# 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 nonacceptance 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