

Strategies



language learning strategies

language use strategies

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

general learning strategies

Introduction

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. The learning learning learning outcomes that follow deal not only with compensation and repair strategies, important in the early stages of language learning when proficiency is low, but with strategies for language learning, language use in a broader sense, as well as general learning strategies that help students acquire content. Although people may use strategies unconsciously, the learning learning outcomes deal only with the **conscious use** of strategies.

The strategies are grouped under three cluster headings – see the illustration on the preceding page. Under each of these headings there are several strands that show the development of awareness and skill in using strategies from grade level to grade level. Each strand, identified by a strand heading at the left end of the row, deals with a specific category of strategy. 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 specific learning outcomes describe the students' knowledge of and ability to use general types of strategies. More specific strategies for each general category or type are included in the comprehensive list of strategies below. The specific strategies provided in the comprehensive list **are not prescriptive** but are provided as an illustration of how the general strategies in the specific learning outcomes might be developed.

Teachers need to know and be able to demonstrate a broad range of strategies from which students can choose to communicate effectively. Strategies of all kinds are best taught in the context of learning activities where students can apply them immediately and then reflect on their use.

Comprehensive List of Strategies

Language Learning Strategies

Cognitive

- listen attentively
- perform 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 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 – vocabulary, structures – with similar characteristics
- identify similarities and differences between aspects of the German language and 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 German or in 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 out opportunities outside of class to practise and observe
- perceive and write down unknown words and expressions, noting also their context and function
- be aware of cognates whose meanings vary in different languages

Metacognitive

- check copied writing for accuracy
- make choices about how you 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 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 considered to be particularly useful personally
- be aware of the potential of learning through direct exposure to the language
- know how strategies may enable coping with texts containing unknown elements
- identify problems that might hinder successful completion of a task, and seek solutions
- monitor own speech and writing to check for persistent errors
- be aware of own strengths and weaknesses, identify own needs and goals, and organize 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 brainstorming and conferencing as prewriting and postwriting exercises
- use self-talk to feel competent to do the task
- be willing to take risks and try unfamiliar tasks and approaches
- repeat new words and expressions occurring in conversations, 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 own rewards when successful

Language Use Strategies

Receptive

- determine the purpose of listening
- assess own information needs before listening, viewing, or reading
- prepare questions or a guide to note down information found in the text
- make predictions about what you expect to hear or read based on prior knowledge and personal experience
- listen selectively based on purpose
- listen or look for key words
- use key content words or discourse markers to follow an extended text
- use skimming and scanning to locate key information in texts
- use illustrations to aid reading comprehension
- infer probable meanings of unknown words or expressions from contextual clues
- use knowledge of the sound-symbol system to aid reading comprehension
- reread several times to understand complex ideas
- observe gestures, intonation, and visual supports to aid comprehension
- summarize information gathered
- make connections between texts on the one hand and prior knowledge and personal experience on the other

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
- be aware of and use the steps of the writing process: prewriting (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 various techniques to explore ideas at the planning stage, such as brainstorming or keeping a notebook or log of ideas
- use familiar repetitive patterns from stories, songs, rhymes, or media
- use illustrations to provide detail when producing own texts
- use familiar sentence patterns to form new sentences
- take notes when reading or listening to assist in producing own text
- compensate for avoiding difficult structures by rephrasing
- use resources to increase vocabulary
- use descriptions, explanations, or various words and phrase to compensate for lack of specific terms (circumlocution)
- apply grammar rules to improve accuracy at the correction stage
- revise and correct final version of text

Interactive

- indicate lack of understanding verbally or non-verbally (*Entschuldigung, Wie bitte?, Das habe ich nicht verstanden, raised eyebrows, blank look*)
- interpret and use a variety of nonverbal clues to communicate (e.g., mime, pointing, gestures, drawing pictures)
- ask for clarification or repetition when you do not understand (*Was meinen Sie damit? Wiederholen Sie, bitte!*)
- ask for confirmation that a form used is correct (e.g., *Kann man das sagen? Wie heißt das auf Deutsch?*)
- use the other speaker's words in subsequent conversation
- use descriptions, explanations, or various words and phrases to compensate for lack of specific terms (circumlocution)
- assess feedback from a conversation partner to recognize if a message has been understood
- start again, using a different tactic, when communication breaks down
- use fillers, hesitation devices, and gambits to sustain conversations (e.g., *Na ja, gut, nicht wahr*)

General Learning Strategies

Cognitive

- classify objects and ideas according to their attributes (e.g., red and blue objects, or animals that eat meat and animals that eat plants)
- use models
- connect what is already known with what is being learned

- experiment with and concentrate on one thing at a time
- focus on and complete learning tasks
- record key words and concepts in abbreviated form – verbal, graphic, or numerical – to assist with 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, and identify and justify the evidence on which these 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 Internet, 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 own efforts can affect learning
- reflect upon own thinking processes and learning approach
- decide in advance to attend to the learning task
- divide an overall learning task into a number of subtasks
- make a plan in advance about how to approach a task
- identify own needs and interests

- manage own physical work environment
- keep a learning journal, such as a diary or a log
- develop criteria for evaluating own work
- work with others to monitor own learning
- take responsibility for planning, monitoring, and evaluating learning experiences

Social/Affective

- watch others' actions and copy them
- seek help from others
- follow own natural curiosity and intrinsic motivation to learn
- participate in cooperative group learning tasks
- choose learning activities that enhance understanding and enjoyment
- be encouraged to try, even though mistakes might be made
- 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 feel competent to do the task
- be willing to take risks and try unfamiliar tasks and approaches
- monitor own 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



General Learning Outcome 4: Students will know and use various **strategies** to maximize the **effectiveness** of learning and communication.

Grade 9

Grade 10

4.1 language learning

Cognitive (4.1.1)

- use a variety of simple cognitive strategies, with guidance, to enhance language learning (e.g., associate new words or expressions with familiar ones, identify and use cognates)

Cognitive (4.1.1)

- identify and use a variety of cognitive strategies to enhance language learning (e.g., group together sets of things with similar characteristics, such as nouns ending in *-ung*)

Metacognitive (4.1.2)

- use a variety of simple metacognitive strategies, with guidance, to enhance language learning (e.g., check copied writing for accuracy, rehearse or role-play language situations)

Metacognitive (4.1.2)

- identify and use a variety of metacognitive strategies to enhance language learning (e.g., reflect on learning tasks, identify own strengths and needs)

Social/Affective (4.1.3)

- use a variety of simple social and affective strategies, with guidance, to enhance language learning (e.g., take risks, try unfamiliar tasks and approaches)

Social/Affective (4.1.3)

- identify and use a variety of social and affective strategies to enhance language learning (e.g., work with others to solve problems, get feedback on tasks)

Further examples of language learning strategies are available on pages 53–57.



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Grade 11

Grade 12

4.1 language learning

Cognitive (4.1.1)

- identify and use a variety of cognitive strategies to enhance language learning (e.g., find and apply information, using reference materials like dictionaries, textbooks, and grammars)

Cognitive (4.1.1)

- select and use a variety of cognitive strategies to enhance language learning (e.g., seek the precise term, look for patterns and relationships)

Metacognitive (4.1.2)

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

Metacognitive (4.1.2)

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

Social/Affective (4.1.3)

- identify and use a variety of social and affective strategies to enhance language learning (e.g., work cooperatively with peers in small groups)

Social/Affective (4.1.3)

- select and use a variety of social and affective strategies to enhance language learning (e.g., brainstorm, reread familiar self-chosen texts)

Further examples of language learning strategies are available on pages 53–57.



General Learning Outcome 4: Students will know and use various **strategies** to maximize the **effectiveness** of learning and communication.

Grade 9

Grade 10

4.2 language use

Receptive (4.2.1)

- use a variety of simple reading and listening strategies, with guidance, to aid comprehension (e.g., familiar words, gestures, and intonation)

Receptive (4.2.1)

- identify an use a variety of reading and listening strategies to aid comprehension (e.g., make inferences based on prior knowledge and experience)

Productive (4.2.2)

- use a variety of simple speaking and writing strategies, with guidance (e.g., experiment with familiar words and structures to express own meaning)

Productive (4.2.2)

- identify an use a variety of speaking and writing strategies (e.g., compensate for avoiding difficult structures by rephrasing)

Interactive (4.2.3)

- use a variety of simple interactive strategies, with guidance (e.g., use nonverbal clues to communicate)

Interactive (4.2.3)

- identify and use a variety of interactive strategies (e.g., ask for confirmation that a form used is correct)

Further examples of language learning strategies are available on pages 53–57.



General Learning Outcome 4: Students will know and use various **strategies** to maximize the **effectiveness** of learning and communication.

Grade 11

Grade 12

4.2 language use

Receptive (4.2.1)

- identify and use a variety of reading and listening strategies (e.g., make inferences based on contextual clues)

Receptive (4.2.1)

- select and use a variety of reading and listening strategies (e.g., skimming, scanning, rereading)

Productive (4.2.2)

- identify and use a variety of speaking and writing strategies (e.g., apply grammar rules to improve accuracy)

Productive (4.2.2)

- select and use a variety of speaking and writing strategies (e.g., use a variety of resources to correct texts)

Interactive (4.2.3)

- identify and use a variety of interactive strategies (e.g., ask for clarification, use other speakers' words)

Interactive (4.2.3)

- select and use a variety of interactive strategies (e.g., start again, using a different tactic when communication breaks down)

Further examples of language learning strategies are available on pages 53–57.



General Learning Outcome 4: Students will know and use various **strategies** to maximize the **effectiveness** of learning and communication.

Grade 9

Grade 10

4.3 general learning

Cognitive (4.3.1)

- use a variety of simple cognitive strategies, with guidance, to enhance general learning (e.g., take notes, organize and review notes)

Cognitive (4.3.1)

- identify and use a variety of cognitive strategies to enhance general learning (e.g., use mental images to remember new information)

Metacognitive (4.3.2)

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

Metacognitive (4.3.2)

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

Social/Affective (4.3.3)

- use a variety of simple social and affective strategies, with guidance, to enhance general learning (e.g., participate in cooperative group learning tasks)

Social/Affective (4.3.3)

- 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)

Further examples of language learning strategies are available on pages 53–57.



General Learning Outcome 4: Students will know and use various **strategies** to maximize the **effectiveness** of learning and communication.

Grade 11

Grade 12

4.3 general learning

Cognitive (4.3.1)

- identify and use a variety of cognitive strategies to enhance general learning (e.g., look for patterns and relationships)

Cognitive (4.3.1)

- select and use a variety of cognitive strategies to enhance general learning (e.g., formulate key questions to guide inquiry)

Metacognitive (4.3.2)

- identify and use a variety of metacognitive strategies to enhance general learning (e.g., identify own needs and interests)

Metacognitive (4.3.2)

- select and use a variety of metacognitive strategies to enhance general learning (e.g., reflect upon own thinking processes and how they learn)

Social/Affective (4.3.3)

- identify 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 (4.3.3)

- select and use a variety of social and affective strategies to enhance general learning (e.g., take part in group problem-solving processes)

Further examples of language learning strategies are available on pages 53–57.

