to enhance general learning (e.g., distinguish between fact and opinion when using a variety of sources of information, use previously acquired knowledge or skills to assist with a new learning task)

Metacognitive (S–3.2)

- select and use a variety of metacognitive strategies to enhance general learning (e.g., manage the physical environment in which they have to work)

Metacognitive (S–3.2)

- assess, select, and use diverse metacognitive strategies to enhance general learning (e.g., manage the physical environment in which they have to work, work with others to monitor own learning)

Social/Affective (S–3.3)

- select and use a variety of social and affective strategies to enhance general learning (e.g., use support strategies to help peers persevere at learning tasks)

Social/Affective (S–3.3)

- assess, select, and use diverse social and affective strategies to enhance general learning (e.g., use support strategies to help peers persevere at learning tasks, be willing to take risks)

See Appendix B, pages 70 to 71, for examples of general learning strategies.