

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)

Paying Attention | Planning

Obtaining and Using Resources | Orchestrating Strategy Use

Monitoring and Evaluating

Metacognitive strategies

*help the learner manage
the construction,
transformation and
application of L2
knowledge*

Meta-affective strategies

*help the learner manage
the creation of positive
emotions and attitudes
and motivation*

Meta-sociocultural-
interactive strategies

*help the learner manage
interacting to learn and
communicate*

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 limitations

Teaching metastrategies not always appropriate



Misalignment with teaching approaches

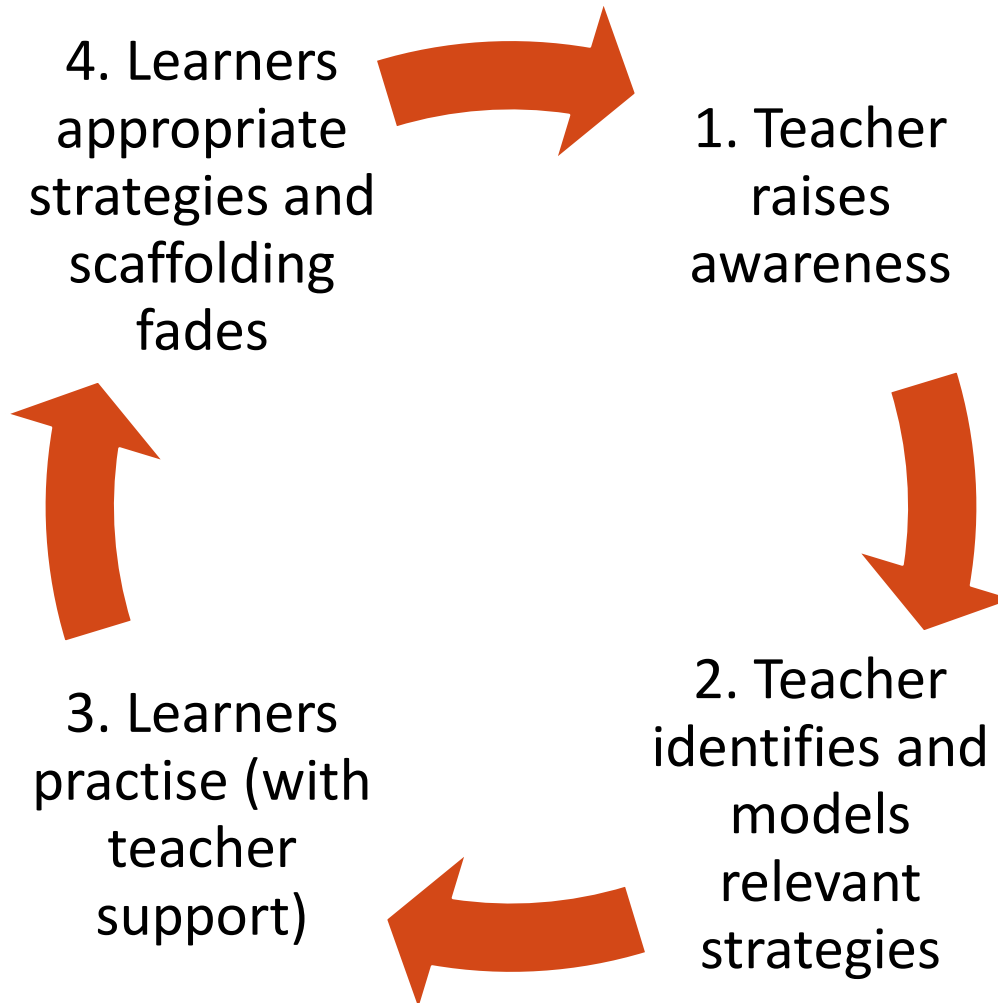
Improving speaking means engaging in authentic interaction



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



(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

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Metacognition/Metastrategies and Teacher Cognition

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Thank you

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