

Language Learning Strategies

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Bilingual
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Learning

自主言語学習

Independent Language Learning

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一体全体どんなこと?



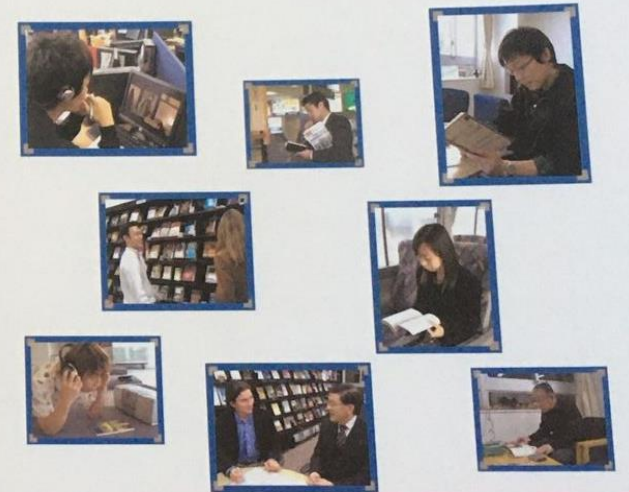
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Independent Language Learning:

What's it all about?



Garold Murray and Sara Cotterall



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Language Learning Strategies

- What are language learning strategies?
- Why are they the teacher's best friend?
- How can you introduce strategies to your learners?
- Designing a strategy-based activity to use with your learners



What are language learning strategies (LLS)?

“ ... specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations.”

Rebecca Oxford (1990, p. 8)

**Why are language learning
strategies the teacher's
best friend?**

Why are LLS the teacher's best friend?

Because when learners use them, “these strategies have the power to:

- Increase attention essential for learning a language
- Enhance rehearsal that allows linkages to be strongly forged
- Improve the encoding and integration of language material
- Increase retrieval of information when needed for use.”

(Oxford & Cohen, 1992, p. 1)

Key characteristics of LLS

Language learning strategies are:

- active – they make learning faster, easier, more fun
- chosen by learners – give learners some responsibility for their learning
- goal-oriented and purposeful – they address learners' problems and boost motivation

Activity One

1. Think about your own language learning experiences.
2. What was one of your biggest difficulties (remembering vocabulary? pronouncing sounds? overcoming shyness? ...)
3. What action did you take to overcome this difficulty?
4. Share your experience with your group members.
5. Choose someone to report back on your group's discussion.



**Your
language
learning
strategies ...**

Different types of LLS

- **Cognitive strategies** (for learning and using the target language)
 - e.g. bridging “gaps” by creating new words
- **Metacognitive strategies** (for managing and monitoring learning)
 - e.g. preparing an outline before you start writing
- **Social/Affective strategies** (for managing your feelings or interaction)
 - e.g. working together to solve a problem

Benefits of LLS

- they place the learner at the centre of the learning
- they make learning more effective
- they help learners experience success which boosts their motivation
- they enable learners to continue learning independently outside of class

Activity Two

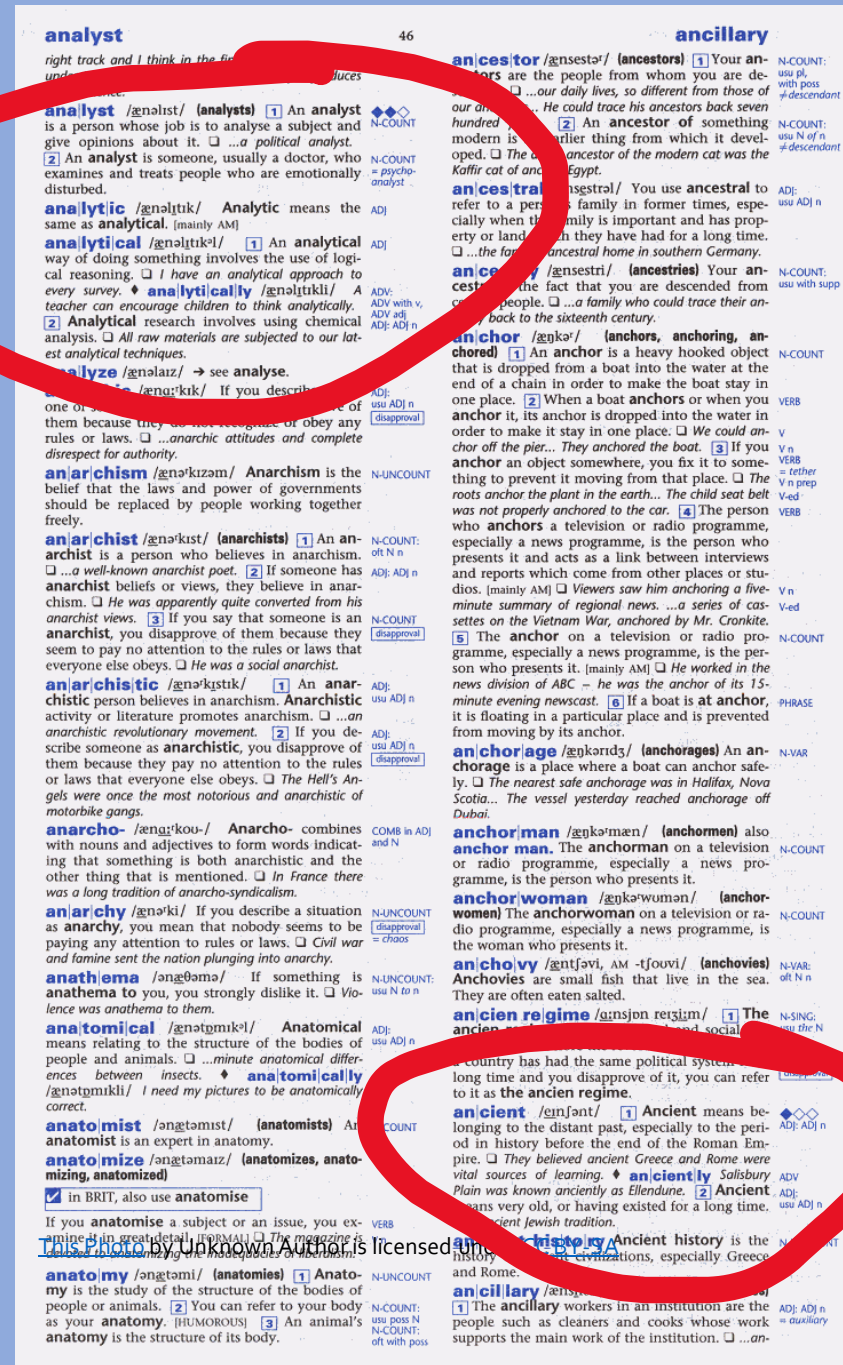
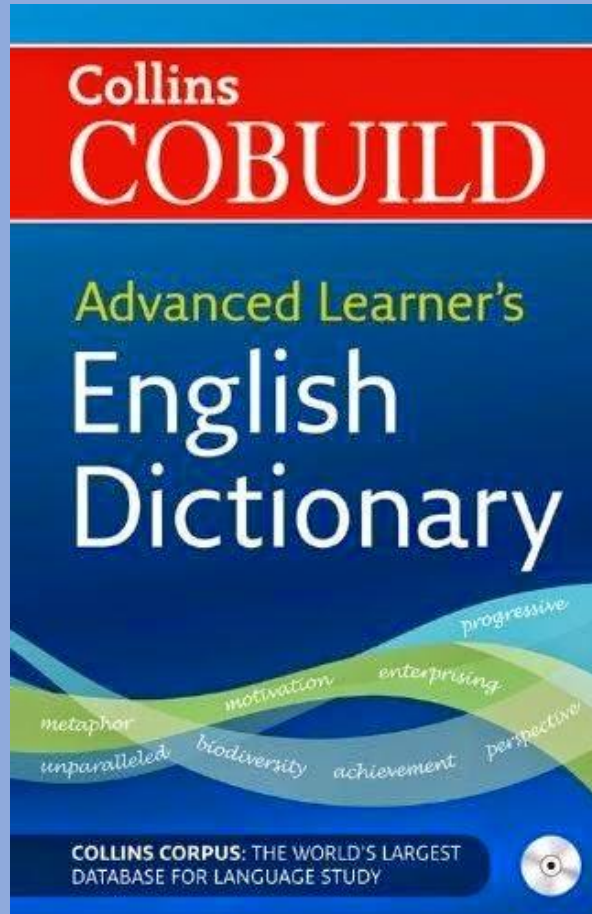
- Look at the four benefits listed on the previous slide.
- Rank order them according to which is most persuasive for you, and which is least persuasive.
- Share your ranking with others in your group. Be prepared to justify your choices.
- Choose someone from your group to report back on your discussion.

**How can you introduce
strategies to your learners?**

Options for introducing LLS

- awareness-raising e.g. discuss a task and how to approach it. For example, how do you watch movies in English – why? any other ways?
- try out strategies that you have “embedded” in language tasks e.g. a listening task which activates background knowledge before listening
- practise using a strategy (e.g. check how frequent a word is before deciding to learn it, using the COBUILD dictionary), then reflect – how useful was this? why is it useful? when should I use it?

Check word frequency



Activity Three

Given the context you teach in, which option for introducing strategies would you use, and why?

- a. Have a discussion about the importance of language learning strategies.
- b. Adminster a language learning strategies questionnaire.
- c. Model a useful strategy to the class, then give learners the opportunity to try it out, and later discuss their experience of using the strategy.
- d. Ask learners to complete a task in which you have “embedded” a strategy in the task instructions. After they finish, ask them to reflect on if and how it helped them.

Designing strategy-based materials

There are a range of different materials you can design to highlight strategy use for your learners e.g.

- Strategy guides – advice and examples (e.g. Vocab SAC guide)
- Strategy questionnaires (to raise awareness)
- Tasks with strategies embedded in the instructions
- Videos with successful language learners asking them about the strategies they use

Activity Four

Work in pairs or as a group to design ONE strategy-based resource to use with your students on Monday. Possibilities include:

1. Design a short language learning questionnaire.
2. Design a strategy guide – (e.g. Guessing from context) explaining how and when to use the strategy, explaining why it is important, and providing examples.
3. Design the instructions for a common language activity e.g. reading a text in English, and revise the instructions, embedding one or more useful strategies.
4. Anything else you would like to do!

References

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Sara Cotterall and
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