

ENGLISH FOR EMPLOYMENT FROM I.N.D.I.A TRUST

CHECK LIST OF STUDY FOR COMMUNICATIVE ENGLISH

As you work your way through Employment planning, use this checklist to note the strategies you would like to try, then start planning how you might begin to use them. It will also be useful to note the strategies you already use, so that you have a better understanding of your learning approach.

STUDYING IN ENGLISH

English is best learnt through active communication and by integrating language learning with academic learning. The strategies introduced in this module will help you to improve your English skills as you use them in your studies and your daily life. They include social, cognitive, and metacognitive learning strategies.

What does our research show?

Students who tended to **have higher academic achievement** reported using these strategies:

- following lectures on a handout and adding their own notes.
- **doing assignments** as soon as possible after receiving them.
- **linking new knowledge** to what they already know.

Academic achievement tended to be lower for students who reported that they:

- ❖ **do not attend** classes and only read the materials or depend on friends to provide notes.
- ❖ **only study what is needed** to pass you degree.

SOCIAL LEARNING STRATEGIES

What are social learning strategies?

Social learning strategies include interaction with other people who may be friends, class groups, or tutors and lecturers. Interacting and exchanging points of view or ideas helps you to learn. With social learning you are activating both your listening and speaking skills to reinforce your learning.

	I do this already	I'll try this one	Might try later
<ul style="list-style-type: none"> • Below are some social learning strategies used by students. Which ones do you use? Which ones would you like to try? 			
<ul style="list-style-type: none"> • I discuss academic problems with friends who can understand my point more easily. Homework is really important so I can check if I understand the chapter/lecture or not. 			
<ul style="list-style-type: none"> • I discuss lecture slides that I don't understand with course mates. 			
<ul style="list-style-type: none"> • During a lecture, tutorial or lab class, I usually check my notes with friends to see if I have understood everything. 			
<ul style="list-style-type: none"> • I usually ask friends, whether they are from an English speaking background or not, whenever I have a problem understanding something in my course, 			
<ul style="list-style-type: none"> • Group study is a good idea for improving English and learning another point of view from your friends. 			
<ul style="list-style-type: none"> • I think if friends get together and discuss the chapters that are going to be taught, it helps in understanding the concepts better. 			
<ul style="list-style-type: none"> • Join a mentors / peer leadership club, try to make friends and do group assignments with people from different cultures. 			
<ul style="list-style-type: none"> • Arrange a weekly meeting with friends who come from different places. Have different topics to discuss every week and a presentation by one or two members 			

about their own cultures as well.			
-----------------------------------	--	--	--

COGNITIVE LEARNING STRATEGIES			
--------------------------------------	--	--	--

What are cognitive learning strategies?

These are the strategies we use to actually learn our content material. So when you do things like make summaries, review, categorise ideas, link knowledge to what you have already learned or to past experience, you are using cognitive learning strategies.

Cognitive learning strategies may involve the what, the how, the why or the when of acquiring knowledge.

Below are some cognitive learning strategies used by our students. Which ones do you use? Which ones would you like to try?	I do this already	I'll try this one	Might try later
Look for linkages between what you are learning and your previous knowledge and understandings:			
<ul style="list-style-type: none"> I find the relationships and applications to connect with my past study and life experiences. 			
Use alternative sources for understanding topics - don't just rely on one textbook:			
<ul style="list-style-type: none"> I thoroughly read my textbooks and lecture notes, and where I need to understand some points better, I look up the information in different ways. I try to look at things from different sources, other than only what the lecturers give us. 			
<ul style="list-style-type: none"> I find other textbooks that are related to the topic or unit, or try to find other books that are helpful which are recommended or listed. Then, I go to the internet to find out more about those topics if I still don't understand them. 			
<ul style="list-style-type: none"> If I can't understand the theory, I go to the library and look at other books because the theory is the same but the way that the writer presents it is different. 			
<ul style="list-style-type: none"> I often try to find books related to the subject I am learning so as to have multiple meanings of a topic and then I try to find out the similarities from all of them 			
Go to class prepared:			
<ul style="list-style-type: none"> Always have something in my head before going to class, so that I can discuss and give opinions as much as I can during classes. 			
<ul style="list-style-type: none"> Always prepare for class and have at least a basic idea of the topics to be covered. 			
Previewing is important to link prior knowledge with the lecture material. This is one of the most effective ways to learn:			
<ul style="list-style-type: none"> I preview the lecture materials before my lecture and also review them again after the lectures to ensure I completely understand as much as possible. 			
<ul style="list-style-type: none"> I find the relationships with my past study and life experiences. 			
Note-taking is another good strategy because you will have approached the material in different ways:			
<ul style="list-style-type: none"> Take notes in your own words with practical examples so that when you need to review you remember and understand the subject better. 			
<ul style="list-style-type: none"> I write down everything I need to understand as I can understand things written by me better. I also try to visualize or draw diagrams when reading to help me understand. 			
Reviewing is just as important as previewing:			
<ul style="list-style-type: none"> Reviewing is just as important as previewing because it strengthens that connection between the old and the new knowledge. 			
<ul style="list-style-type: none"> The strategy to support my academic performance is to keep on reviewing the any previous materials that are hard to understand. 			
<ul style="list-style-type: none"> I don't 'memorise' the materials, I try to 'understand' them. Memorising is for people who want to 'pass' instead of 'learn'. 			
Some students may not have the English language skills needed to easily read more widely. For them it is important to start with the textbook:			
I prefer using the textbook rather than reading journals because the textbook has a clear structure			

(chapters) and the language is easy to read. So I have a basic understanding before I read a journal article.

METACOGNITIVE LEARNING STRATEGIES

What are metacognitive learning strategies?

These are the strategies you use to organise yourself, such as:

- Time-management (e.g. meeting assignment deadlines, or knowing a lecturer's office hours).
- Finding the gaps in your knowledge.
- Identifying your weaknesses and working to improve them.
- Evaluating your improvement (e.g. by testing yourself).
- Setting goals.
- Planning activities to stay motivated.
- Constructing a learning journal or port-folio where you keep track of your learning, e.g., 'What did I learn today/this week?'
- Developing an individual learning plan.
- Debriefing yourself after a test or quiz and noting what you did not know.
- Scanning contents and index pages and bookmarking the relevant information to focus on.
- Designing your own test questions.

Below are some metacognitive learning strategies used by our students. Which ones do you use? Which ones would you like to try?

I do this already

I'll try this one

Might try later

- **Doing the assignments** as soon as possible is a good way to improve my academic performance.

- **I design a day-to-day timetable** to ensure I allocate my time each day for studying. I also manage my lecture notes and study area well by preparing boxes for each subject and storing past lectures and notes and anything relevant in order in each box.

- **I set out a plan** to read a newspaper almost every day and I try to ask some teachers or friends what type of TV or radio program was best to develop my English and I stick to that.

Some words of advice

A good metacognitive strategy is to have a thorough **understanding** of the cognitive learning strategies that work for you and when, and **plan** your use of them. So:

- Think about your **preparation strategies for an exam** memorising, outlining, diagramming, self testing.
- Identify which of these strategies works best with different types of material (lecture notes, textbooks, lab reports/manuals, etc.)
- Then **plan your study time**, thinking about how to apply each of these cognitive learning strategies.

Likewise, think about your **planning strategies for an assignment**.

More metacognitive strategies for you to try¹:

I do this already

I'll try this one

Might try later

- Ask yourself periodically if you are meeting your goals.
- Try to use strategies that have worked in the past.
- Pace yourself while learning in order to have enough time.

• Understand your intellectual strengths and weaknesses.			
• Set specific goals before you begin a task.			
• Slow down when you encounter important information.			
• Make sure you know what kind of information is most important to learn. ☐			
• Ask yourself if you have considered all options when solving a problem.			
• Focus your attention on important information.			
• Have a specific purpose for each strategy you use.			
• Make sure you know what your lecturer expects you to learn.			
• Use different learning strategies depending on the situation.			
• Ask yourself if there was an easier way to do things after you finish a task.			
• Periodically review to help you understand important relationships between ideas.			
• Ask yourself questions about the text before you begin.			
• Consider several ways to solve a problem and choose the best one.			
• Summarise what you've learned after you finish.			
• Ask others for help when you don't understand something.			
• Reflect on the strategies you use when you study.			
• Think about the usefulness of strategies while you study.			
• Focus on the meaning and significance of new information.			
• Create your own examples to make information more meaningful.			
• Pause regularly to check your comprehension.			
• Make sure you know when each strategy you use will be most effective.			
• Ask yourself how well you have accomplished your goals once you have finished.			

PLEASE WRITE IN 100 WORDS ABOUT YOUR COMPETENCY LEVEL IN SPOKEN ENGLISH

Name: Signature:

Department: Year:

College Name:

Email: Phone Number: