

## MAGAZINE FORUM

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**Title of the article: Mistaken strategies used by weak students – A review**

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### MISTAKEN STRATEGIES USED BY WEAK STUDENTS A REVIEW

According to Miriam Kopeika's article "weak EFL students adopt several mistaken strategies to understand text and/or perform text-based tasks" (pg. 28). In this article, the author describes some students' strategies, gives some reasons for students' mistaken approaches, and proposes solutions since teachers can only help weak students after discovering the causes of their mistaken strategies. Seven mistaken strategies are presented:

1. Music context
2. Alternate versions - Kopeika "proposes using cloze exercises, where the missing word can only be guessed from the context, as a drill to focus students' attention on the context" (pg.29).
3. Spin the sentence: students interpret the texts in a wrong way since they use inappropriate word grouping. For this reason, they might do regular exercises in order to find coherent connections " within sentences and between them." (pg. 30).
4. Continuation stories
5. Solitaire: Students read only one sentence, the one that is most interesting for them. In this case, they need to look for coherent connections in the text and check their interpretations according to the context.
6. Pin the tail on the text: it involves ability in text interpretation. The students have to find the answers to the questions through similar words.
7. Mr. Potato head: appropriate knowledge about L1 and L2 is helpful for not misreading the text and for understanding the author's ideas.

The author concludes the article stating that the mistaken strategies described are a result of students' lack of confidence in reading foreign texts. Possibly, the students skills should be practiced through texts in L1.