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Knowledge can be described in terms of both concepts and procedures. Knowledge that we know about is called “declarative” and knowledge that we know how to do (skills) is called “procedural.” In cognitive psychology, these two kinds of knowledge are not only learned but also recalled in different ways. While declarative knowledge is learned through associations of new concepts into a complex web of previous knowledge, procedural knowledge is learned through three stages that help finely tune it and make performance automatic. Anna Uhl Chamot (2009) makes a case for proceduralizing declarative knowledge. In her, if we teach students how to apply learning strategies, then learning can progress at a faster and more solid pace. Learning strategies are defined as thoughts or actions that we systematically apply and that help us learn. Strategies cannot just be taught; they should also be practiced. Whenever we teach content or develop the four language skills, learning strategies can help us make that learning “stick.” Here is a list of three kinds of strategies.

## Metacognitive strategies

These strategies help learners manage their learning process

- » using advanced organizers
- » planning
- » self-monitoring
- » delayed production
- » self-evaluation

## Cognitive strategies

These strategies help learners manipulate the content so that they can learn it better

- » repetition
- » predicting
- » grouping
- » note-taking
- » deduction
- » using images
- » using keywords
- » contextualizing
- » inferring

## Socio-affective strategies

These strategies provide effective and social support for learning.

- » cooperating with others
- » questioning for clarification
- » managing stress (deep breathing, relaxation, etc.)

## HOW TO TEACH LEARNING STRATEGIES

1. *Name the strategy: giving the strategy a name makes it more memorable.*
2. *Model it: show students how the strategy is used.*
3. *Practice it: involve students in applying the strategy (e.g. if they are going to write, ask them to plan; if you are teaching vocabulary ask them to group similar words, etc.).*
4. *Recall it: remind students of opportunities to use the strategies you have taught and help them recall how to use them,*
5. *Evaluate it: always ask students to evaluate the usefulness of a strategy by helping them see how it has helped them learn.*