

СТРАТЕГИИ ОБУЧЕНИЯ ЯЗЫКАМ

ЧТО ТАКОЕ СТРАТЕГИИ ОБУЧЕНИЯ
ЯЗЫКАМ ?

СТРАТЕГИИ...

- Memory Strategies



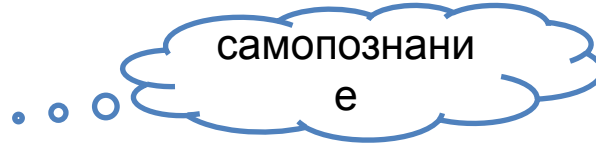
- Cognitive Strategies



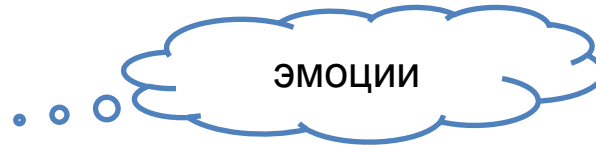
- Compensation Strategies



- Metacognitive Strategies



- Affective Strategies



- Social Strategies



Direct Strategies

I. Memory strategies

A. Creating mental linkages

Grouping, Associating/elaborating, Contextualizing words

B. Applying images and sounds

Imagery, Semantic Mapping, Sounds in Memory

C. Reviewing well

Structured reviewing

D. Employing action

Physical response or sensation, Mechanical techniques

verbs

accept

add

admire

admit

advise

afford

topic(weather) dissimilarities

cloudy

cold

foggy

windy

snow

humid

friendly/unfriendly

accurate/inaccurate

attentive/inattentive

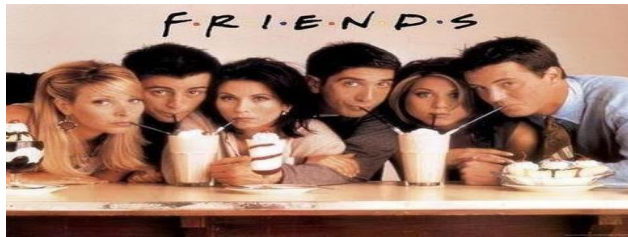
best/worst

dead/alive

dry/wet

Using imagery

Friendship



evil



hope



RAINBOW COLORS

```
graph TD; A[RAINBOW COLORS] --> B[YELLOW]; A --> C[PINK]; A --> D[ORANGE]; B --> E[RED]; C --> F[GREEN]; D --> G[PURPLE]; F --> H[BLUE];
```

YELLOW

PINK

ORANGE

RED

GREEN

PURPLE

BLUE

Russian- *brat* [брат] (brother)

English - *brat* (annoying person)

Using Physical Response or sensation

- Touch the *floor*, put your notebook in your *backpack*, come here, take out a *pencil*. Put the pencil in your *bag*.
- Laugh, giggle, snap your fingers, take a walk, shout, sneeze.

Direct Strategies

II. Cognitive strategies

A. Practicing

Repeating, Formally, Formula/Pattern, Recombining,
Naturalistically

B. Analyzing and reasoning

Analyzing expressions, Analyzing Contrastively,
Translating

C. Creating structure for input and output

Taking notes, Summarizing, Highlighting

Direct Strategies

III. Compensation strategies

A. Guessing intelligently

Using linguistic and other clues

B. Overcoming limitations in speaking and writing

Help!, Gesture, Avoidance, Topic

Selection, Adjusting/Approximating, Coining words,
Circumlocution/Synonym

When a learner recognizes the words ball, player, and winner in a conversation, it could be understood that it is about sport.

Indirect Strategies

I. Metacognitive strategies

A. Centering your learning

Focus, Paying attention, Just listening

B. Arranging and planning your learning

Organizing, Setting goals, Identifying purposes, Planning for task, Seeking times to practice

C. Evaluating your learning

Self-monitor, Self-evaluating

Indirect Strategies

II. Affective strategies

A. Lowering your anxiety

Relaxation/meditation, Music

B. Encouraging yourself

Positive statements, Rewarding yourself

C. Taking your emotional temperature

Body awareness, Diary, Sharing feelings

Indirect Strategies

III. Social strategies

A. Asking questions

Clarification/verification, Correction

B. Cooperation with others

Peer support, Interaction with native speakers

C. Empathizing with others

Developing cultural understanding, Becoming aware of others' thoughts and feelings

Matching strategies and tasks

Example: In a conversation, understanding the message without understanding every word

- Strategies to try:

- listening for key words (stress, intonation, pause)
- make educated guesses about the meaning based on the topic, context, who is speaking, tone, body lang.
- predicting what the speaker might say
- asking clarification questions
- asking the speaker to repeat, slow down

- Try to avoid:

- getting frustrated if (when) you don't understand every word

Why do you want to learn
another language?

What kind of learner are you?

Learning styles

How do you use your physical senses?

visual/auditory/kinesthetic

Learning styles

What kinds of learning tasks do you enjoy?

extraverted/introverted

Learning styles

How do you approach learning tasks?

closure-oriented/open

Learning styles

How do you deal with language rules?

deductive/inductive

What are “effective” language learning strategies?

Researchers have explored:

- what “good” or “effective” language learners do
- the relationship between strategy use and language learning outcomes
- the relationship between learning styles and language learning strategies

What the research says about strategies

- Students with greater ^(Cohen 2001) motivation tend to use strategies with greater frequency
- Students at higher levels of proficiency use a more diverse repertoire of strategies
- Students at higher levels of proficiency use self-monitoring strategies
- Students can learn new strategies

The “good” language learner...

- plans goals for language learning
- plans what to accomplish each day or week
- takes responsibility for finding opportunities to practice
- tries to notice errors and find out reasons for them
- checks over what he/s writes
- has a regular language –learning partner
- creates associations between new and familiar material
- puts new words in sentences/context
- tries to relax when feeling anxious
- study every day. Language learning is cumulative

Controller



Drumter



MON636953 [RF] © www.visualphotos.com

Participant



Resource

Tutor



References

- Cohen, A. D (1998). *Strategies in Learning and Using a Second Language*. Harlow, Essex: Longman.
- Cohen, A. D. (2003). The learner's side of foreign language learning: Where do styles, strategies, and tasks meet? *IRAL*, 41(4), 279–291.
- Hedge, T. (2000). *Teaching and Learning in the Language Classroom*. Oxford, UK: Oxford University Press.
- Nunan, D. (1999). *Second Language Teaching & Learning*. Boston, MA: An International Thomson Publishing Company.
- Richards, J. C. & Renandya, W. A. (2002). *Methodology in Language Teaching*. Cambridge, UK: Oxford University Press.