

WORKSHEET A

Title	The users/ learners and their strategies	
Objective(s)	To reflect on learning strategies and to classify them	
Keywords	Strategies – autonomy - communication	
Ref to the Guide	I.4	Ref to the CEFR 4.4

Task A (†)

Reflect on the following definitions and types of learning strategies:

Strategies are a means the language user exploits to mobilise and balance his or her resources, to activate skills and procedures, in order to fulfil the demands of communication in context and successfully complete the task in question in the most comprehensive or most economical way feasible depending on his or her precise purpose. Communication strategies should therefore not be viewed simply with a disability model – as a way of making up for a language deficit or a miscommunication. Native speakers regularly employ communication strategies of all kinds (which will be discussed below) when the strategy is appropriate to the communicative demands placed upon them.

The use of communication strategies can be seen as the application of the metacognitive principles: Pre-planning, Execution, Monitoring, and Repair Action to the different kinds of communicative activity: Reception, Interaction, Production and Mediation.

(CEFR, p. 57)

Tarone¹ (1983) distinguishes between two main types of strategies: **avoidance strategies** – when the speaker reduces or avoids a certain topic/message due to his lack of knowledge and **achievement strategies** – when the speaker paraphrases, invents new words, guesses meaning, uses non-verbal signals, borrows from his mother tongue or asks for help.

Task B

Step 1 († †)

Classify the following examples of strategies according to the above-mentioned categories. E.g.: the thing for cleaning your teeth = Achievement strategy, paraphrasing

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| 1 | Miming the meaning of being sad instead of using the word | |
| 2 | 'What <i>race</i> [reis] is your dog?' | |
| 3 | Vegeterianist (instead of vegetarian) | |
| 4 | T ² : Where did you spend your holidays?
S: I went to... (does not continue) | |
| 5 | 'How do you say <i>struzzo</i> in English?' | |
| 6 | 'Big Britain' | |
| 7 | 'Can I have <i>blanco</i> , please?' | |
| 8 | 'Crocodile is ... <i>que's que ce dit vivre</i> ?' | |
| 9 | Patting your wrist where your watch would be instead of asking for time | |

¹ Tarone, E. (1983). Some thoughts on the notion of 'communication strategy'. In Faerch, C. & G. Kasper (eds.) (1983). *Strategies in Interlanguage Communication*. Harlow: Longman.

² T : teacher, S : student

10 Not talking about what happened yesterday because you don't know how to say 'cinema'

11 'The animal that puts its head in sand'

Step 2 († † †)

Discuss your work within the group and give reasons for your classification. Which strategies are more/less effective in communication (with non-native/native speakers)?

Task C (†) then († † †)

Step 1

Think of some other examples of strategies you use to communicate in a foreign language. How effective are they in non-native/native environment?

Step 2

Classify your examples of learning strategies according to the above mentioned categories. Discuss your classification in the group and decide which strategies are more/less effective.

Task D († † †)

Explain if your curricula for each given level (A1, A2, B1, B2, C1 or C2) is integrating, or not, explicit work on strategies within the language learning, and if yes, how the work on strategies is integrated.

Discuss advantages and disadvantages.

