Language Learning Metastrategies for Speaking

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Activity 1

Please discuss these questions with a colleague:

- What is metacognition?
- What is a metacognitive strategy?
Workshop overview

- Defining ‘metastrategies’ for language learning
- Exploring teacher use of metastrategies
- The case for teaching metastrategies
- Classroom application
- Conclusions
- References and suggested reading
Learning Strategies and Metacognition

Learning strategies
methods deployed by students in order to facilitate learning

Metacognition
thinking about thinking

Metacognitive strategies
‘activities consciously chosen by learners for the purpose of regulating their own language learning’ (Griffiths, 2013, p. 50)
### Metastrategies (adapted from Oxford, 2011)

<table>
<thead>
<tr>
<th>Paying Attention</th>
<th>Planning</th>
<th>Obtaining and Using Resources</th>
<th>Orchestrating Strategy Use</th>
<th>Monitoring and Evaluating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Metacognitive strategies</td>
<td>Meta-affective strategies</td>
<td>Meta-sociocultural-interactive strategies</td>
<td></td>
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<tr>
<td>help the learner manage the construction, transformation and application of L2 knowledge</td>
<td>help the learner manage the creation of positive emotions and attitudes and motivation</td>
<td>help the learner manage interacting to learn and communicate</td>
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</tbody>
</table>
Activity 2

Please look at the metastrategies in Activity 2 in your handout and discuss this question with a colleague:

- Could this metastrategy be useful for learning a language? Why/not?
What are teacher attitudes and practice towards the teaching of metastrategies in speaking?

Teaching some metastrategies is important.

Teaching metastrategies not always appropriate.

Teaching limitations.

Improving speaking means engaging in authentic interaction.

Misalignment with teaching approaches.

(Wallace, 2015)
The case for teaching metastrategies

- Metacognitive knowledge (Pintrich, 2002) and learning strategies (Cohen, 2007) = more successful language learning experiences
- Cognition, affect and socio-interaction all have a bearing on language learning
- Teachers have an instrumental role (Hong-Nam & Leavell, 2006)
- Much research is focused on listening, reading and writing
- Teaching should include modelling and be consistent
Classroom application

1. Teacher raises awareness

2. Teacher identifies and models relevant strategies

3. Learners practise (with teacher support)

4. Learners appropriate strategies and scaffolding fades

(Cycle adapted from Macaro, 2001a; 2001b; Oxford, 1990; 2011)
Activity 3

Please look at the activities in your handout and discuss these two questions with a colleague:

- Have you tried this activity (or something similar), either in your own language learning or in your teaching?

- Which metastrategies might be elicited by or required for this activity?
Conclusions

- For many reasons, many of us often do not teach metastrategies (particularly those related to affect)

- Metastrategies can support language learning!

- It is effective to model metastrategies and teach them consistently

- Teaching metastrategies can require few resources and can be easily and quickly integrated into class time
References and suggested reading

Learning strategies and Metacognition/Metastrategies

Metacognition/Metastrategies and Teacher Cognition
Thank you

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