

Learning strategies

**= specific behaviors or
thought processes
methods**

that students use to learn

Strategies

- Cognitive
- Metacognitive
- Memory-related
- Compensatory strategies
- Affective
- Social

Cognitive strategy

- to manipulate the language material in direct ways
- reasoning,
- analysis,
- note-taking,
- summarizing,
- synthesizing,
- outlining,
- reorganizing information,
- practicing in naturalistic settings,
- practicing structures and sounds formally

Metacognitive strategies

- To manage the learning process
- identifying one's own learning style preferences and needs,
- planning the task,
- gathering and organizing materials,
- arranging a study space and a schedule,
- monitoring mistakes,
- evaluating task success,
- evaluating the learning strategy

Memory-related strategies

- to learn and retrieve information

Helping techniques:

Acronyms

Rhyming

Mental picture of the word

TPR

mechanical means
(flashcards, pictures,
page ...)

Compensatory strategies

- To make up for missing knowledge
- guessing from the context,
- using synonyms,
- “talking around” the missing word,
- using gestures or pause words

Affective strategies

- related to L2 proficiency
- identifying one's mood and anxiety level,
- talking about feelings,
- rewarding oneself for good performance,
- using deep breathing or positive self-talk

Social strategies

- **To work with others and understand the target culture as well as the language**
- asking questions to get verification,
- asking for clarification of a confusing point,
- asking for help in doing a language task,
- talking with a native-speaking conversation partner,
- exploring cultural and social norms

L2 learning strategy use is related to

- **learning motivation,**
- **gender,**
- **age,**
- **culture,**
- **brain hemisphere dominance,**
- **career orientation,**
- **academic major,**
- **Beliefs,**
- **the nature of the L2 task.**