

Learners' Spanish¹ Language Strategy Survey²

This group of strategies is product of the workshop I attended during the summer. It was a Workshop given by Dr. Andrew Cohen on "Styles and Strategies-Based Instruction [SSBI]". The purpose of this Workshop was to help us, as teachers, to focus our teaching on our students, rather than on ourselves. The intended result of this strategy is that our students will take more responsibility for meeting their own needs, in learning a language, by creating their own "learning strategies".

As a student in this Workshop, I was being asked to self-direct the language-learning process and to become less dependent on the classroom teacher. By the end of the Workshop, we were more "aware" of how various strategies may help the students learn and use a foreign language more effectively. Given that language learning and the use of what is learned inevitably involve considerable memory work, as well as ongoing and meaningful practice, a systematic and purposeful approach to learning can help to ease the burden."

This Quarter, in class, I will present you with some of the strategies I learned in this Workshop. I want, that after each chapter, you will create at least one strategy yourself, which you might employ to help you in class and share it with your classmates. You can also work with a partner if you wish.

Please answer and bring the survey next class (Wednesday January 4th). Please do not write your name, my objectives with this survey are:

- To raise students' awareness of their own learning style preferences
- To encourage students to expand their learning style repertoire
- To help students get to know each other and foster respect for and awareness of diversity in learning styles.
- To create activities based on your Learning strategies that the students use in class.

Instructions: Below are series of statements about language learning:

-  Mark a plus (+) if the statement really describes you.
-  Mark a check (✓) if the statement is somewhat like you.
-  Write a minus (-) if the statement is not like you.

I. Listening strategies

A. What you do to listen more:

_____ 1. I listen to the radio/TV shows in the target language.

_____ 2. I listen to music in the target language.

Other: _____

¹ You can adopted it to other languages.

² Adapted (and authorized) from Cohen, A. D. & Oxford, R. L (2002.). *Young Learners' Language Strategy Use Survey*. Minneapolis, MN: Center for Advanced Research on Language Acquisition, University of Minnesota. [In Cohen & Weaver, 2006, pp. 75-78]

B. What you do to understand

- ____ 1. I find sounds in the target language that are like sounds in English.
- ____ 2. I try to remember unfamiliar sounds I hear.

Other: _____

II. Vocabulary Strategies

What you do to memorize new words:

- ____ 1. I group the words by type (e.g. nouns, verbs, adjectives)
- ____ 2. I use rhymes to remember new words.
- ____ 3. I make pictures of new words in my mind.
- ____ 4. I write the new word on a card and go over several times at first.

Other: _____

III. Speaking Strategies

A. What you do to practice speaking:

- ____ 1. I make the sounds of the language until I can say them well.
- ____ 2. I say new expressions over to myself.

Other: _____

B. What you do to talk with other people:

- ____ 1. I start the conversation.
- ____ 2. I plan what I am going to say.
- ____ 3. I ask the other person to correct me when I talk.

Other: _____

IV. Reading Strategies

A. What you do when you read:

- ____ 1. I read things that interest me.
- ____ 2. I look at the pictures and what is under them.
- ____ 3. I underline the new words and try to understand them through the context.

Other: _____

V. Writing Strategies

What you do to write more and better:

- _____ 1. I take class notes in the target language.
- _____ 2. I write letters or email in the target language to real or imaginary people.
- _____ 3. I use spell checker on the computer.

Other: _____

Thanks
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