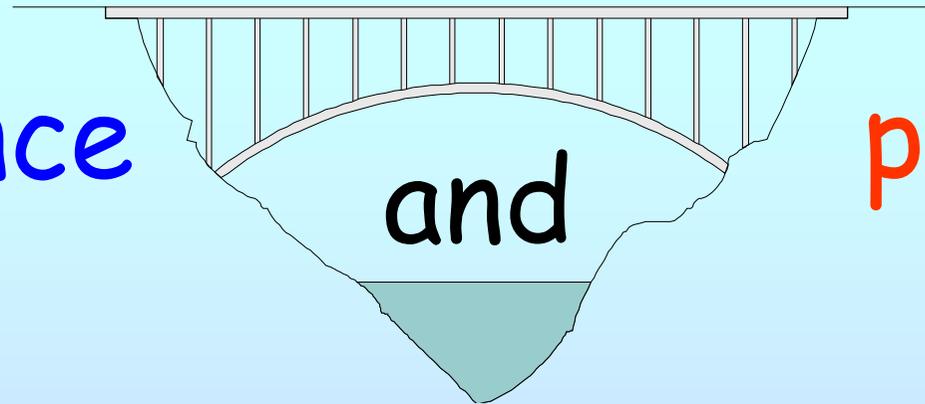


Learning strategies: bridging the gap between

competence



process

Luciano Mariani

Turku, 12 November 2005

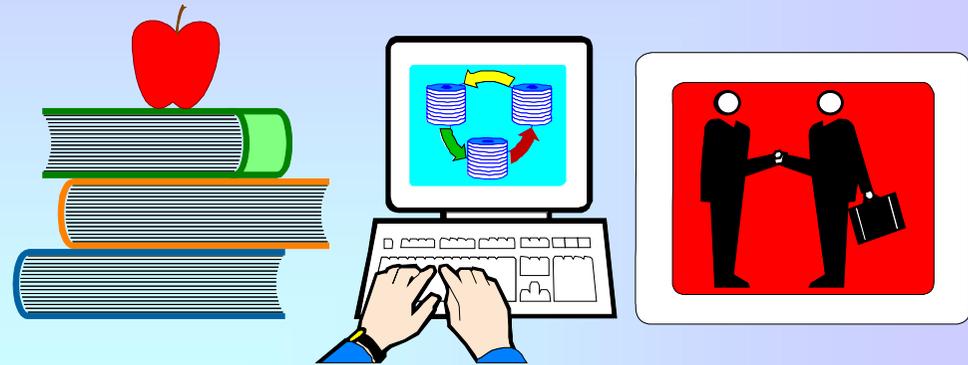


"Knowing what to do
when you don't know
what to do"

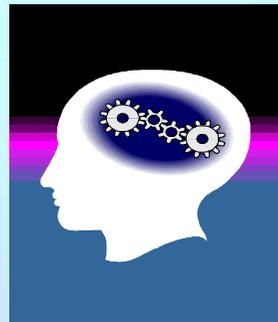


Unless you
know
everything,
what you need
is to think

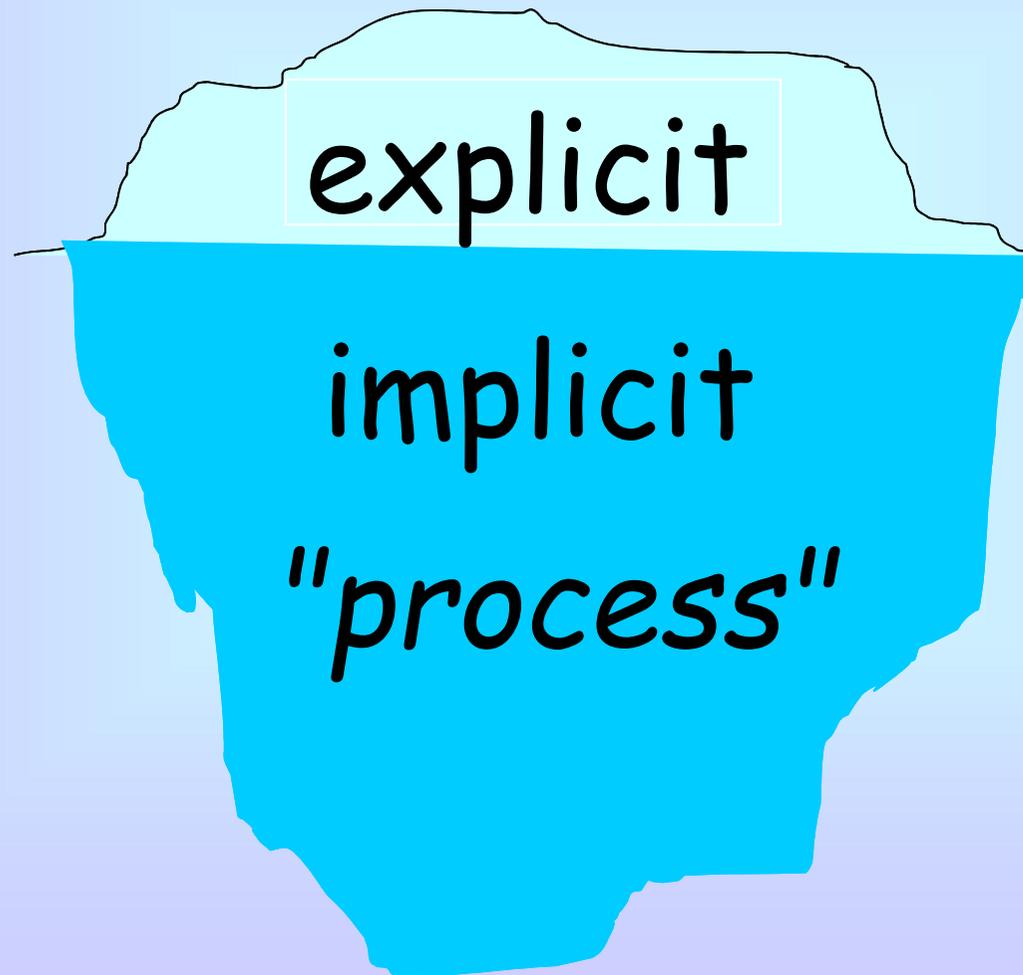
Competence ...



... and process



The curriculum iceberg

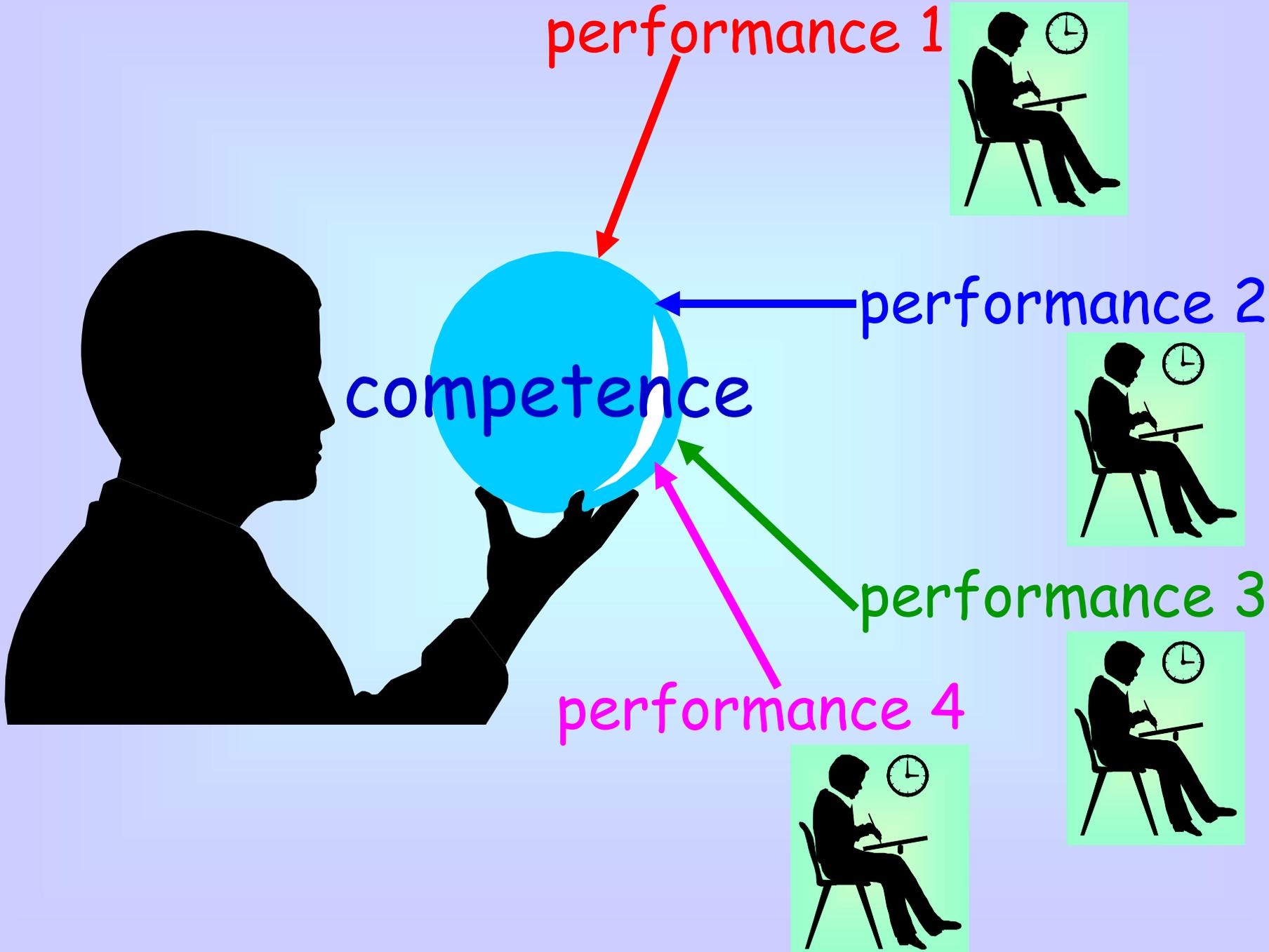


	A1	A2	B1	B2	C1	C2
						
						
						
						
						

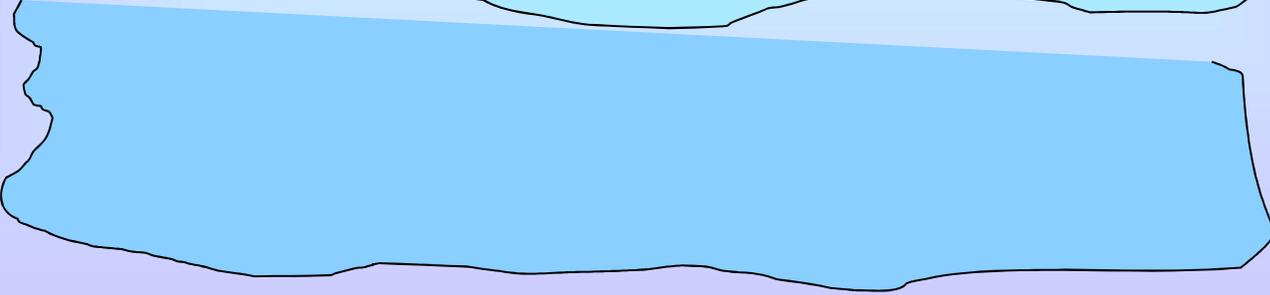
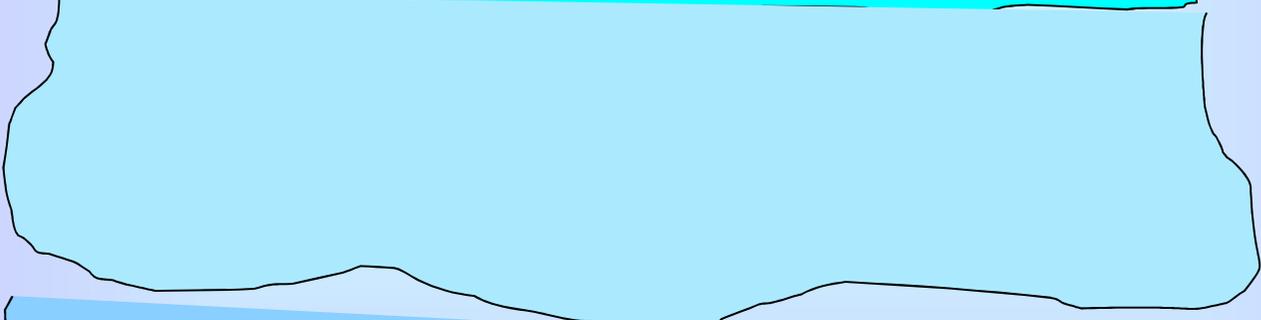
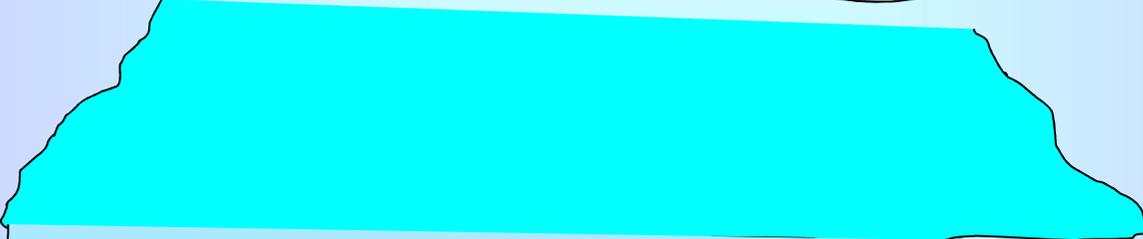
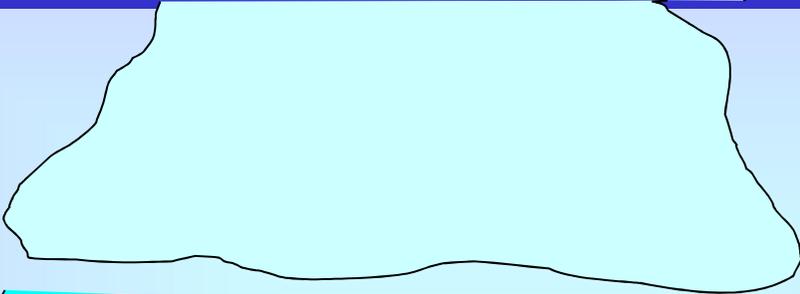
Example of
descriptor
(Reading, B1 level)

Common European
Framework

Can recognise significant
points in straightforward
newspaper articles on
familiar subjects.



performance



performance



strategies

**learning
processes**

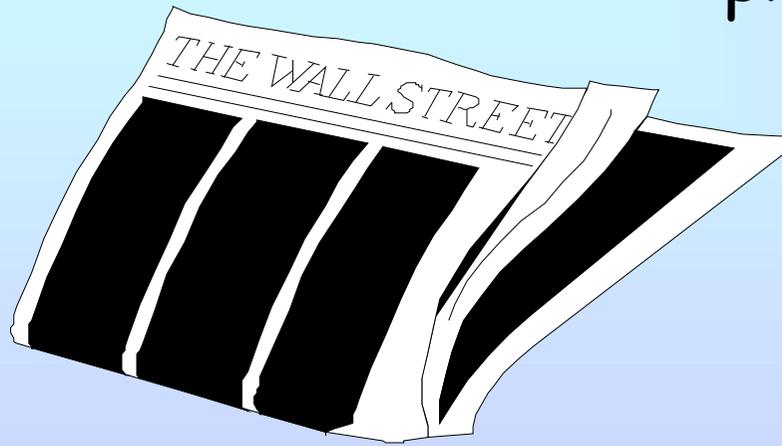
Strategies

cognitive



read headings and subheadings

look out for key words



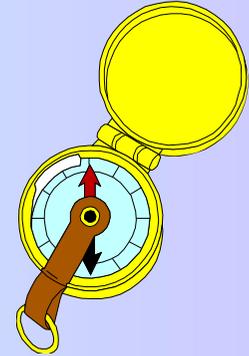
consider print features like **bold**, *italics*

look at the photographs and read the captions

read the beginning of each paragraph

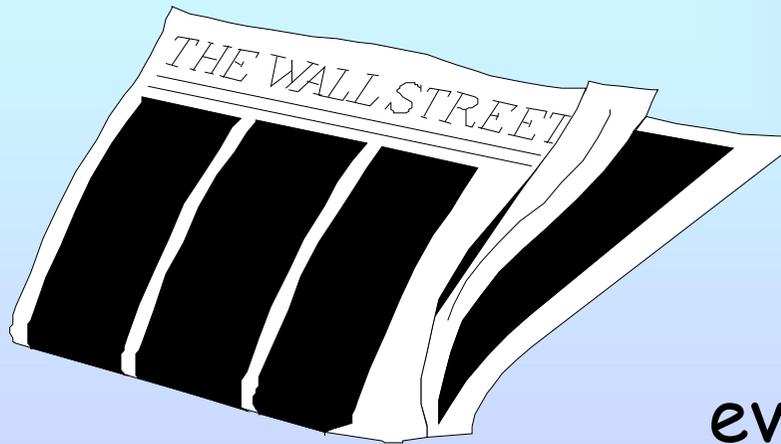
Strategies

metacognitive



plan length
and time
needed

monitor
comprehension
while reading



choose an
appropriate strategy
(e.g. skimming)

evaluate result
and strategies
used

Strategies



socio-affective
motivational

ask for
help if
possible



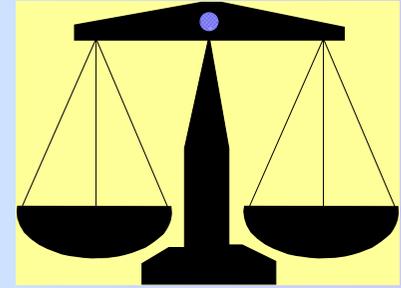
reward
oneself for
results

control
distractions

manage
anxiety and
stress

Strategies

compensation



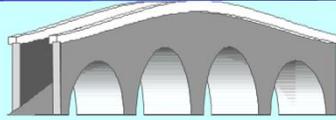
deduce meaning of unfamiliar words



look for external resources

fill in gaps in comprehension with "temporary" guesses

performance



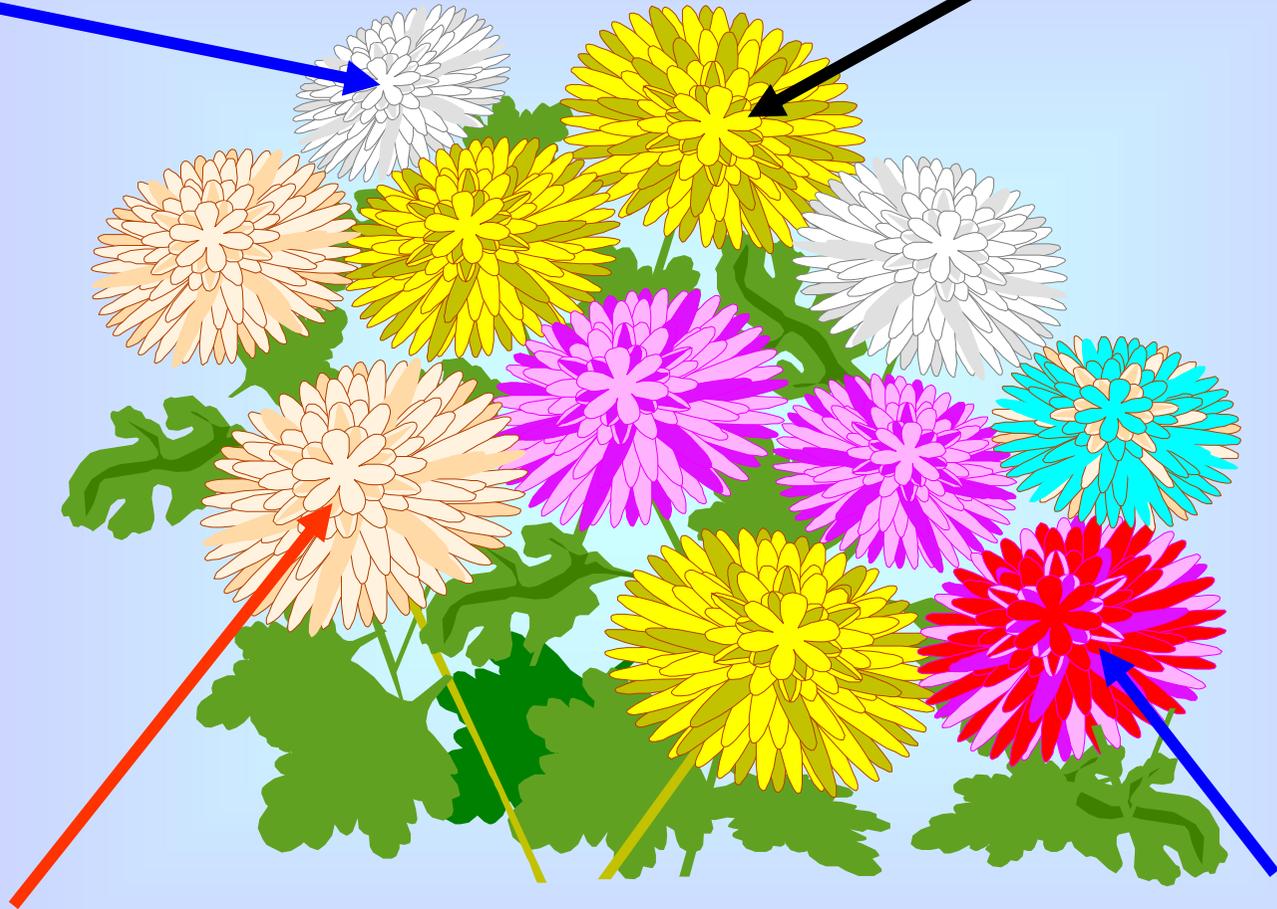
strategies

**learning
processes**

**styles, intelligences,
aptitudes**

Dennis

Patricia



Alice

John

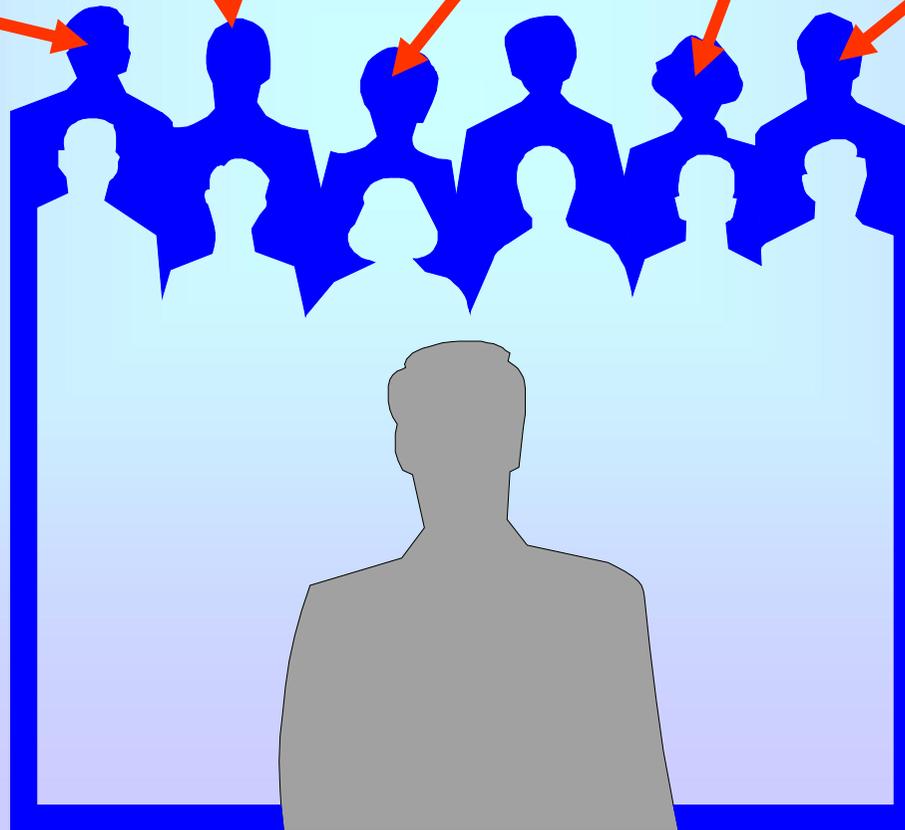
global,
random,
intuitive

analytic,
sequential,
systematic

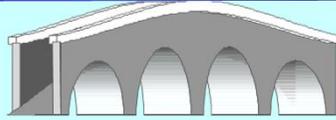
visual
verbal

visual
non-
verbal

impulsive,
risk-
taking



performance



strategies

**learning
processes**

**styles, intelligences,
aptitudes**

**beliefs, attitudes,
motivation**

**There are
various
ways to
read a text**

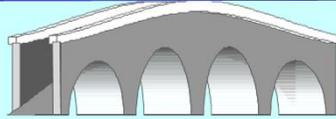
**You don't
need to
understand
every single
word**



**You have
to take
reasonable
risks**

**You need
to
tolerate
ambiguity**

performance



strategies

**learning
processes**

**styles, intelligences,
aptitudes**

**beliefs, attitudes,
motivation**



**C
O
M
P
E
T
E
N
C
E**

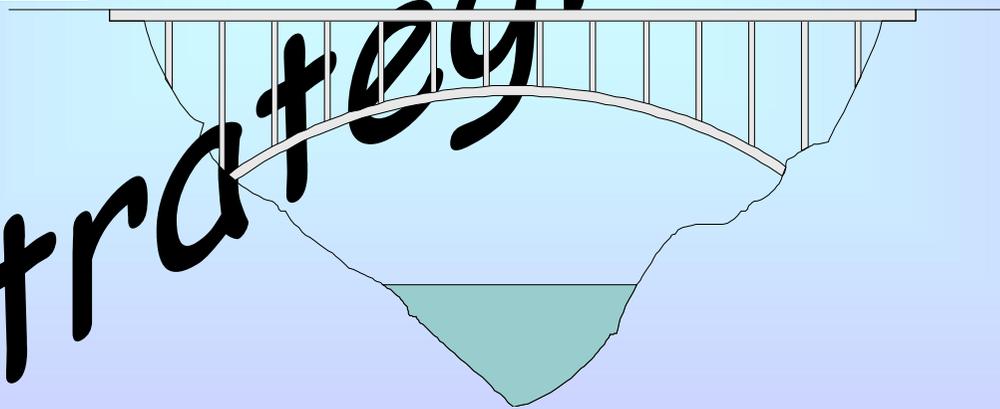
person



task



strategies



"I took a course in speed reading, learning to read straight down the middle of the page, and was able to read War and Peace in twenty minutes. It's about Russia."

Woody Allen



LISTENING TASK # 1

Listen to some telephone conversations. For each conversation try to understand *why* the person is calling and what the *main* message is.

BEFORE LISTENING: SUGGESTED GUIDELINES

First listening: Don't try to understand everything! Try to understand *only*

- Who's calling? A man or a woman? A friend, a relative, a person in authority?
- Is the person who is called at home?
- If s/he isn't, does the caller leave a message?

Second listening: try to understand the *reason* for each call.

Third listening: try to understand the *main* message.

AFTER LISTENING

Complete this grid. Then discuss it with your friends and your teacher.

Did you use the suggested guidelines? If you did, did they help you with the task?

What was easy in each of the three listening stages? What was difficult? Why?

<i>This was easy</i>	<i>This was difficult</i>	<i>Why?</i>
1° listening		
2° listening		
3° listening		

LISTENING TASK #2

Listen to three short conversations in which Simon and Julie express some personal opinions. For each conversation try to understand

- a) what they are talking about;
- b) if their opinions are positive or negative;
- c) what more specific comments they make.

BEFORE LISTENING

Read what these students do when they listen to conversations in an English class. Do you do the same? What seems most useful to you? Tick ✓ your choices, then compare them with a classmate.

Do you do the same?

- I try to understand every single word.
- I read the task instructions carefully to check what exactly I have to understand.
- I immediately get anxious and think I won't understand anything.
- I pay attention to the different tones of voice and background noises.
- I get stuck if I miss something.
- I carry on listening and try to put together the bits that I understand.

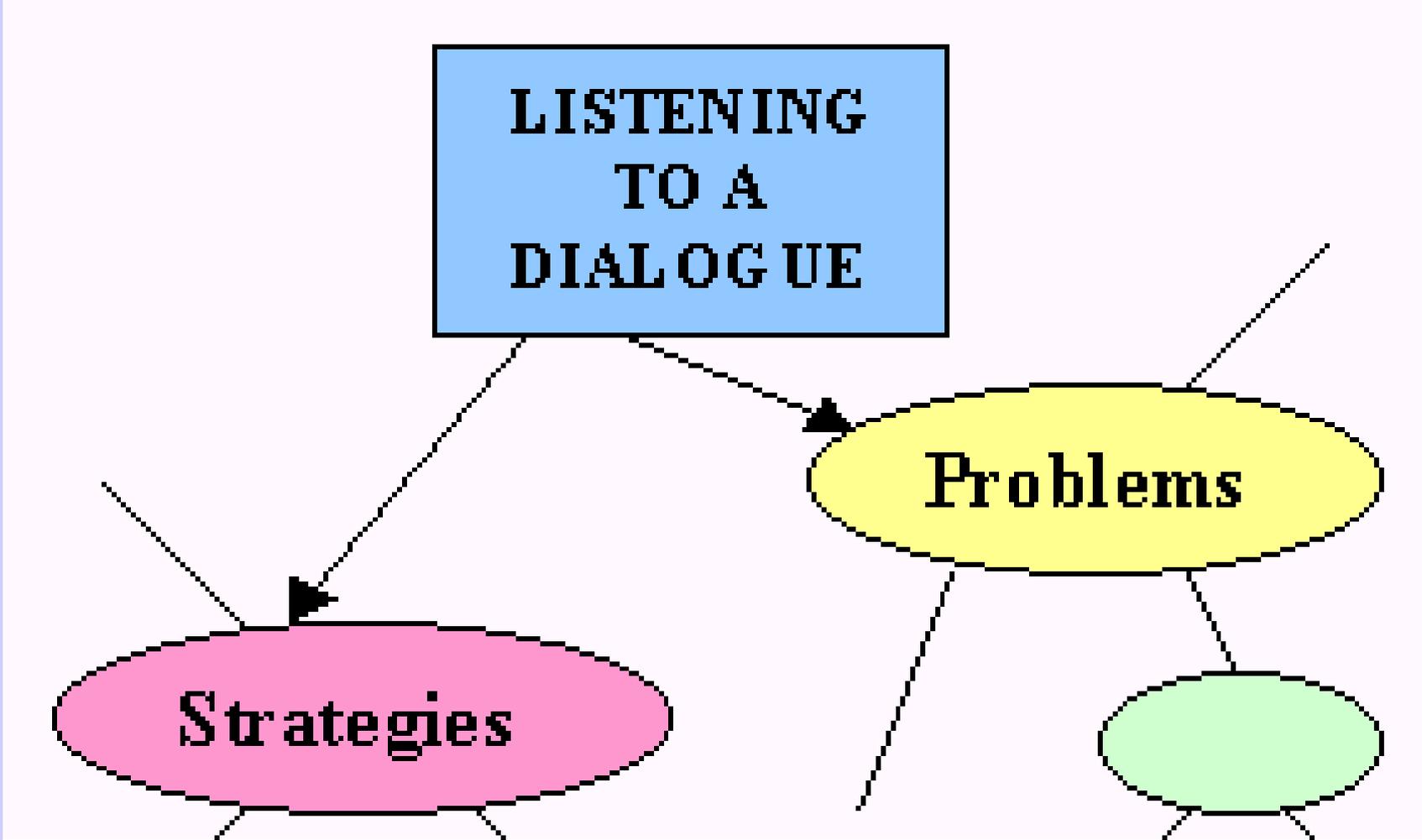
What seems most useful to you?

-
-
-
-
-
-

AFTER LISTENING

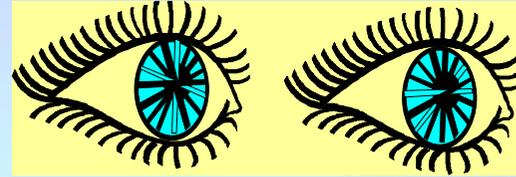
Discuss with your classmates and your teacher.

- Did you have problems in this task? What caused them?
- How did you cope with the problems? What helped you?



Strategy education: The 4E approach

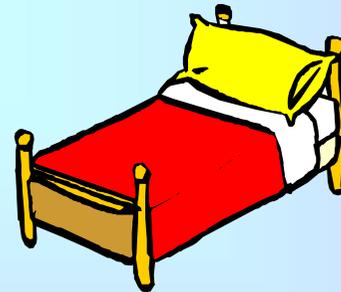
E = explicit



E - experiential



E - embedded

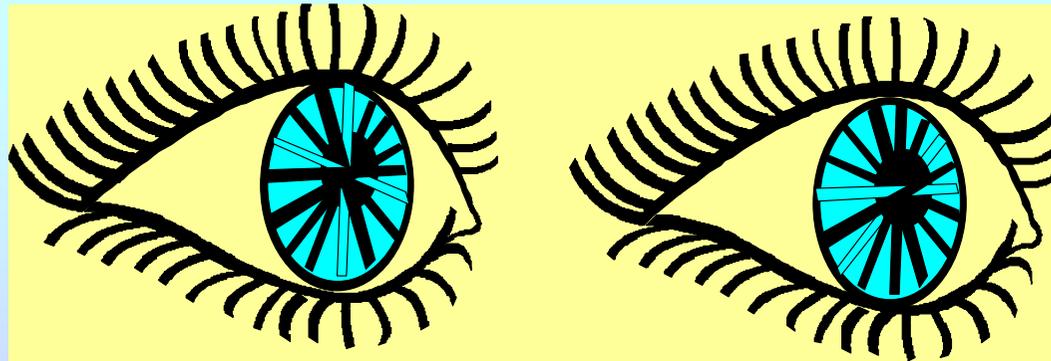


E - evaluative



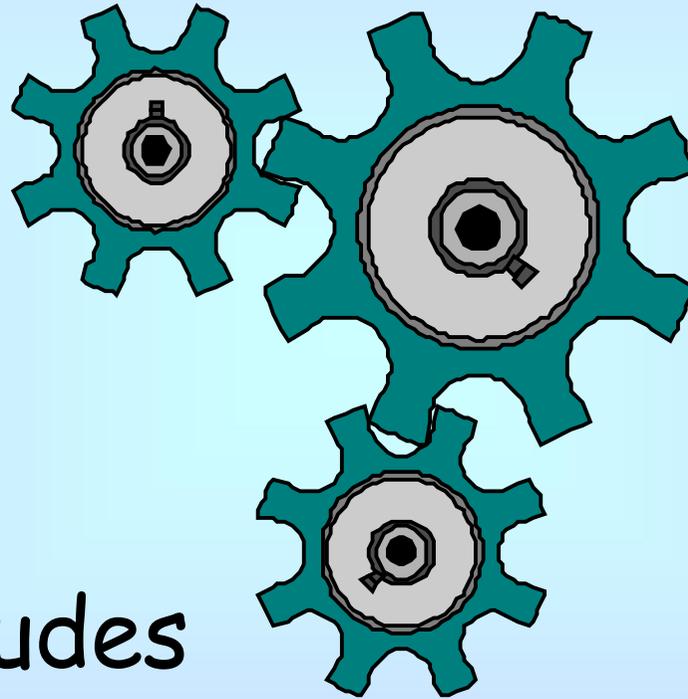
Strategy education: The 4E approach

Explicit



E = explicit

strategies

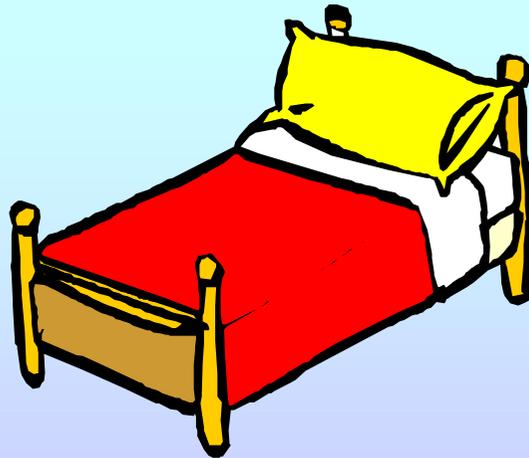


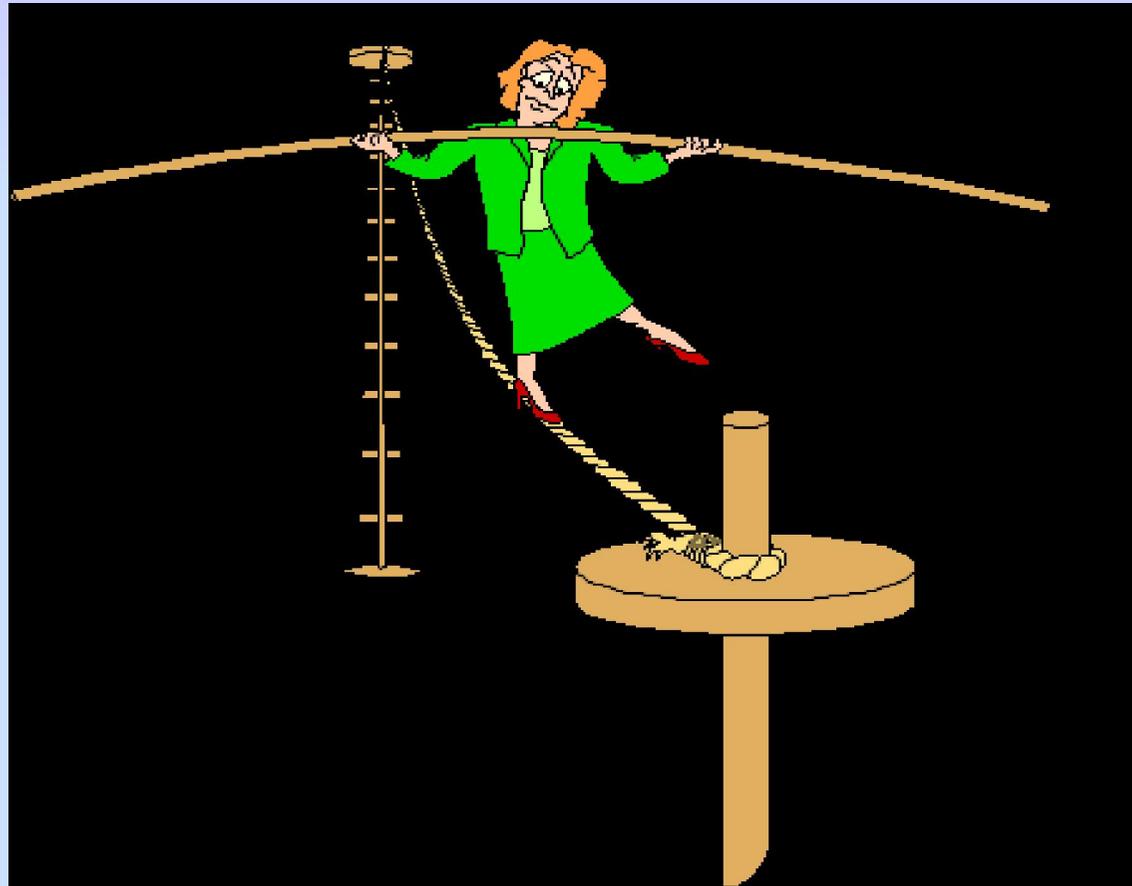
beliefs

attitudes

Strategy education: The 4E approach

EEmbedded



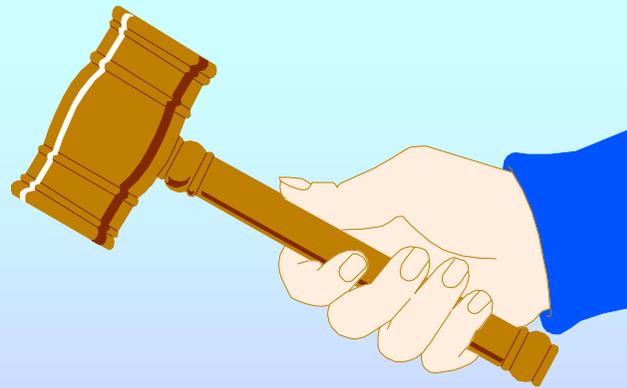


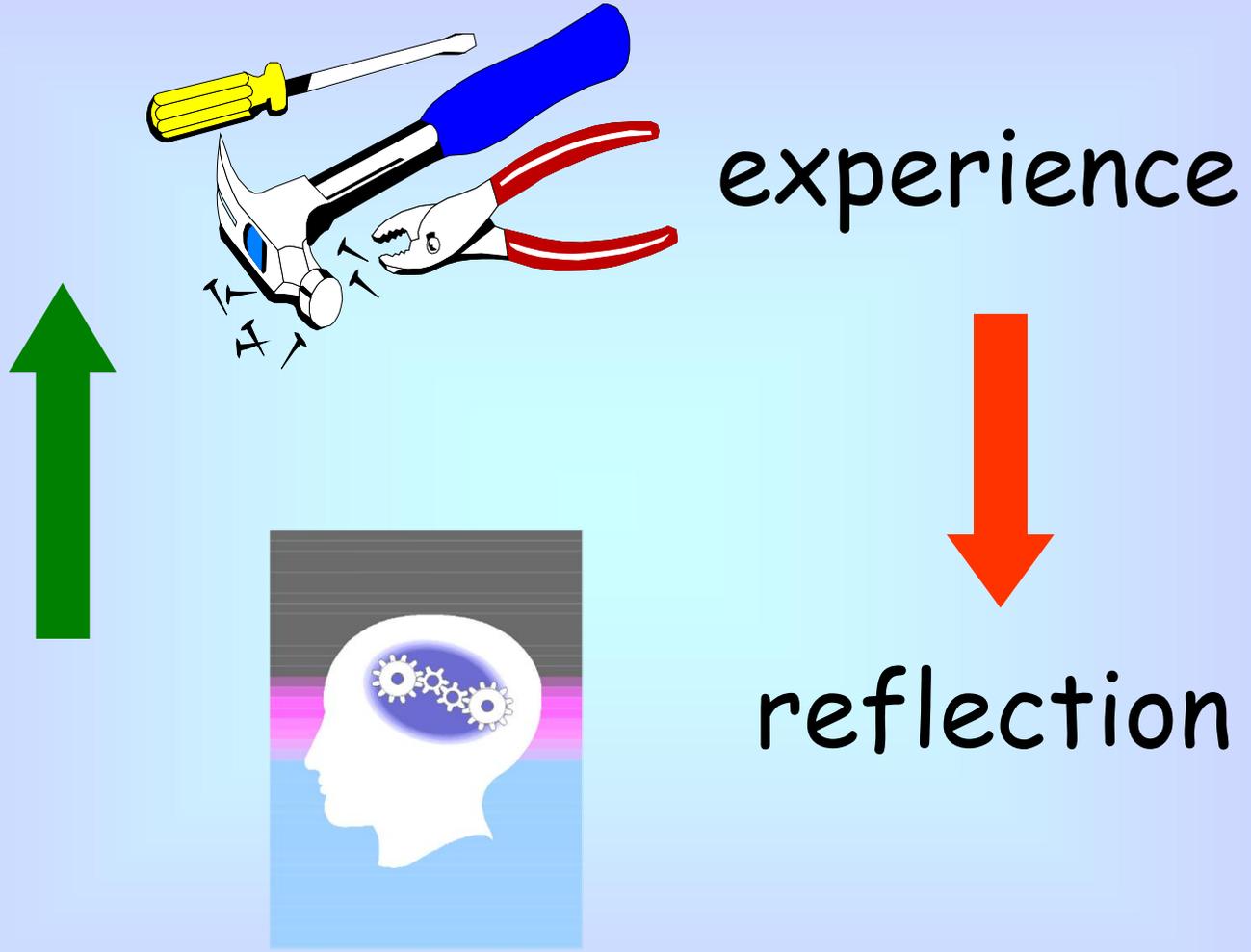
task
difficulty

learner's
skill level

Strategy education: The 4E approach

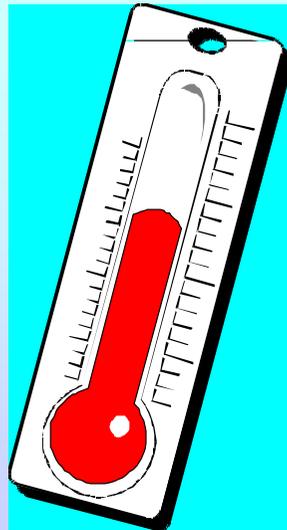
Experiential





Strategy education: The 4E approach

Evaluative

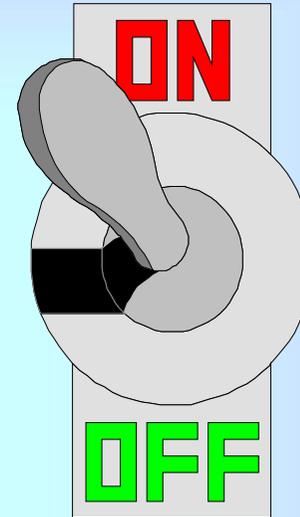


Is this
strategy
good for
me?

Is it
appropriat
e for *this*
task?



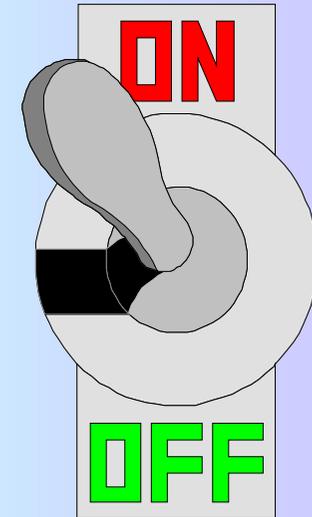
Direct strategy
activation



Strategy
discovery



Direct strategy activation



suggest - do not not impose



make support readily available



provide examples and models
before task execution



have students evaluate strategies
just after task completion

Strategy discovery



Before the task ...

*elicit expectations, beliefs,
attitudes, habits, anxieties ...*

After the task ...

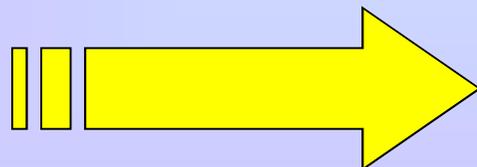
*elicit strategies, together with the
problems that triggered their use*

a strategic metacognitive approach

➤ promote learning strategies so that learners can

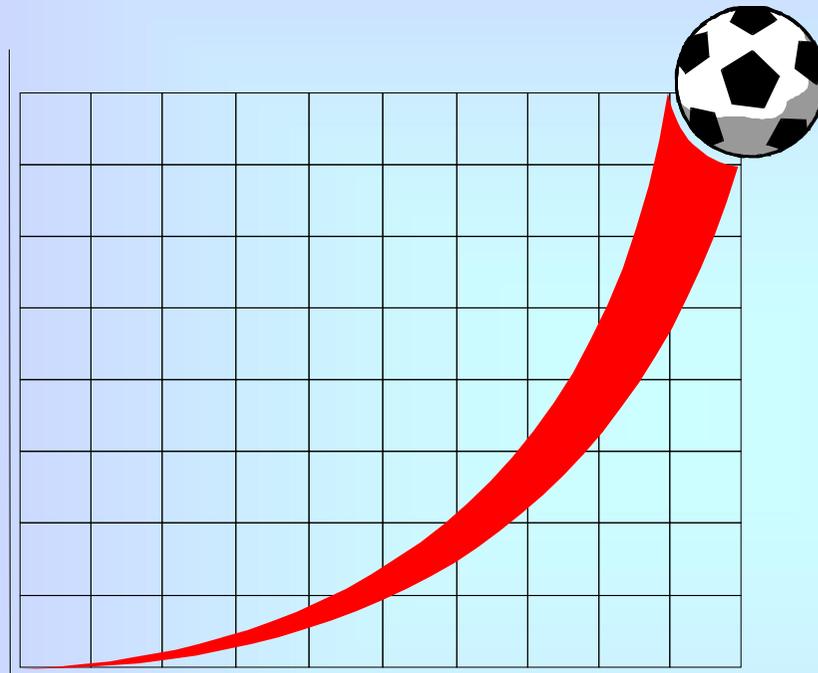
▪ experiment with and self-assess a variety of strategies

▪ grow in awareness, flexibility and self-regulation



learner empowerment

learner empowerment



not just a result in
terms of linguistic
and communicative
competence

but also in terms
of **learning
process** -
increasing

⌘ self-efficacy

⌘ self-esteem

⌘ expectations
of success

Now I know the rules
of the game. I can try
harder, play better
and maybe win.



A big Thank you! from Italy



Learning Paths

www.learningpaths.org

luciano.mariani@iol.it