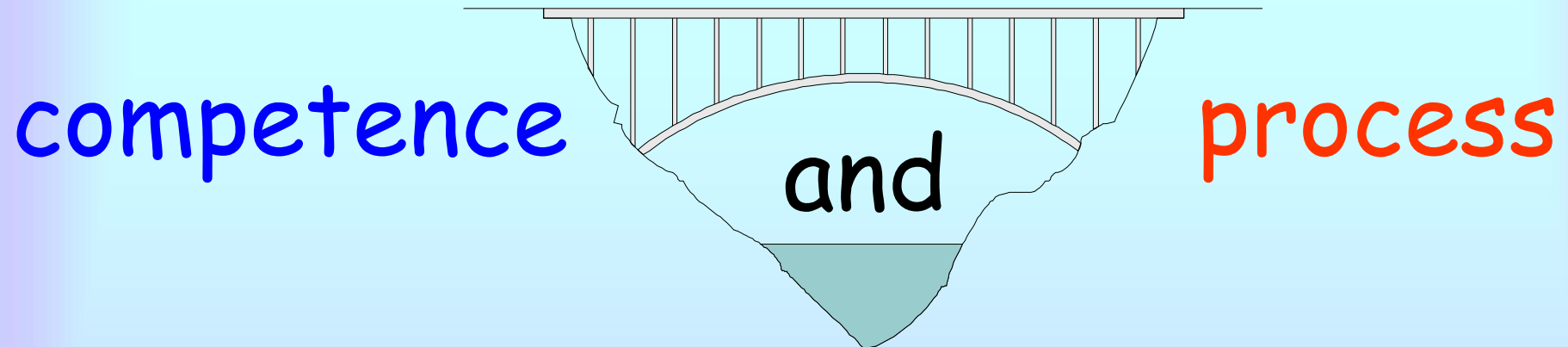


Learning strategies: bridging the gap between



Luciano Mariani

Turku, 12 November 2005

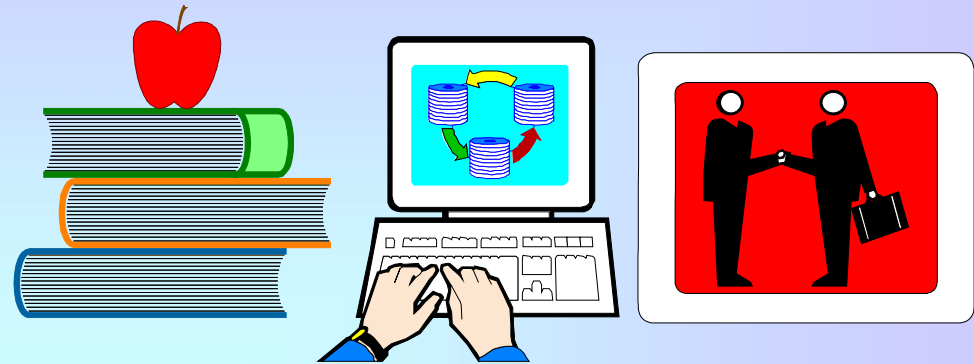


"Knowing what to do
when you don't know
what to do"

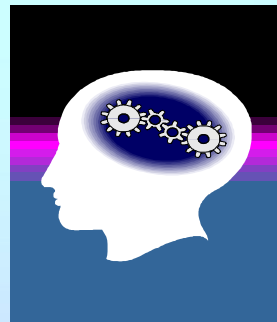


Unless you
know
everything,
what you need
is to think

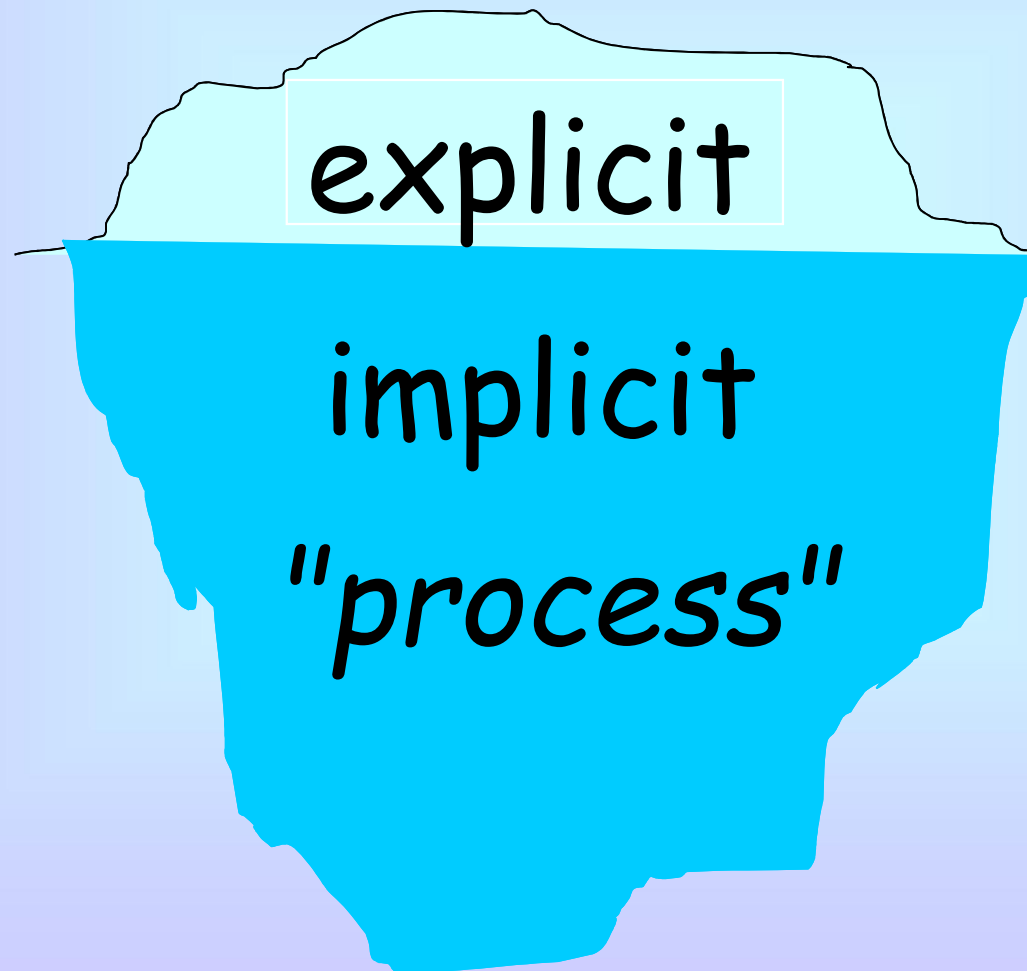
Competence ...








... and process



The curriculum iceberg

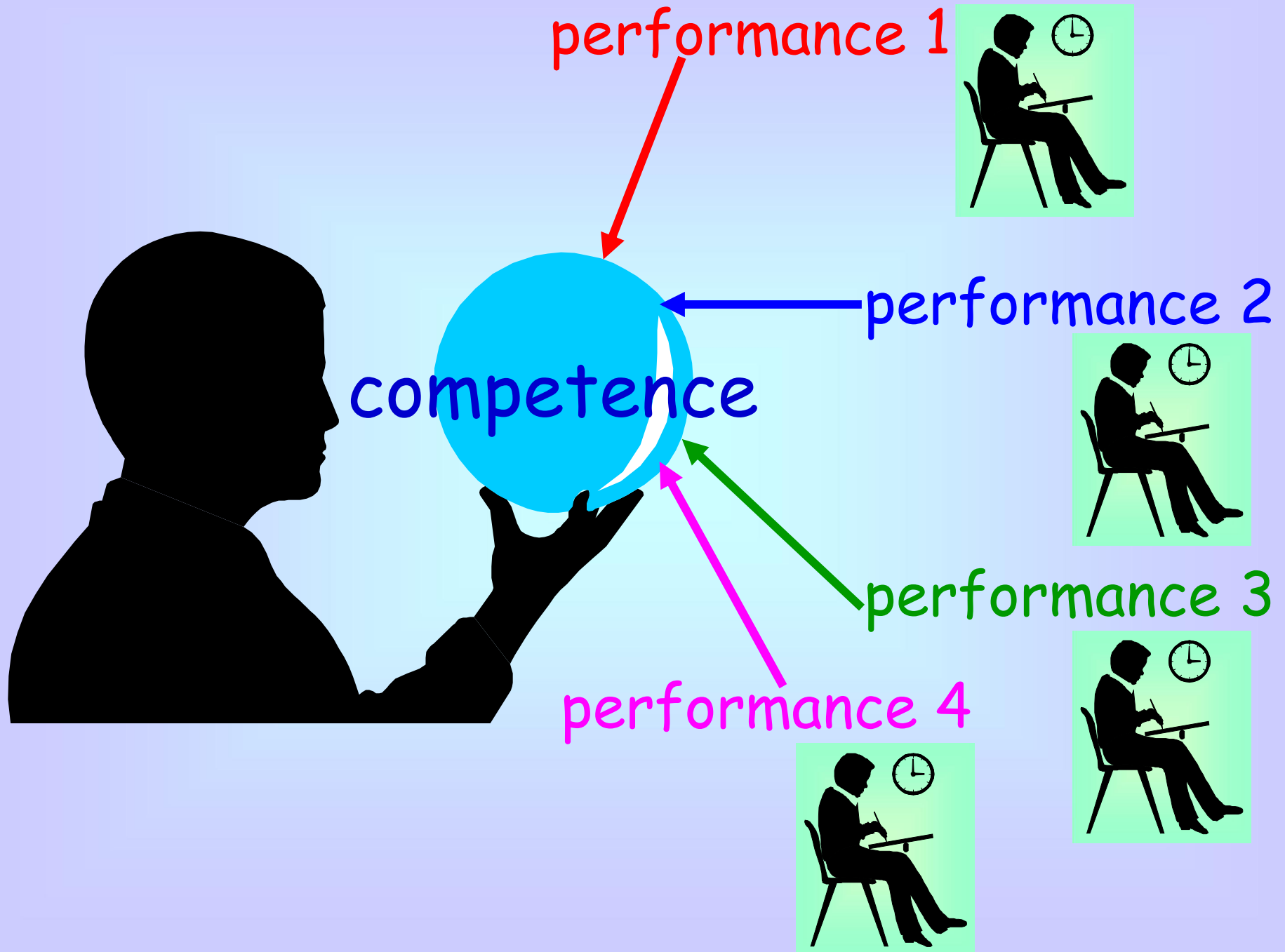


	A1	A2	B1	B2	C1	C2
						
						
						
						
						

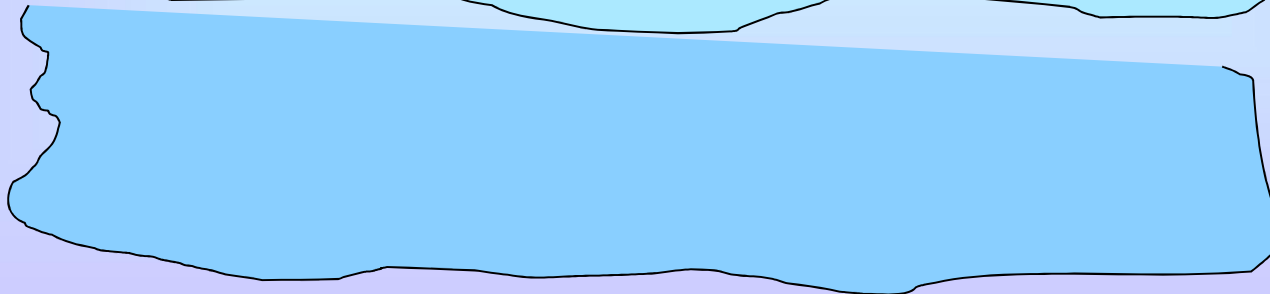
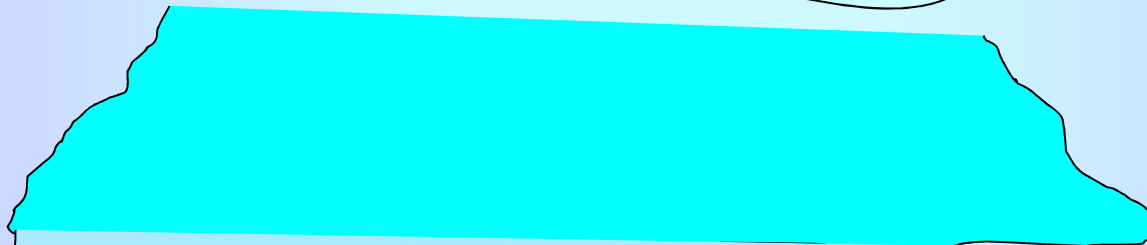
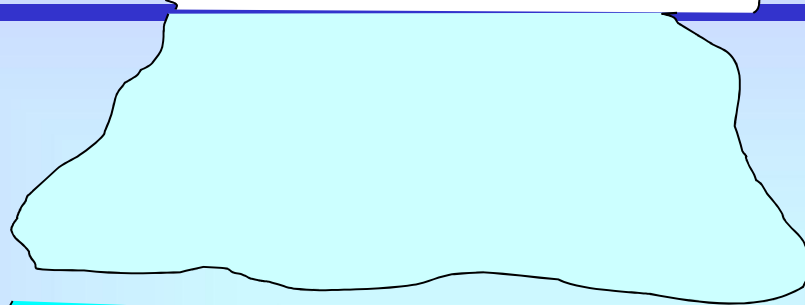
Example of
descriptor
(Reading, B1 level)

Common European
Framework

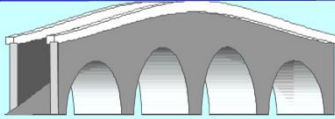
Can recognise significant
points in straightforward
newspaper articles on
familiar subjects.



performance



performance



strategies

**learning
processes**

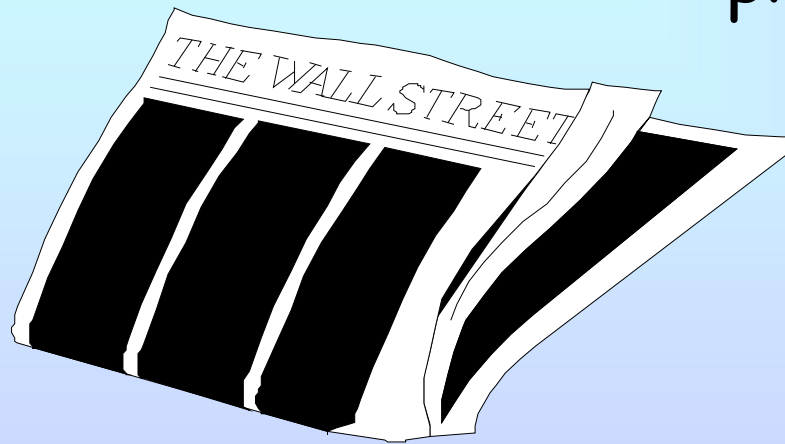
Strategies

cognitive



read headings and
subheadings

look out
for key
words



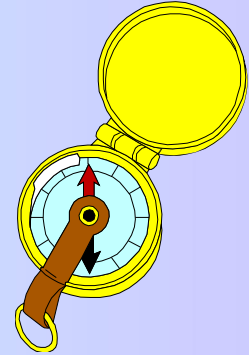
consider print features
like **bold**, *italics*

look at the
photographs and
read the
captions

read the
beginning of
each
paragraph

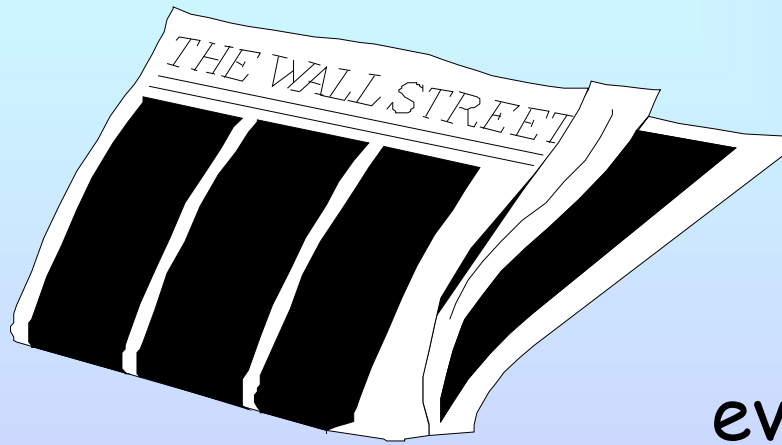
Strategies

metacognitive



plan length
and time
needed

monitor
comprehension
while reading



choose an
appropriate strategy
(e.g. skimming)

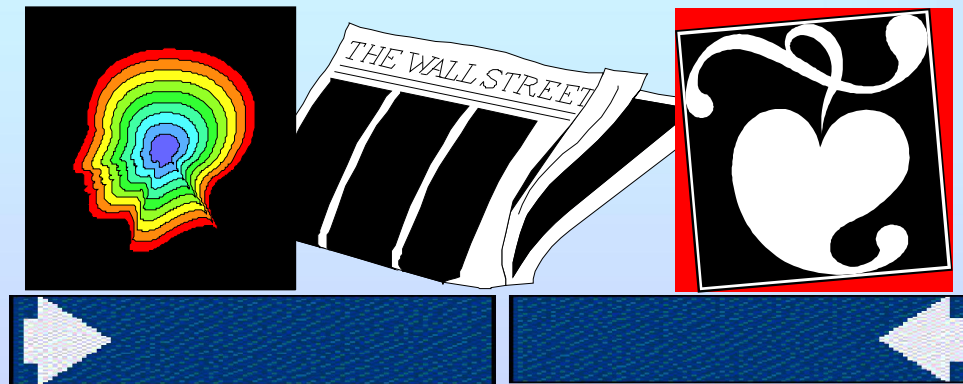
evaluate result
and strategies
used

Strategies



socio-affective
motivational

ask for
help if
possible



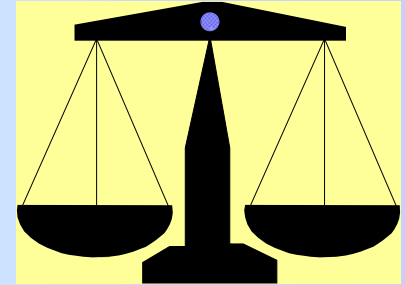
reward
oneself for
results

control
distractions

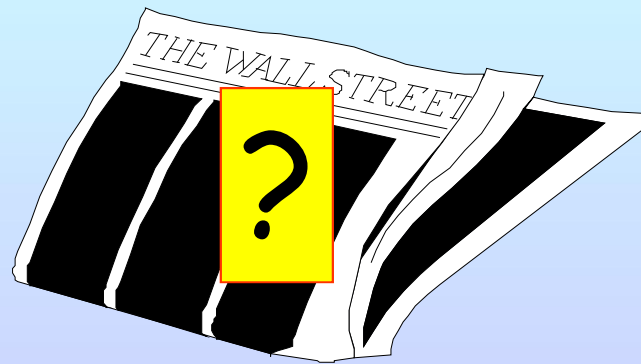
manage
anxiety and
stress

Strategies

compensation



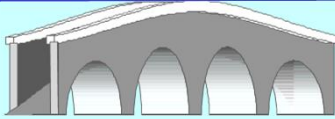
deduce meaning of
unfamiliar words



fill in gaps in
comprehension
with
"temporary"
guesses

look for external
resources

performance



strategies

**learning
processes**

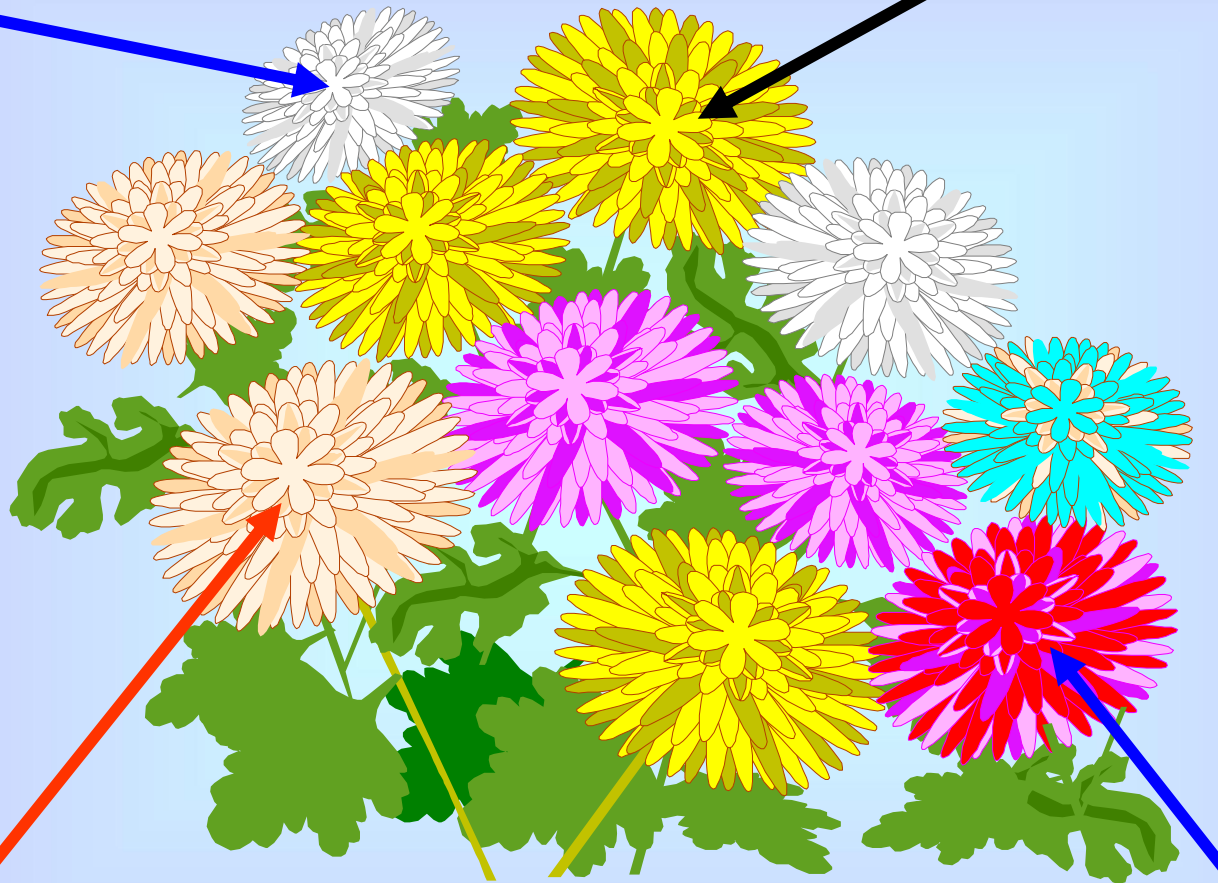
**styles, intelligences,
aptitudes**

Dennis

Patricia

Alice

John



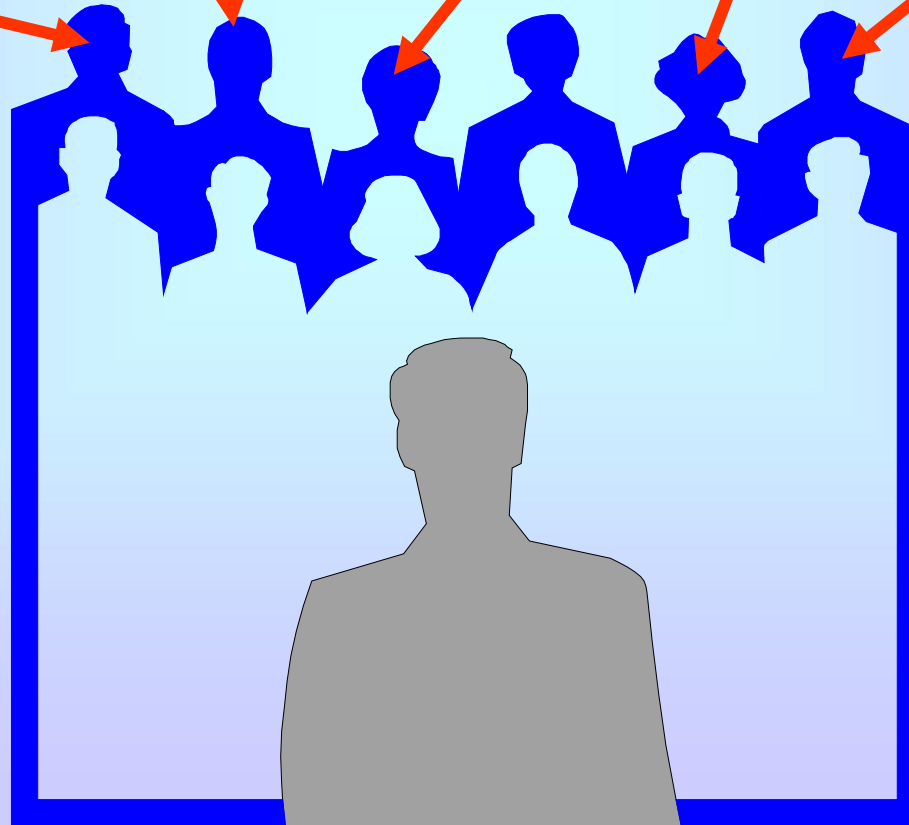
global,
random,
intuitive

analytic,
sequential,
systematic

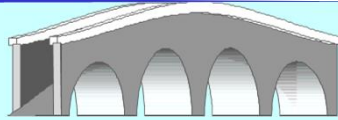
visual
verbal

visual
non-
verbal

impulsive,
risk-
taking



performance



strategies

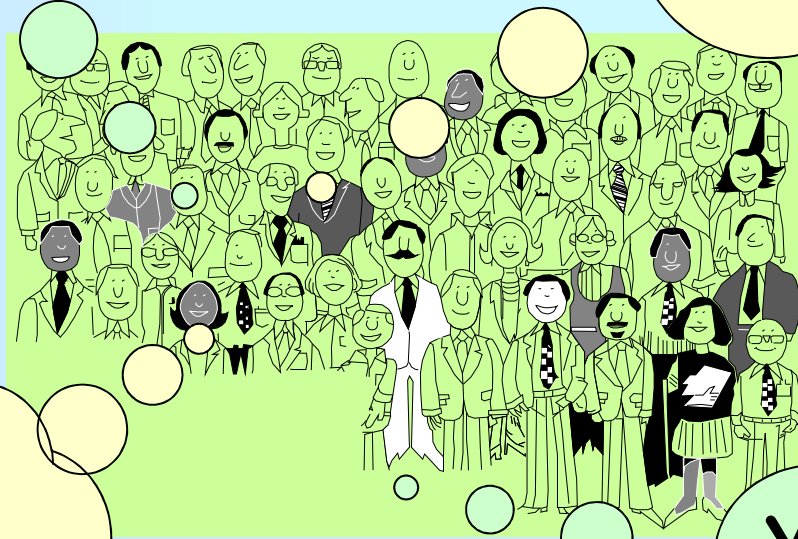
**learning
processes**

**styles, intelligences,
aptitudes**

**beliefs, attitudes,
motivation**

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

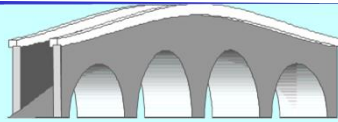
**You don't
need to
understand
every single
word**



**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**



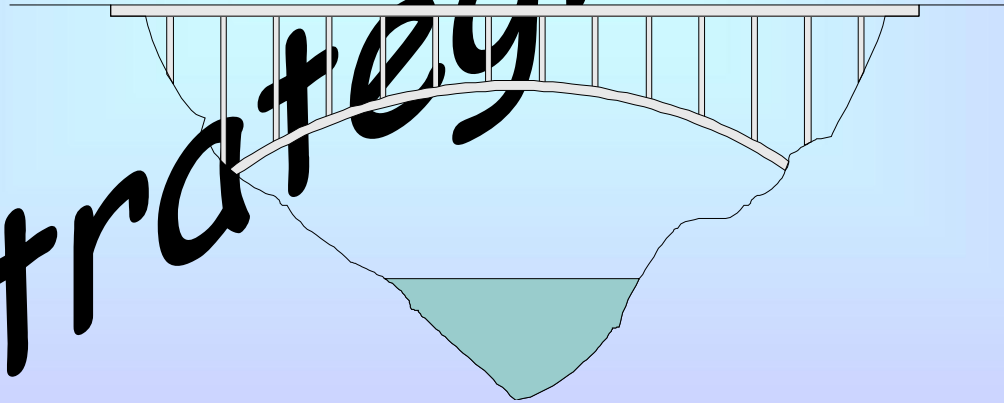
person



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

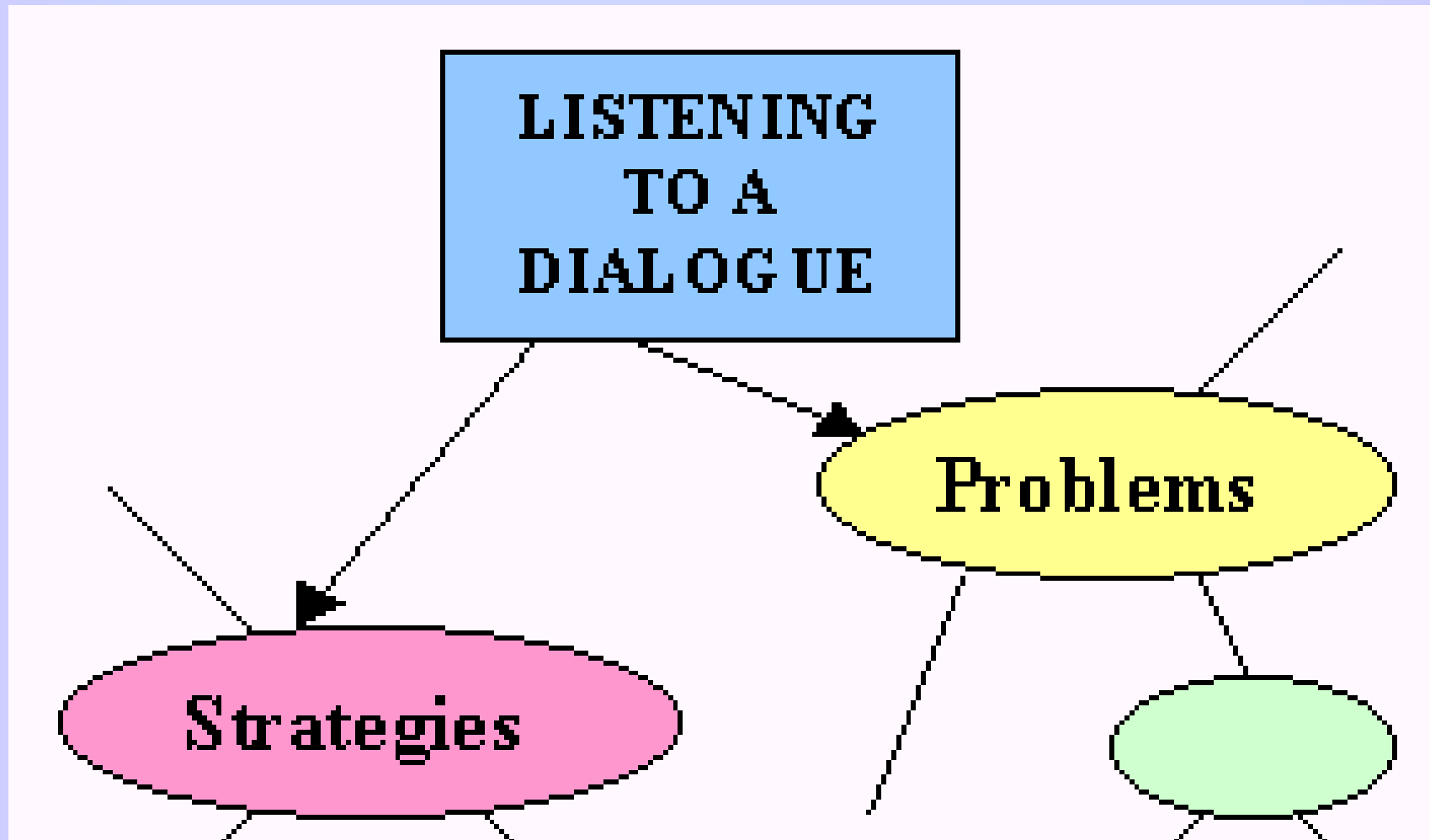
Listen to three short conversations in which Simon and Julie express some personal opinions. For each conversation try to understand

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

AFTER LISTENING

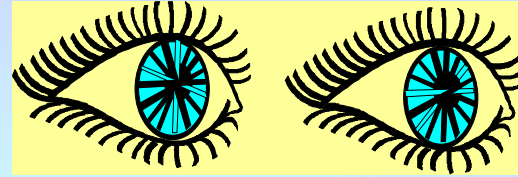
Discuss with your classmates and your teacher.

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

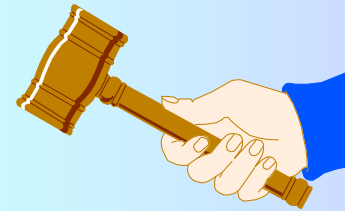


Strategy education: The 4E approach

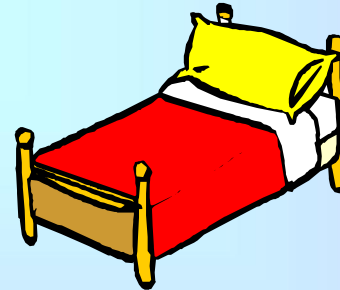
E = explicit



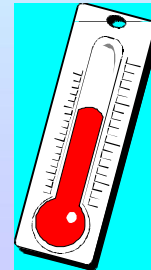
E - experiential



E - embedded

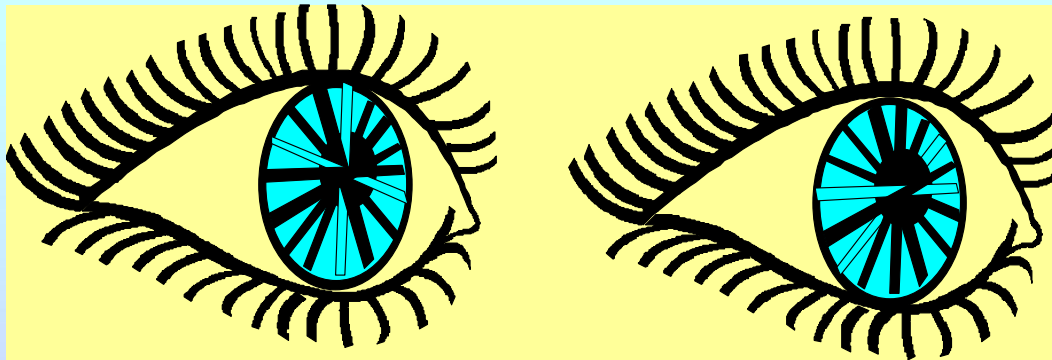


E - evaluative



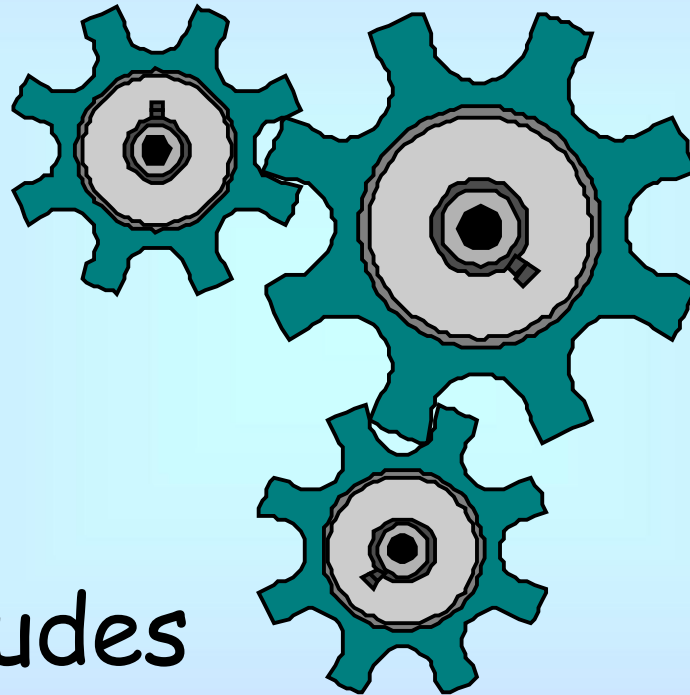
Strategy education: The 4E approach

Explicit



E = explicit

strategies

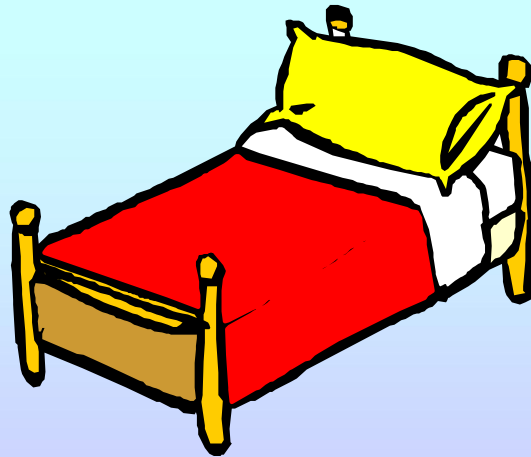


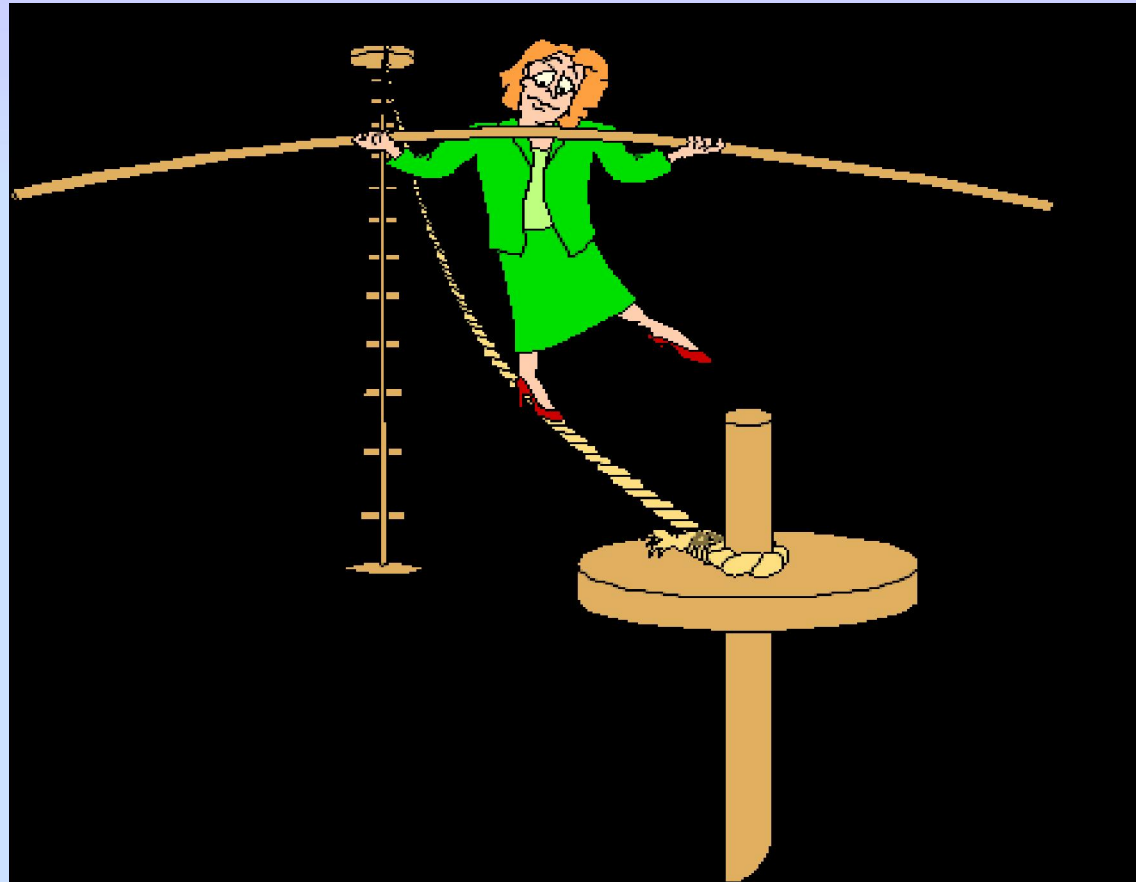
beliefs

attitudes

Strategy education: The 4E approach

Embedded



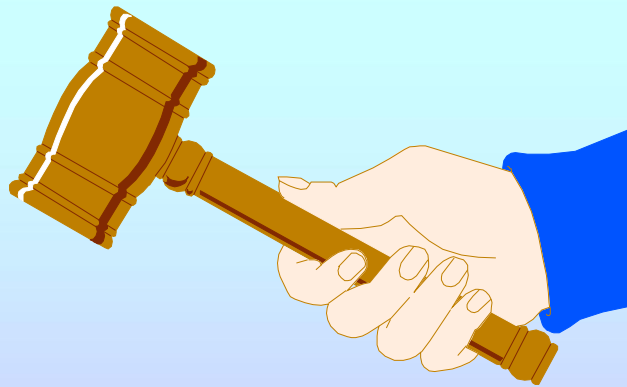


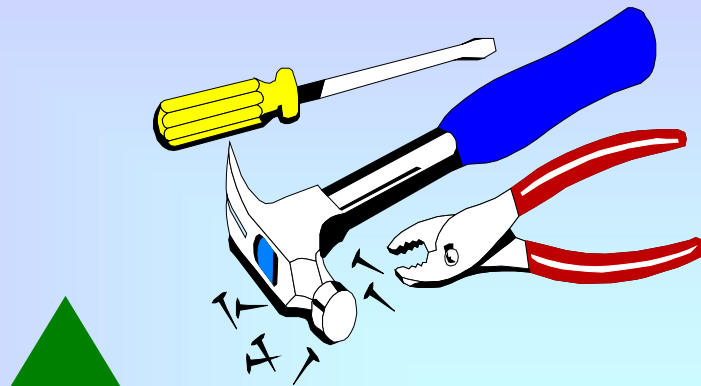
task
difficulty

learner's
skill level

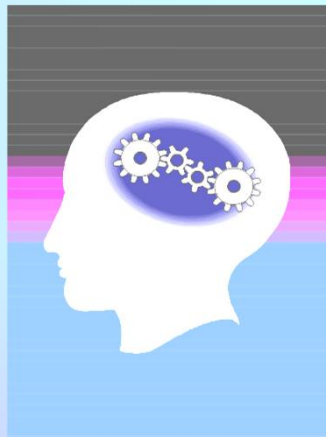
Strategy education: The 4E approach

E_xperiential





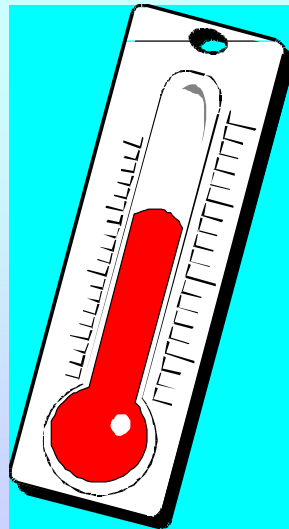
experience



reflection

Strategy education: The 4E approach

Evaluative

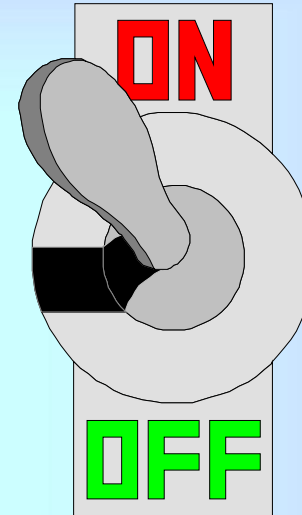


Is this
strategy
good for
me?

Is it
appropriat
e for *this*
task?



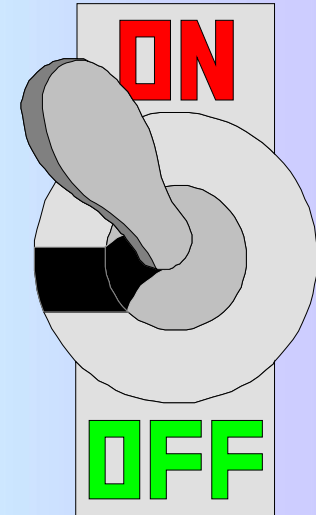
Direct strategy
activation



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 ...

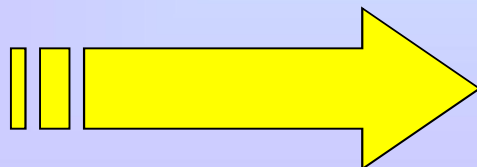
*elicit strategies, together with the
problems that triggered their use*

a strategic metacognitive approach

➤ promote learning strategies so that learners can

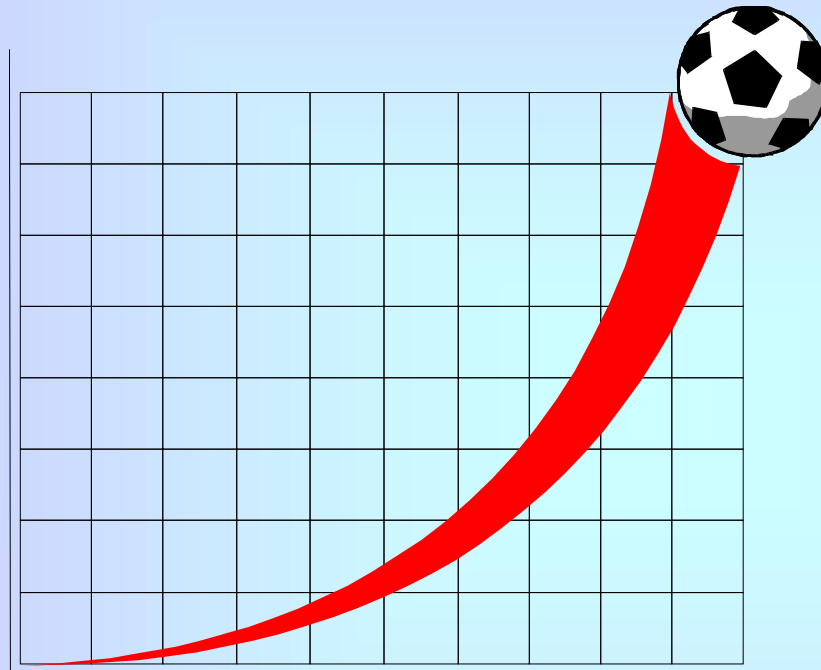
▪ experiment with and self-assess a variety of strategies

▪ grow in awareness, flexibility and self-regulation



learner empowerment

learner empowerment



not just a result in
terms of linguistic
and communicative
competence

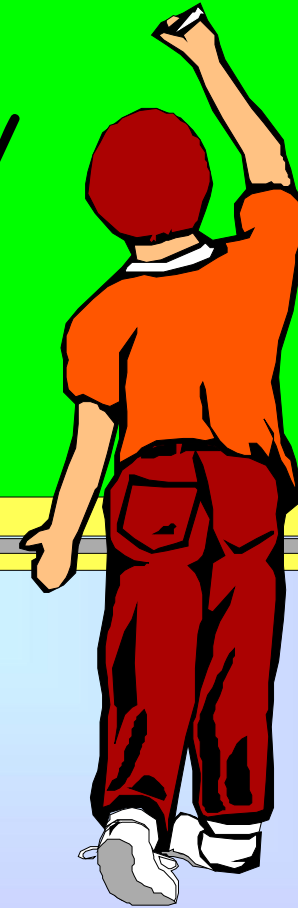
but also in terms
of **learning
process** -
increasing

⌘ self-efficacy

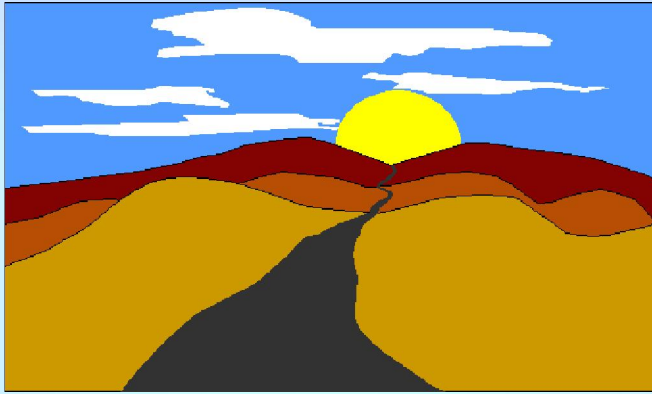
⌘ self-esteem

⌘ 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