

## Leerstrategieën inzetten en evalueren bij taaltaken

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SLO Talen - Frans

KU LEUVEN

### Inleiding : Plaats van leerstrategieën

- Bij het uitvoeren van de gesprekstaken kunnen de leerlingen
- rekening houden met de belangrijkste conventies bij mondelinge interactie;
  - het doel van de interactie bepalen en hun taalgedrag er op afstemmen;
  - gebruik maken van non-verbaal gedrag;
  - ...

Leerplan Frans aso, 2<sup>de</sup> graad

Exemples de stratégies de réception présentés en A1 et en A2, qui sont toujours pertinents pour B1:

- Porter son attention sur les indices paralinguistiques (gestes, mimiques, regards) en rapport avec les indices linguistiques et situationnels;
- Enregistrer mentalement (ou noter) des énoncés, expressions, mots, etc.,
- Pour en chercher ensuite le sens et l'emploi
- Utiliser différents indices de compréhension reliant l'écrit et l'oral
- ...

Un référentiel, Niveau B1 pour le français

ONDERWIJS

## Leesniveau Vlaamse leerlingen in vrije val: niet langer bij wereldtop

05-12-17, 10.00u - Remy Amkreutz - Bron: Eigen berichtgeving

Onze Vlaamse tienjarigen scoren ondermaats op begrijpend lezen. Dat blijkt uit een internationaal onderzoek in 45 landen. Vlaanderen haalt de 32ste plaats. Een forse daling in vergelijking met tien jaar geleden. Toen stonden we nog op de achtste plaats. Hierdoor zijn we ook de grootste dalers.

### Op het programma

#### 1 Leerstrategieën (LS) adequaat inzetten = voorwaarde voor succesvolle taaltaken (tt)

#### 2 Welke leerstrategieën?

- 2.1 Wat leren we uit onderzoek?
- 2.2 Een blik op het S<sup>2</sup>R Model (Oxford, 2011)

#### 3 Expliciet LS-onderwijs (ESI)

- 3.1 Stand van zaken in MVT-handboeken
- 3.2 ESI-stappenplannen


#### 4 Op weg naar bewuste LS-gebruikers: enkele pistes




### 2 Welke leerstrategieën?

#### 2.1 Wat leren we uit onderzoek?

- **Definitie:** “activities consciously chosen by learners for the purpose of regulating their own language learning” (Griffith, 2008)
- **Identificatie:** LS zijn niet altijd observeerbaar
- **Referentiekader:** classificatie volgens
  - vaardigheid (Cohen & Weaver, 2006)
  - functie (O’ Malley & Chamot, 1990 - Oxford, 2011)
- **Explicit Strategy Instruction (ESI):**
  - vakoverstijgende vs vakgebonden
  - generiek vs taakgebonden
  - moedertaal vs doeltaal
  - expliciet vs impliciet

 Enkele 'issues'

 **Consensus**


**Explicit Strategy Instruction (ESI)**

- Het metacognitief begrip van de meerwaarde van LS bij taalleerders ontwikkelen is belangrijk.
- Taalleerders moeten strategieën kunnen inoefenen.
- Ze moeten ook de kans krijgen om hun inzet van strategieën te evalueren.

(Cohen, 1998 - Chamot, 1999 – Graham & Harris, 2003)

#### 2.2 Een blik op het Strategic Self Regulating (S<sup>2</sup>R) Model van R. Oxford (2011)

<b>Metastrategies</b> Help the learner manage the cognitive, affective and SI dimension		
<p><b>Cognitive strategies</b> Help the learners construct, transform and apply L2 knowledge</p>	<p><b>Affective strategies</b> Help the learner create positive emotions and attitudes and stay motivated</p>	<p><b>Sociocultural-Interactive strategies (SI)</b> Help the learner interact to learn and communicate and deal with culture</p>
<p>1 Using the Senses to Understand and Remember 2 Activating Knowledge 3 Reasoning 4 Conceptualizing with Details 5 Conceptualizing Broadly 6 Going Beyond the Immediate Data</p>	<p>1 Activating Supportive Emotions, Beliefs, and Attitudes 2 Generating and Maintaining Motivation</p>	<p>1 Interacting to Learn and Communicate 2 Overcoming Knowledge Gaps in Communicating 3 Dealing with Sociocultural Contexts and Identities</p>

	<b>Metastrategies</b> help the learner manage the cognitive, affective and SI dimension
Metastrategies for general management and control	
<ul style="list-style-type: none"> <li>▪ Paying attention</li> <li>▪ Planning</li> <li>▪ Obtaining and using resources</li> <li>▪ Organizing</li> <li>▪ Implementing Plans</li> <li>▪ Orchestrating Strategy Use</li> <li>▪ Monitoring</li> <li>▪ Evaluating</li> </ul>	= OVUR-strategieën

'Metacognitive strategies' - voorbeelden		
<b>Planning for Cognition</b>	Setting cognitive goals	<i>I think about the textbook's stated objectives for a lesson and then set my own goals.</i>
<b>Orchestrating Cognitive Strategy Use</b>	... for balance	<i>I have to think about which strategies to use for what purposes, and I try to tie them together in a balanced way so I can do what I want to do.</i>
<b>Monitoring Cognition</b>	Monitoring cognitive performance during a task	<i>I look for mistakes while I am writing in French by using the spelling and grammar checker on the computer.</i>
<b>Evaluating Cognition</b>	Evaluating cognitive strategy use	<i>At the end of every unit in my ESL textbook, there is a checklist that helps me think about the strategies I used. I consider whether they worked for me.</i>
...		

'Cognitive strategies' - voorbeelden		
<b>Using the Senses to Understand and Remember</b>	Using the auditory sense to understand and remember	<i>The background noise on the Russian CD helps me understand the meaning.</i>
<b>Activating Knowledge Reasoning</b>	Brainstorming	<i>I brainstorm aloud with a small group what we know about the topic.</i>
<b>Conceptualizing with Details</b>	Using inductive reasoning	<i>I try to figure out the grammar rules in Russian based on the evidence from my newspaper readings in Izvestiya.</i>
<b>Conceptualizing Broadly</b>	Making distinctions	<i>I distinguish between more important and less important information that I read in Hungarian.</i>
<b>Going Beyond the Immediate data</b>	Combining similar things	<i>I create a semantic map linking ideas.</i>
...	Predicting	<i>I predict what will be said on the TV based on facts I have picked up in the newspaper.</i>

'Meta-affective strategies' - voorbeelden		
<b>Planning for Affect</b>	Setting affective goals	<i>I want to learn to relax when doing the listening exercises in this lesson.</i>
<b>Obtaining and Using Ressources for Affect</b>	... technological resources	<i>I find blogs and websites to learn more about reducing my anxiety in language learning.</i>
<b>Monitoring Affect</b>	Monitoring affective state during a task	<i>I monitor how I am feeling when my thoughts wander. Am I interested? Am I unmotivated? Am I physically fatigued? Am I feeling overwhelmed?</i>
<b>Evaluating Affect</b>	Evaluating affective progress and states	<i>In considering how well I did in writing the essay, I thought about how much was in my control and how much was out of my control</i>
...		

'Affective strategies' - voorbeelden		
<b>Activating</b> Supportive Emotions, Beliefs, and Attitudes	Using positive self-talk for the short term	<i>I use positive self-talk ("I know I can do this") to get started on the next Hebrew task.</i>
<b>Generating and Maintaining Motivation</b>	Increasing intrinsic motivation Increasing extrinsic motivation	<i>I listen to music in the language, and this makes me very excited and happy. I remind myself that I will get to watch a film when I finish this task, and that keeps me motivated.</i>
...		

'Meta-SI strategies' - voorbeelden		
<b>Obtaining and Using Resources</b> for Contexts, Communication and Culture	... print resources	<i>I read everything I could about the country. This did not help me with producing the language, but it made me more comfortable talking with native speakers.</i>
<b>Monitoring</b> for....	Monitoring cultural understanding and communication	<i>I monitor whether I still have the trust of the native speaker throughout the conversation, and this tells me whether I am effectively using my understanding of the situation.</i>
<b>Evaluating</b> for...	Evaluating effectiveness of strategy use for communication	<i>I ask myself whether I relied too much on masking, gestures, and asking for repetition during the last task I did.</i>
...		

'SI strategies' - voorbeelden		
<b>Interacting to Learn and Communicate</b>	Asking for explanation, clarification...	<i>I ask for help to understand the meaning of "acid rain" in the article.</i>
<b>Overcoming Knowledge Gaps in Comm.</b>	Using other words to continue to comm.	<i>If I don't know a word, I "talk around it".</i>
<b>Dealing with Sociocultural Contexts</b>	Exploring the meaning of social roles, identity, power and the media	<i>I try to understand the cultural beliefs in the statements of a TV news commentator.</i>
...		

- Meerwaarde van het S<sup>2</sup>R Model van R. Oxford
- Overzichtelijk en operationeel referentiekader
  - Erkenning van
    - Metastrategieën die ook de SI en affectieve strategieën reguleren
    - SI-strategieën die de rol van de context erkennen
    - Affectieve strategieën die de attitudes kunnen beïnvloeden
  - **Erkenning van het belang van metastrategieën**
    - > 'self-regulated learner' = gaat bewust om met strategieën

### 3 Expliciet leerstrategieënonderwijs (ESI)

#### 3.1 Stand van zaken in MVT-handboeken

##### Vaststellingen

- **Hoe?**
  - in instructies, onder vorm van 'tools& tips', handleiding, zelfevaluatieroosters...
  - meestal taakgericht maar stilaan meer aandacht voor generieke aanpak
  - impliciet bij de receptieve vaardigheden, ook expliciet bij de productieve
  - meestal in doeltaal
- **Welke strategieën?**
  - overwegend cognitieve en metacognitieve
  - zeer weinig SI en affectieve (meta)strategieën

#### ➔ CONSEILS DE MÉTHODE

Il faut bien lire les consignes qui précisent les situations et fixent les objectifs de l'écoute. Une lecture attentive des consignes et des questions vous permet de bien comprendre ce qu'on vous demande et vous permet également d'orienter votre écoute.

Dans un examen du DELF, comme dans la vie réelle, on ne vous demande pas de tout comprendre et vous pourrez répondre aux questions même si vous ne comprenez pas certains mots du document.

Sachez aussi que les questions suivent toujours l'ordre du document (mises à part certaines questions qui portent sur l'ensemble du document : elles seront alors placées soit tout au début, soit tout à la fin du questionnaire). La première question est toujours une question de compréhension globale.

Pendant la 1<sup>re</sup> écoute, concentrez-vous sur le sens général du document. Notez seulement les réponses qui vous paraissent évidentes.

Après la 1<sup>re</sup> écoute, notez vos réponses. Si vous ne trouvez pas la réponse à une question, passez à la question suivante.

Attendez la 2<sup>e</sup> écoute pour compléter les réponses sur lesquelles vous aviez des hésitations.

Lorsque les questions sont ouvertes, on attend une réponse brève composée de quelques mots ou une phrase très simple. Il n'est donc pas nécessaire de rédiger de longues phrases complexes, cela vous ferait perdre du temps. Votre orthographe ne sera pas pénalisée. Écrivez ce que vous comprenez, même si vous faites des erreurs d'expression.

Source: Réussir le DELF B1, Didier, Paris

1 How to listen to a short story	
TASK	You will listen to a short story.
PROCESS	<p><b>A</b> You are going to listen to a short story.</p> <p><b>B</b> During the first listening session you want to focus on the characters (people in the story), the setting (where the story takes place), the time (when the story takes place), and the conflict or problem.</p> <p><b>Step 1 - THINK!</b></p> <ul style="list-style-type: none"> <li>• What do you have to do?</li> <li>• What will be evaluated later on?</li> </ul> <p><b>Step 2 - PREPARE!</b></p> <p>Look at the 'My Scheme'. Write the title and the author. As you listen the first time, try to fill in the information for characters, the setting, the time and the conflict or problem.</p> <p><b>Step 3 - DO!</b></p> <ul style="list-style-type: none"> <li>• Make sure you are organised before you start listening. All you need is a pencil, a ballpoint pen, your workbook and ... your ears! Don't let other stuff on your desk distract you.</li> <li>• While you're listening, only focus on the global information.</li> </ul> <p><b>Step 4 - REFLECT!</b></p> <ul style="list-style-type: none"> <li>• Correct your responses.</li> <li>• Where did you make mistakes?</li> <li>• Which statement were you able to fill in correctly before actually hearing the text?</li> <li>• What can you improve in the future?</li> </ul> <p><b>C</b> Listen to the text for a second time. During this listening session, you need to write down the events. What happens in the beginning of the story? What is the turning point? What is the ending of the story?</p> <p><b>D</b> Listen for a third time to add the info that's still missing in your scheme.</p>

Source:  
Strategy Guide  
Spark, Pelckmans

#### 3.2 ESI-stappenplannen

"No one best way to conduct strategy instruction" (Cohen, 2011)

##### Drie aandachtspunten in ESI

- inzet + meerwaarde van LS bespreken met leerlingen
- leerlingen aanmoedigen om bewust LS in te zetten + te transponeren
- tools aanreiken om de inzet van LS te controleren en te evalueren

= inzetten op metastrategieën

### Twee modellen ESI-stappenplannen

Chamot (2009)	4 stappen
1 Planning:	The instructor presents the students with a language task and explains the rationale behind it. Students are then asked to plan their approach to the task, choosing S that they think will facilitate its completion.
2 Monitoring:	During the task, the students are asked to “self-monitor” their performance by paying attention to their S use and checking comprehension.
3 Problem solving:	As they encounter difficulties, the students are expected to find their own solutions.
4 Evaluation:	After the task had been completed, the learners are then given time to debrief the activity by evaluating the effectiveness of the S that they used during the task.

Oxford (1990, updated 2006)	6 stappen
1 Prepare:	Identify Current Strategies, Raise Initial Awareness ( <i>identificatie</i> )
2 Continue to Raise Awareness	( <i>'cold'-task zonder ESI + bespreking</i> )
3 Model and Name Strategies	
4 Practise	( <i>oefenen + 'strategy chains'</i> )
5 a Evaluate and Transfer	b Expand and Adapt
6 Learners continue to increase Ownership	

### 4 Op weg naar bewuste LS-gebruikers: enkele pistes

- Tools aanreiken: zelfevaluatieroosters, generieke “Strategy Guides”
- LS meer opnemen in de eerste stappen van het didactisch proces:
  - ook receptieve LS expliciteren (zie bundel)
  - eerst eigenschappen van tekstsoorten laten herkennen + inoefenen (zie bundel) dan pas de taalkaak laten uitvoeren
  - producties van taalleerders bespreken (vb. opnames CIEP)
- Coöperatief leren > ervaringen i.v.m. LS laten delen  
[www.carla.umn.edu/strategies/sp\\_grammar](http://www.carla.umn.edu/strategies/sp_grammar)
- Overleg binnen MT-vakgroep > visie ontwikkelen

### Om verder te gaan

- Oxford, R. (2011) Teaching and Researching Language Learning Strategies. London, Routledge
  - Cohen, A. (2011) Strategies in Learning and Using a Second Language. London, Routledge
  - Chamot, A.U. (2005) Language learner strategy instruction: Current Issues and research. Annual Review of Applied Linguistics, 25, 112-30
  - Griffith, C. & Oxford, R. (2014) Twenty-first century landscape of language learning strategies. System, 43, 1-10
- ESI:**
- Cohen, D. & Weaver S. (2013) Styles- and Strategies-Based Instruction: A Teacher's Guide, Minneapolis, Carla
- Illustratiemateriaal:**
- Spark, Strategy Guide, Kappelen, Pelckmans
  - Insight, Upper-Intermediate Student's Book, Oxford, Oxford U.P.
  - Life Upper Intermediate B2, Handover, National Geographic Learning
  - Coup de Pouce 3, Mechelen, Plantyn
  - Quartier français 4, Kappelen, Pelckmans
  - Alter Ego 3 B1, Paris, Hachette FLE



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