

1ST NATIONAL ENGLISH TEACHERS SYMPOSIUM



LEARNING STRATEGIES

JANET ORR **MAY 2008**

What is a Learning Strategy?

A strategy is a tool, plan or method for doing a task.

Why use strategies?

- Language Learning and Communication Strategies
- Three Types of Learning Strategies
 - Cognitive-knowing, analyzing, summarizing, practicing
 - Metacognitive-thinking about thinking, self monitoring
 - Socio-affective – comfort with others, feeling safe to take risks
- Increase student academic success and language learning
- Create independent learners
- Adjust instruction to the students
- Provide students with organized approaches to learning




Read 7A and find the answers then discuss in groups:

Specialized Vocabulary:

- Autonomy – the ability to guide your own learning
- Cues – visual or verbal prompts to remind students
- Cognition – mental processes
- Metacognition – thinking about thinking & organizing
- Schema – interrelated knowledge patterns about a topic or context
- Affective – feelings
- Compensatory – making up for limited knowledge

1. Why use strategies in your lesson?
2. How do students behave when they are being strategic?
3. What are the steps for using a strategy in a lesson?
4. Which strategies will work best in your classroom?




Become familiar with strategies

Match the strategies with classroom tasks.

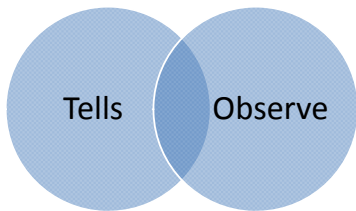
1. Draw a poster to tell others how to avoid getting malaria.
2. With a group put the names of the countries in Africa in alphabetical order.
3. Proof read your partners report.
4. Compare the attributes of Madagascar with those of Mozambique.


Describe a common task in your classroom and tell which strategy is or could be implemented.



Video Analysis

- Using the CALLA Handout, identify the strategies and place them in a Venn diagram
 - The teacher **tells** you that she is using in the class.
 - That you **observe** the students and teacher using.





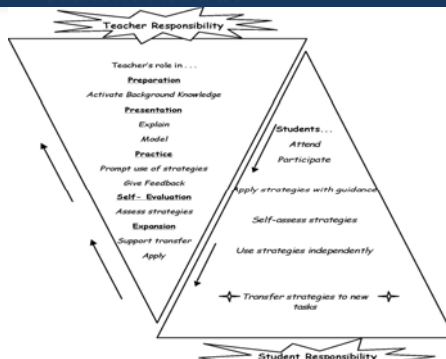
Lesson Design

Read 7B

With a partner, plan a lesson for one of next week's classes.

Use the model to ensure inclusion of a variety of strategies.

Be prepared to tell the group about your lesson plan.



Adapted from Chamot, A. U., Barnhardt, S., El-Dinary, P. B., & Robbins, J. (1999). The Learning Strategies Handbook. White Plains, NY: Addison Wesley Longman.

