

# СТРАТЕГИИ ОБУЧЕНИЯ ЯЗЫКАМ

ЧТО ТАКОЕ СТРАТЕГИИ ОБУЧЕНИЯ  
ЯЗЫКАМ ?

СТРАТЕГИИ...

- Memory Strategies



запоминание

- Cognitive Strategies



познание

- Compensation Strategies



восполнение

- Metacognitive Strategies



самопознани  
е

- Affective Strategies



ЭМОЦИИ

- Social Strategies



взаимопонимание

# 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

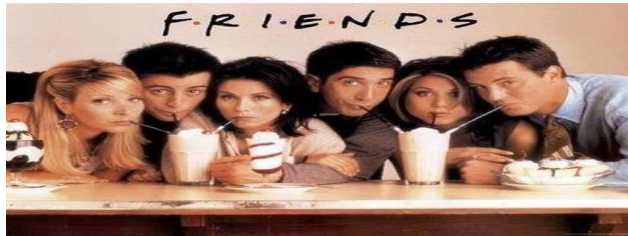
best/worst

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

(Cohen 2001)

- Students with greater 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



Prompter



Participant



Resource

Tutor



# References

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