TEACHING LEARNING STRATEGIES TO PROMOTE ACADEMIC SUCCESS

Learning strategies assist English Language Learners to master content material independently, either individually or with others. This Bulletin offers an overview of learning strategies that students can actively use in their learning across all content domains. Various models examine strategies from various perspectives: learning in general and language learning in particular; planning tasks (metacognitive); engaging in tasks for active learning (cognitive); and clarifying the comprehension of the tasks through interacting with others (social/affective). Learning strategies help students gain control over subject matter and attain success in learning. They must be taught directly with modeling to reveal how tasks can be accomplished in a variety of ways.

SELECTING LEARNING STRATEGIES

Since learning strategies cannot be used all at once, the most appropriate way to teach them is according to the nature of the learning task. In other words, the curriculum determines the strategy to be used, and the usefulness of any strategy should be with regard to the task. For example, before a student engages in reading a chapter in a text, she/he may be directed to anticipate information in the text, to examine the various chapter headings and subheadings, and to take notes as part of the planning process. Such strategies help the student develop a "template" onto which new information can be added in the student's existing schema.

The following are some additional suggestions for selecting and using learning strategies:

1. Introduce strategies incrementally, a few at a time. Teaching a small number of strategies, perhaps one at a time rather than many at once. Achieving success in using strategies is the goal.
2. Engage students in tasks of manageable difficulty to ensure success in use of a strategy. It is better to deliver manageable content of moderate difficulty to demonstrate the appropriate and useful application of a strategy. Over-loading students with dense materials which confuse and frustrate them will only serve to destroy the motivation to learn strategies.
3. Sequence strategies according to their observable applicability. The strategies of outlining, notetaking, and/or webbing are more concrete - and therefore more observable - than setting goals, activating background knowledge, or predicting. As a result, these strategies will enable students to actively comprehend in the process of learning.
4. Integrate strategies' practice into regular course work. Strategies are not supplementary but an integrated part of the existing curriculum.

The strategies on the following page involve a combination of planning, monitoring, problem-solving, and evaluating processes for organizing learning. Choose those strategies which will be most effective for your students.
<table>
<thead>
<tr>
<th>STRATEGY</th>
<th>DEFINITION</th>
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</thead>
<tbody>
<tr>
<td>Set Goals</td>
<td>Develop personal objectives; identify purpose of the task</td>
<td>Personalize/</td>
<td>Relate information to personal experiences</td>
<td>Use Resources</td>
<td>Use reference materials about the language and subject matter</td>
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<tr>
<td>Directed Attention</td>
<td>Decide in advance to focus on particular tasks and ignore distractions</td>
<td>Contextualize</td>
<td></td>
<td>Verify Predictions and Guesses</td>
<td>Check whether your predictions/guesses are correct</td>
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<tr>
<td>Activate Background Knowledge</td>
<td>Think about and use what you already know to help you do the task</td>
<td>Take Notes</td>
<td>Write down important words and concepts</td>
<td>Summarize</td>
<td>Create a mental, oral, or written summary of information</td>
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<tr>
<td>Predict</td>
<td>Anticipate information to prepare and give direction for the task</td>
<td>Use Imagery</td>
<td>Create an image to represent information</td>
<td>Check Goals</td>
<td>Decide whether goal was met</td>
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<tr>
<td>Organizational Planning</td>
<td>Plan the task and content sequence</td>
<td>Manipulate/</td>
<td>Handle tangible objects, role-play, and pantomime</td>
<td>Evaluate Yourself</td>
<td>Judge how well you learned the material/did on the task</td>
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<tr>
<td>Self-Management</td>
<td>Arrange for conditions that help you learn</td>
<td>Act Out</td>
<td></td>
<td>Evaluate Your Strategies</td>
<td>Judge how you applied strategies and the effectiveness of strategies</td>
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<tr>
<td>Ask If It Makes Sense</td>
<td>Check understanding and production to keep track of progress and identify problems</td>
<td>Inference</td>
<td>Make guesses based on previous knowledge</td>
<td>Imagine with Keyword</td>
<td>Create a visual and personal association between meaning and sound</td>
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<tr>
<td>Selectively Attend</td>
<td>Focus on key words, phrases, and ideas</td>
<td>Substitute</td>
<td>Use a synonym or descriptive phrase for unknown words</td>
<td>Group/ Classify</td>
<td>Relate or classify words according to attributes</td>
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<tr>
<td>Deduction/Induction</td>
<td>Consciously apply learned or self-developed rules</td>
<td>Ask Questions to</td>
<td>Ask for explanation, verification, and examples; pose questions to self</td>
<td>Transfer/ Cognates</td>
<td>Use previously acquired linguistic knowledge; recognize words that are similar in other known languages</td>
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**SOURCES:**