**Massachusetts English Language Proficiency Standards for Adult Education: Learning Strategies**

This list of *general* (or cross-domain) language learning strategies complements the *domain-specific* strategies that are described in each strand under Standard 4: Use of Effective Strategies. It is a reminder of the scaffolding instructors can provide by teaching students how to learn more effectively.

**Use strategies to support recall and thinking**

* Take and review notes to aid comprehension and recall
* Use graphic organizers suited to specific text types/genres and purpose (e.g., mind maps, lists, T charts, timeline, Venn diagram, compare/contrast chart)
* Use strategies to develop, clarify and organize thoughts, such a making a detailed outline, discussion or journaling, or visually mapping ideas (e.g., on a timeline)
* Use tools to review and reinforce learning (e.g., word lists, flash cards)

**Use reference tools and resources to build and use language**

* Use tools to determine or clarify the meaning or etymology of words, and to check word choice or usage (e.g., picture, bilingual, or academic dictionary, thesaurus, glossaries)
* Use tools to check spelling, grammar, and format (e.g., spell check, grammar check, style guide)
* Use tools to determine or clarify the pronunciation of words and phrases (e.g., pronunciation dictionaries, translation tools)
* Use learning apps to accelerate learning

**Adopt behaviors that advance learning**

* Build self-efficacy through positive self-talk, accepting that errors are part of language learning.
* Take risks
* Set long- and short-term learning goals
* Observe/learn from others as models
* Review, practice and rehearse emerging language skills and vocabulary
* Read, write, and converse regularly in English
* Play simple word games

**Build metacognition to understand learning**

* Draw on knowledge of native language to hypothesize how English works.
* Recognize and begin to overcome areas of common linguistic interference from first language (e.g. too much vs. so much)
* Evaluate how and when various learning strategies are effective.