

Language Learning Strategies: Teaching students how to learn.

Research has shown that there are several interconnected direct and indirect strategies that successful learners engage with when learning a language. However, learners are not always conscious of the strategies they use and are not aware of additional strategies they could employ. In addition, the time spent in classrooms is not sufficient to fully learn a language so we should provide guidance for learning beyond the classroom. Often direct strategies (memory, cognitive and compensation strategies) are present in the classroom, however little attention is paid to the indirect strategies (metacognitive, social and affective strategies). This presentation will highlight the benefits of explicitly teaching language learning strategies with your students, and processes of self-reflection that enhance learning. Specific examples, from a range of ages and contexts will also be presented.

Presenter:



Dr Kelly Shoecraft is an Applied Linguist, currently lecturing in Linguistics and TESOL at Griffith University. She is a lifelong educator with a passion for languages and cultures. Having lived in Australia, Japan, England, France and Canada, Kelly has extensive experience teaching TESOL in a variety of educational contexts and to all ages. She has taught English to surfing instructors, hairdressers, scientists, CEO's, young children, as well as academic English in university settings. Recently, Kelly has been exploring the use of technologies to enhance TESOL classrooms. Her current research interests translanguaging pedagogies stem from a desire to improve language attitudes in Australia and provide inclusive spaces for all languages, cultures and identities to be valued.