Developing Autonomy in Language Learners

Learning Strategies Instruction in Higher Education

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INTRODUCTION

I. Purpose of This Guide

This guide is for foreign language instructors who are interested in helping their students become better language learners. To learn a language effectively, students need to know how to learn as well as what to learn. Having a repertoire of learning strategies can help students become better and more autonomous learners. This guide presents twenty particularly useful learning strategies that teachers can introduce to their students and it demonstrates how teachers can introduce these strategies in their classroom.

II. How to Use this Guide

The goal of strategies instruction is to make students more aware of how they learn and how they can learn more efficiently and effectively. Teaching strategies does not mean that you have to develop a separate set of “strategies lessons” and then try to find a time to teach them. Instead, discussions about students’ strategies and thought processes should become a natural part of regular class activities.

After working on a number of foreign language research studies and observing foreign language and immersion classrooms, NCLRC researchers have constructed the set of learning strategies presented in this guide. Using the Resource Guide, these are strategies that teachers can actually teach and that students find useful in learning language and other subject material. We hope that this guide provides useful information, methodology and materials for you and your students.

The guide is divided into the following four chapters:

Chapter 1, “Teaching Learning Strategies” provides you with a rationale for teaching students learning strategies and demonstrates how learning strategies instruction is particularly valuable for language learners at the college level.

Chapter 2, “Defining and Organizing Language Learning Strategies,” lists and defines 20 learning strategies that we feel can be of particular benefit to your students who are studying a foreign language. The strategies are divided into two categories, Metacognitive Strategies and Task-Oriented Strategies.

Chapter 3, “Empowering Your Students with Learning Strategies,” demonstrates how to integrate the instruction of learning strategies into your foreign language curriculum in order to help students master the target language and to assist in the development of student autonomy. It outlines the characteristics of the learner-centered classroom.
Chapter 4, “Classroom Activities for Teaching Learning Strategies,” presents twenty sample activities that you can adapt to fit your individual classroom needs. Designed jointly by higher education teachers and NCLRC staff, these activities illustrate learning strategies instruction for a variety of languages and proficiency levels. Each activity provides instruction in introducing a learning strategy and focuses on one or more language or culture objective. A template for planning a learning strategies activity is provided in Appendix A.
Chapter 1
Teaching Language Learning Strategies

I. A Rationale for Teaching Learning Strategies

The explicit teaching of learning strategies can aid language teachers in helping students attain the goals of improving their mastery of the target language and of learning about the target culture.

Learning strategies are the thoughts and actions we engage in, consciously or not, to learn new information. The goal of teaching learning strategies is to help students to consciously control how they learn so that they can be efficient, motivated, and independent language learners (Chamot, Barnhardt, El-Dinary, & Robbins, 1999).

The intent of learning strategies instruction is to help all students become better language learners. When students begin to understand their own learning processes and can exert some control over these processes, they tend to take more responsibility for their own learning. This self-knowledge and skill in regulating one's own learning is a characteristic of successful learners, including successful language learners. Research with both first and second language learners is revealing some of the ways of thinking that guide and assist an individual's attempts to learn more effectively (Paris & Winograd, 1990).

Students who think and work strategically are more motivated to learn and have a higher sense of self-efficacy or confidence in their own learning ability. That is, strategic students perceive themselves as more able to succeed academically than students who do not know how to use strategies effectively. Students who expect to be successful at a learning task generally are successful, and each successful learning experience increases motivation.

In order to continue to be successful with learning tasks, students need to be aware of the strategies that led to their success. Awareness of one's own thinking processes is generally referred to as metacognition or metacognitive awareness (Pressley & Afflerbach, 1995; Rivers, 2001). The value of this type of self-knowledge is that it leads to reflection, to planning how to proceed with a learning task, to monitoring one's own performance on an ongoing basis, and to self-evaluation upon task completion. In other words, it leads to self-regulation of one’s learning. Students with greater metacognitive awareness understand the similarity between the current learning task and previous ones, know the strategies required for successful learning, and anticipate success as a result of knowing "how to learn."

One study that investigated differences between more and less effective language learners focused on listening comprehension (O'Malley, Chamot, and Küpper, 1989). Significant differences
in strategy use were found between effective and less effective listeners in three major areas. Effective listeners (1) monitored their comprehension by continually asking themselves if what they were hearing made sense; (2) related new information to their prior knowledge by recalling relevant personal experiences or things they had studied; and (3) made inferences about unknown words or information.

Similar research with both high school and college foreign language students found differences between more and less effective learners in the number and range of strategies used, in how the strategies were used, and in whether they were appropriate for the task (Anderson, 1991; Bruen, 2001; Chamot, 1993; Fan, 2003; Green & Oxford, 1995; Halbach, 2000).

These studies indicate that task difficulty and level of language proficiency have a major effect on the strategies that students use. For example, some strategies used by beginning level effective language learners are used less often by the same learners when they reach intermediate level classes, probably because they have had to develop new strategies to meet the requirements of more challenging language tasks. In addition, the difficulty of the task seems to be related to whether students even try to use learning strategies. For example, if a task is relatively easy, students can perform it much as they would in their native language, without conscious attention to strategies. On the other hand, if the task is much too difficult, even effective learning strategies cannot overcome the learner's lack of knowledge and/or language proficiency.

Conclusions about strategic differences between successful and unsuccessful language learners suggest that explicit knowledge about the characteristics of a task and about appropriate strategies for the task's completion are major determiners of language learning effectiveness. When students do not understand a task (what they are supposed to do) and cannot choose an appropriate strategy to help them understand and complete the task, they seem to fall back on a largely implicit approach to learning in which they use habitual or preferred strategies without analyzing the requirements of the particular task.

If successful language learners know how to use learning strategies to assist their language performance, can teachers help less effective language learners by teaching them how to use some of the same effective strategies?

In fact, researchers and teachers in native language contexts have been quite successful in improving student performance through learning strategies instruction in areas such as reading comprehension, writing, and problem-solving (see, for example, El-Dinary, Brown, and Van Meter, 1995; Gagné, Yekovitch, and Yekovitch, 1993; Harris and Graham, 1992; Wood, Woloshyn, and Willoughby, 1995).

Second-language researchers have also investigated a variety of language learning tasks, including listening, reading, speaking, and writing. While much additional research remains to be done with language learning strategies, many of the studies carried out to date report that instruction in learning strategies can, if properly conducted, help students increase their language learning ability and confidence (see, for example, Ross and Rost, 1991; Thompson and Rubin, 1993).
Studies with high school and college learners of Japanese, Russian, or Spanish indicated generally strong correlations between the use of language learning strategies and students' level of confidence in their own language learning ability (Chamot, Barnhardt, El-Dinary, Carbonaro, and Robbins, 1993). Research currently in progress is building on these studies of foreign language learning strategies by fine-tuning teaching techniques for integrating instruction in language learning strategies into the foreign language curriculum.

General models for language learning strategies instruction for all levels of instruction have been developed for teachers of foreign languages and English as a second or foreign language (Chamot et al, 1999; Cohen, 1998; Oxford, 1990). For an overview of lists of language learning strategies, see Hsiao and Oxford, 2002).

Below you will find a summary of the reasons for teaching learning strategies in the foreign language classroom.

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**Important reasons for teaching learning strategies in the foreign language classroom include the following:**

- Strategic differences between more and less effective learners have been documented through research in both first and second language contexts. Better learners have greater metacognitive awareness, which helps them select appropriate strategies for a specific task.

- Most students can learn how to use learning strategies more effectively.

- Many strategies can be used for a variety of tasks, but most students need guidance in transferring a familiar strategy to new problems.

- Learning strategies instruction can increase student motivation in two main ways: by increasing students' confidence in their own learning ability and by providing students with specific techniques for successful language learning.

- Students who have learned how and when to use learning strategies become more self-reliant and better able to learn independently.

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**II. Teaching Learning Strategies in Higher Education**

University-level language learning involves higher, more demanding skills and tasks such as reading a novel, analyzing a poem or story, listening to lectures, or writing a research paper. Learning strategies can help students meet these demands. For example, when faced with long-term assignments, students benefit from planning their time and organizing the assignment into small tasks.
In addition, students can share ideas and check their work by cooperating with classmates. Students can use graphic organizers to prepare for the assignment and present and/or illustrate the information efficiently. Finally, college-level language learners can use appropriate information sources such as references materials, models, and the Internet to complete difficult assignments and even take their work a step further.

Instructors expect students to work independently and be responsible for their own learning. Learners are therefore challenged to manage their language studies in a variety of ways. Strategic learning encourages students to take that responsibility and reflect on their own thinking process as well. For instance, learners who are aware of effective learning practices monitor their progress and evaluate their performance and achievement. Students who have a repertoire of strategies at their disposal can make sophisticated learning decisions.

Understanding the language learning process will encourage students’ acquisition and critical analysis of language learning issues. Learning strategies instruction gives instructors and students the opportunity and vocabulary to talk about the learning process in the target language.

Extensive language learning resources are available to both instructors and learners at the university level. Traditional language labs have become multimedia centers that provide software and Internet practice. Teacher Assistant and peer tutoring opportunities are available in most language programs. Also, many language departments house target language libraries and reading rooms. Language clubs host films, speakers, and cultural outings. Lastly, foreign exchange programs allow students to experience the target culture and learn the language in immersion setting. Strategic learners can take advantage of these information and practice sources. Teaching students learning strategies will help encourage them to access and use varying educational opportunities.

In the following chapter, “Defining and Organizing Language Learning Strategies,” you will be introduced to 20 useful learning strategies and be given suggestions on how to teach these strategies.
Chapter 2:
Defining and Organizing Language Learning Strategies

In this chapter we will introduce you to 20 learning strategies that you can teach to your students to improve their learning of the foreign language.

As we emphasized in the preceding chapter, extensive research into learning strategies reveals the importance and relevance of this instruction for language students. However, as experienced teachers, we know that incorporating a new approach into our instruction is not an easy task. This chapter focuses on preparing both teachers and students for learning strategies instruction. We begin by answering some of the most commonly asked questions about learning strategies. We also share the techniques and explain the importance of establishing a learner-centered environment in the classroom before beginning strategies instruction.

I. Answers to Some of the Most Common Questions about Learning Strategies Instruction

At this point, you may be thinking, “Twenty learning strategies? How do I find the time to teach 20 learning strategies instruction in my already full schedule of teaching language skills?” And even more importantly, you may be thinking about your students: “How receptive will they be to learning strategies? How do I prepare them for learning strategies instruction?” Explicit strategies instruction may entail not only a new experience for you and your students, but also new roles in the learning process. The purpose of this section is to respond to these important questions and provide suggestions for getting started with learning strategies instruction.

It is important to distinguish between teaching strategies and learning strategies. Think about yourself in two different roles - as a language teacher and as a language student. Look at Table 1 below for examples of strategies you might use as a teacher and those you might use as a student.
Table 1
A comparison of teaching strategies and learning strategies

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Teacher</th>
<th>Learner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Background Knowledge</td>
<td>Activate your students’ prior knowledge in order to build new material on what they already know.</td>
<td>Think about what you already know about a topic to help you learn more about it.</td>
</tr>
<tr>
<td>Personalize</td>
<td>Link new material to your students’ knowledge and experiences using guiding questions or other activities.</td>
<td>Think about how language constructions in the language you are studying compare with those of your native language and relate new information to your own ideas and experiences.</td>
</tr>
<tr>
<td>Use Imagery</td>
<td>Create a meaningful context for your students by accompanying new information with figures, illustrations, and photographs.</td>
<td>Associate new information with a mental or printed picture to help you learn it.</td>
</tr>
</tbody>
</table>

Learning strategies take different forms. Strategies like Make Inferences, in which students derive meaning from context, are mental processes that are difficult to observe. Other strategies like Use Graphic Organizers/Take Notes can be easily observed and measured. What is important for the purpose of this guide is that strategies can be learned.

II. How Do We Name and Organize Language Learning Strategies for Instruction?

There are a number of different names and classification systems for learning strategies (for a very good review see Hsiao & Oxford, 2002). There are few “rights” and “wrongs” in learning strategies taxonomies, but specific ways of organizing the strategies can be useful for different teaching situations. Here, we have provided you with a list of 20 commonly used and effective language learning strategies grouped in a way that we think will help you seamlessly integrate strategies instruction into your FL classroom teaching. Students can use these strategies to improve their skills in reading, writing, speaking, listening, master grammatical features, increase their vocabulary, and learn content.

We have divided the 20 strategies into two categories: “Metacognitive” and “Task-Based.” The Metacognitive Strategies can be used for almost any task and are based on reflecting on one's own thinking while the Task-Based Learning Strategies are more determined by the specific nature of the task and the resources of the student.
**A. Metacognitive Learning Strategies**

Metacognitive learning strategies are general learning strategies. Reflecting upon your own thinking and learning is *metacognitive* thinking. Once students begin to think about their own learning, they can then begin to notice how they learn, how others learn, and how they might adjust how they learn to learn more efficiently. We list four general metacognitive strategies:

- **Organize/Plan** Your Own Learning
- **Manage** Your Own Learning
- **Monitor** Your Own Learning
- **Evaluate** Your Own Learning

These metacognitive strategies follow the sequential order of the process a learner generally goes through in accomplishing any task. What do I do before I start? *(Organize/Plan)* What do I do while I am working on the task? *(Manage)* How do I make sure I am doing the task correctly? *(Monitor)* What do I do after I have finished the task? *(Evaluate)* It is important to remember, however, that learners are not as linear as our models suggest. In reality, we go back and forth: planning, then monitoring, then planning again, managing, organizing, etc.

**B. Task-Based Strategies for Learning**

The “Task-Based Learning Strategies” focus on how students can use their own resources to learn most effectively. There are 16 task-based strategies in the list. We have divided them into four categories that are grouped by the kinds of resources students already have, or can get, to help them complete specific tasks. By focusing students’ attention on their resources, we emphasize their ability to take responsibility for their own learning. The four categories are

- **Use What You Know**
- **Use Your Imagination**
- **Use Your Organizational Skills**
- **Use a Variety of Resources**

Within each of these four groups, you will find specific strategies that are examples of what the students can do with these resources to help them learn. For example, in the group “Use What You Know” we include *Use Background Knowledge, Make Inferences, Make Predictions, and Transfer/Use Cognates.*

A diagram follows that puts the relationship between the Metacognitive and the Task-Based Learning Strategies in graphic form.
Applying Language Learning Strategies

Task-Based Strategies

- Background
- Inferences
- Predictions
- Personalize
- Transfer/Cognates
- Substitute/Paraphrase

Metacognitive Strategies

- Imagery
- Real Objects/Role Play

Problem-Solving

Plan
- Patterns
- Group/Classify
- Graphic Organizers/Take Notes

Monitor
- Summarize

Manage
- Selective Attention

Evaluate
- Access Information Sources
- Cooperate
- Talk Yourself Through It

Variety of Resources

What You Know

Your Imagination

Organizational Skills
Looking through the list of strategies, you might think that people use learning strategies one at a time and that learning strategies are clearly delimited in function and in use. Reality, of course, is never that simple. Many learning tasks are accomplished using a number of different learning strategies, sometimes simultaneously and sometimes in sequence. However, teaching learning strategies one-by-one, giving each one a name and a definition, and using examples, gives you a way to talk to your students about thinking and learning. It gives the students a way to talk to themselves about their own thinking. You develop a common vocabulary that will then allow you and your students to talk about how to choose and integrate strategies for different kinds of language learning tasks.

Below you will find the “Learning Strategies List for Students.” This list outlines the language learning strategies discussed above; it provides names for the strategies, descriptions of strategies, a picture of a key concept related to the meaning of each learning strategy, and a keyword that might be used with students to help them remember the strategy. You will probably want to teach the names of the strategies in the target language. Learning Strategies Lists in Arabic, Chinese, French, German, Greek, Hebrew, Italian, Japanese, Korean, Portuguese, Russian, Spanish, and Swedish can be found in the Appendices. You can copy the list in English and/or in the target language to distribute to your students.
## LEARNING STRATEGIES LIST FOR STUDENTS

### METACOGNITIVE STRATEGIES

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Description</th>
</tr>
</thead>
</table>
| **Organize / Plan** | - Plan the task or content sequence.  
                      - Set goals.  
                      - Plan how to accomplish the task.                               |
| ![Calendar](calendar_icon.png) | **Pace Yourself**  
                      - Determine how you learn best.  
                      - Arrange conditions that help you learn.  
                      - Seek opportunities for practice.  
                      - Focus your attention on the task.                              |
| ![Check](check_icon.png) | **Monitor**  
                      While working on a task:  
                      - Check your progress on the task.  
                      - Check your comprehension as you use the language. Are you understanding?  
                      - Check your production as you use the language. Are you making sense? |
| ![I did it](i_did_it_icon.png) | **Evaluate**  
                      After completing a task:  
                      - Assess how well you have accomplished the learning task.  
                      - Assess how well you have applied the strategies.  
                      - Decide how effective the strategies were in helping you accomplish the task. |
<table>
<thead>
<tr>
<th>Task Based Strategies: Use What You Know</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy</strong></td>
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<tr>
<td>-------------</td>
</tr>
</tbody>
</table>
| **Use Background Knowledge** | - Think about and use what you already know to help you do the task.  
- Make associations. |
| ![I know.](image) | |
| **Make Inferences** | - Use context and what you know to figure out meaning.  
- Read and listen between the lines. |
| ![Use Clues](image) | |
| **Make Predictions** | - Anticipate information to come.  
- Make logical guesses about what will happen. |
| ![Crystal Ball](image) | |
| **Personalize** | - Relate new concepts to your own life, that is, to your experiences, knowledge, beliefs and feelings. |
| ![Me](image) | |
| **Transfer / Use Cognates** | - Apply your linguistic knowledge of other languages (including your native language) to the target language.  
- Recognize cognates. |
| ![telephone/teléfono/Telefon/téléfon](image) | |
| **Substitute / Paraphrase** | - Think of a similar word or descriptive phrase for words you do not know in the target language. |
| ![Spare Tire](image) | |
### TASK-BASED STRATEGIES: USE YOUR IMAGINATION

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Use Imagery</strong></td>
<td>- Use or create an image to understand and/or represent information.</td>
</tr>
<tr>
<td>Mirror, Mirror</td>
<td></td>
</tr>
<tr>
<td><strong>Use Real Objects / Role Play</strong></td>
<td>-- Act out and/or imagine yourself in different roles in the target language.</td>
</tr>
<tr>
<td>Lights, Camera, Action!</td>
<td>- Manipulate real objects as you use the target language.</td>
</tr>
</tbody>
</table>

### TASK-BASED STRATEGIES: USE YOUR ORGANIZATIONAL SKILLS

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Find/Apply Patterns</strong></td>
<td>- Apply a rule.</td>
</tr>
<tr>
<td>Sound Out</td>
<td>- Make a rule.</td>
</tr>
<tr>
<td></td>
<td>- Sound out and apply letter/sound rules.</td>
</tr>
<tr>
<td><strong>Use Graphic Organizers/ Take Notes</strong></td>
<td>- Use or create visual representations (such as Venn diagrams, time lines, and charts) of important relationships between concepts.</td>
</tr>
<tr>
<td>Notepad</td>
<td>- Write down important words and ideas.</td>
</tr>
<tr>
<td><strong>Summarize</strong></td>
<td>- Create a mental, oral, or written summary of information.</td>
</tr>
<tr>
<td>Main Idea</td>
<td></td>
</tr>
<tr>
<td><strong>Use Selective Attention</strong></td>
<td>- Focus on specific information, structures, key words, phrases, or ideas.</td>
</tr>
<tr>
<td>Look for It</td>
<td></td>
</tr>
<tr>
<td>Strategy</td>
<td>Description</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Access Information Sources</td>
<td>- Use the dictionary, the internet, and other reference materials.</td>
</tr>
<tr>
<td></td>
<td>- Seek out and use sources of information.</td>
</tr>
<tr>
<td></td>
<td>- Follow a model</td>
</tr>
<tr>
<td></td>
<td>- Ask questions</td>
</tr>
<tr>
<td></td>
<td><strong>Read all about it!</strong></td>
</tr>
<tr>
<td>Cooperate</td>
<td>- Work with others to complete tasks, build confidence, and give and receive feedback.</td>
</tr>
<tr>
<td></td>
<td><strong>Together</strong></td>
</tr>
<tr>
<td>Talk Yourself Through It</td>
<td>- Use your inner resources. Reduce your anxiety by reminding yourself of your progress, the resources you have available, and your goals.</td>
</tr>
<tr>
<td>(Self-Talk)</td>
<td><strong>I can do it!</strong></td>
</tr>
</tbody>
</table>
Chapter 3
Empowering Your Students with Learning Strategies

In this chapter, we demonstrate how you can teach your students to make their learning more efficient and effective by thinking about their learning and how you can use establish a learner-centered classroom.

I. Metacognition: Teaching Students to Think About Their Learning

How Do I Introduce My Students to Metacognition?

It is worth devoting some class time to telling your students about Metacognition. The introduction will allow you to begin the conversation about thinking and learning which will continue throughout the year in the context of your language and content lessons. After this introduction, you should be able to integrate learning strategies instruction seamlessly into your class without switching topics or wasting time.

As Andrew Cohen states, "From my own research experience (most recently in the domain of study abroad), it would appear that enhancing language learners' systematic use of strategies has an impact on their language learning. It also seems to be the case that explicit mention of the role that a given strategy plays in the given situation is beneficial in order to ensure that the learners might transfer the strategy to another situation where it could apply." (personal communication, 2005)

Explicit Identification of Learning Strategies

You can help your students to reflect on their learning in two ways: by modeling how you yourself reflect on your own learning and by making them aware of the strategies they use to complete language tasks.

- Teacher Modeling

Here is an example of a teacher modeling her reflections on her own language learning.

TEACHER REFLECTING ON HER LEARNING

I am studying French. I am very frustrated because I cannot understand the radio broadcasts of the news. What can I do to improve my listening? What would help me understand these broadcasts better? I’ll use the learning strategy “Using Resources.” I know that the radio station has a website. I can go to the website and listen to the news program more than once. I can also find a transcript of the news program on the website. Using these resources will help me to improve my understanding of news programs.
• Teacher Eliciting from Students

Higher Education language learners are already using strategies to learn language and other subjects. However, many of them are not conscious of the techniques they are using. By explicitly identifying learning strategies as learners use them, you can empower learners to use these strategies more effectively and in a wider context. Highlighting and presenting learning strategies through students’ own work will also create an easier segue into introducing new, valuable learning aids.

Exemplifying the strategies learners are already using is enjoyable and inspirational because it illustrates students’ abilities in a real context. You can do this by walking the class through an activity such as reading a newspaper story, preparing an oral presentation about an artist, or studying for a test. Ask them questions designed to identify the processes they used to complete the assignment. See an example below.

**TEACHER PROMPTING STUDENTS**

Teacher: Here is an article I found this morning in the very popular Italian daily newspaper *Il Messaggero*. I would like you to read it. It’s a new article that you haven’t seen before. What are you going to do first?

Student A: I am going to look at the title and the illustrations to see what it’s about.

Teacher: Good! You will be using a very useful learning strategy called *Making Predictions*. What will you do next?

Student B: I’ll try to remember if we’ve ever talked about this subject in class.

Teacher: Yes! You will then be using the strategy *Activating Background Knowledge*. That’s a very effective strategy to prepare you for what you will read and it should make the reading easier.

Through reflecting on metacognition, your students will begin to develop an awareness of how they learn in different contexts and for different tasks. Introducing self-reflection at the beginning of the year establishes a climate that encourages continual investigation into how they learn. Remember to participate in these reflective activities with your students and to share your own successful (and unsuccessful) learning strategies.
II. Teaching Strategic Thinking and the Learner-Centered Classroom

When you explicitly teach learning strategies, you share responsibility for the students’ learning with the students themselves. The students take on greater responsibility for their own learning and gain greater independence. This is known as the learner-centered approach to instruction. It is characterized by (1) a focus on how students learn, (2) explicit instruction in learning strategies, (3) explicit goal setting by students for themselves, and (4) student self-evaluation.

As teachers, we often focus more on how we teach than on how our students learn. Learning strategies instruction forces us to examine not just what we do to teach effectively, but what our students do to facilitate their own learning. When we think about curriculum, lesson design, or even how we respond to student questions, learning strategies instruction helps us focus on the how of learning rather than the what.

In a classroom that incorporates learning strategies instruction, the teacher and the students attend to the learning process and consider how to improve it. In a learner-centered classroom, both the teacher and the students must share the responsibility of learning. Both must believe that by focusing on learning strategies, learning will be enhanced. Learning strategies instruction requires a learner-centered approach to teaching.

Goal-setting

Giving students the opportunity to set their own personal goals helps them invest in learning and is a step towards creating a learner-centered classroom. Defining and practicing how to set goals will also help students distinguish between long- and short-term goals. Whereas long-term goals provide motivation for learning, short-term goals help us feel a growing sense of accomplishment. One useful activity is to have students brainstorm their personal goals.

<table>
<thead>
<tr>
<th>Purpose of Distinguishing Short- and Long-term Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Short-Term Goals:</strong> Help us feel a growing sense of accomplishment.</td>
</tr>
<tr>
<td>Example: <em>I want to write an e-mail to my Spanish penpal once a week.</em></td>
</tr>
<tr>
<td><strong>Long-Term Goals:</strong> Provide motivation for learning the language.</td>
</tr>
<tr>
<td>Example: <em>I want to be able to order food in a restaurant when I go to Paris this summer.</em></td>
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</tbody>
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Self-assessment

Tied to setting personal goals is the self-assessment of progress. In traditional classrooms, students expect the teacher to evaluate them. They, therefore, tend to look outside themselves to determine progress. With learning strategies instruction, students begin to take more control of their own learning and, with guidance from the teacher, to assess their own progress. Students can use rubrics and scales representing varying levels of achievement in order to represent their progress graphically. (See the Sample Self-Assessment Rubric below.) Unless they self-assess, learners are often unaware of the strategies they use. Learning strategies questionnaires are self-assessment tools that can help students become aware of their strategy use.

Sample Self-assessment: Cooperative Group Work

Name: ________________________  Date: ______________________
Activity: _______________________________________________________

How often did you do the following things in your group? Circle the word that best describes your level of participation and cooperation.

1. **I asked questions for information or clarification.**
   - not at all
   - rarely
   - sometimes
   - often

2. **I offered my opinion.**
   - not at all
   - rarely
   - sometimes
   - often

3. **I listened to the other group members.**
   - not at all
   - rarely
   - sometimes
   - often

4. **I commented on the ideas of other group members.**
   - not at all
   - rarely
   - sometimes
   - often

5. **I encouraged others to participate.**
   - not at all
   - rarely
   - sometimes
   - often

6. **I fulfilled my role in the group as assigned by the teacher or group.**
   - not at all
   - rarely
   - sometimes
   - often

7. **What I liked best about working with this group:**

8. **What gave me the most difficulty when working with this group:**
Questionnaires can also help teachers identify the strategies students already use and those which may need to be taught. An excerpt from the NCLRC Learning Strategies Questionnaire is below. You may download a complete copy of the questionnaire in PDF format if you go to the NCLRC website at http://www.nclrc.org. Choose Resources and then Download Library. The questionnaire is in English but should, of course, be written in the target language for more advanced learners.

**Learning Strategies Questionnaire Excerpt**

*Directions:* Listed below are some things that you might or might not do to help you understand what you are hearing. For each one, circle whether *you* do it Almost Never, Sometimes, or Almost Every Time. Tell what you *really* do, not what you think you should do.

L1. Before you listen in class, do you try to figure out what the person will talk about?

   - Almost Never
   - Sometimes
   - Almost Every Time

L2. When you listen to a story in class, do you imagine pictures in your head or imagine you are part of the story?

   - Almost Never
   - Sometimes
   - Almost Every Time

A learned-centered environment represents the foundation of learning strategies instruction. You and your students will work together to make the *how* of learning as important as the *what*. The following chapter you will offer practical suggestions on how to integrate learning strategies instruction into your language lessons using three lesson-planning categories.

**Language Learning Activity**

The most effective way to demonstrate the usefulness of learning strategies is to integrate them into a language learning activity. Chapter 4 includes 20 sample lessons, each focusing on one of the 20 learning strategies.
Chapter 4
Activities for Learning Strategies Instruction

This chapter presents a variety of suggested activities that teachers can use to integrate learning strategies instruction into their lessons. The activities are organized according to the learning strategy focus, following the order presented in the Learning Strategies List in Chapter 2.

There is one activity for teaching each learning strategy. In addition to identifying the learning strategy focus, each activity indicates the language focus and the culture goal. The activity is briefly summarized and then explained in detail including the materials needed and the procedures to follow. The majority of activities are appropriate for use in any foreign language classroom.

In the Appendices you will find the template that was used to create the activities (Appendix A) and Learning Strategies Lists in Foreign Languages: Arabic, Chinese, English, French, German, Greek, Italian, Japanese, Portuguese, Russian, and Spanish (Appendix B).
Learning Strategy: Organize/Plan

1. SUSHI FOR DINNER

Language: Any language
Example: Japanese

Proficiency Level: Any level

Description of Activity: Students will make a plan for preparing sushi and will then prepare it.

Language Objectives: To improve writing, speaking, and listening skills

Culture Goal: To learn how to make sushi

Materials: Recipes for various kinds of sushi; pictures of sushi; ingredients for making these kinds of sushi (the ingredients can be real or they can be paper or plastic representations)

Preparation:
1) Explain that Organize/Plan is a learning strategy that helps us complete tasks more easily and efficiently. Tell your students that this learning strategy is particularly useful when you have to complete an assignment that includes numerous steps.
2) Model the learning strategy. For example, explain to your students how you plan what you will do when you bake a cake.
3) Tell your students that preparing food takes planning. If they think through the entire process ahead of time, they will have an easier time reaching their final goal.

Practice:
1) Explain to the students that they will be preparing a variety of types of sushi. Ask them how they would describe sushi. Have they ever eaten sushi before? Do they like sushi?
2) Divide students into pairs or small groups and distribute a recipe for sushi for students to read.
3) Ask each pair/group to make a plan for preparing their type of sushi and write it out.
4) After they have completed their plan, they should prepare the sushi.

Reflection: Ask the students if Organize/Plan helped them in preparing the sushi. Then ask them how else they use this strategy when they are studying.

Expansion: Have students write a brief essay on their experience making sushi.
# Learning Strategy: Manage Your Own Learning

## 2. ALPINE ADVENTURES

**Language:** Any language  
Example: Italian

**Proficiency Level:** Second or Third Year

**Description of Activity:** Students will read and study the informative material on the Web about a well-known Italian ski resort and then they will write their own descriptive texts about other vacation spots.

**Language Objectives:** To improve reading comprehension and writing skills

**Culture Goal:** To introduce popular vacation spots in order to teach students about geography and the vacation preferences of people in the target culture

**Materials:** The official website for the Dolomites ([http://www.dolomiti.it/ita/inverno/sport/skiarea.htm?ski=29](http://www.dolomiti.it/ita/inverno/sport/skiarea.htm?ski=29)), either as an Internet connection or as a printout; URLs or print materials for other vacation spots in the target culture

**Preparation:**
1) Explain that you are introducing the learning strategy *Manage Your Own Learning*. Tell your students that sometimes a project may seem difficult but, if they determine how they learn best and learn how to focus their attention on the task, it will be easier.
2) Show the students online or as a printout the official website of the Dolomites, a very popular Italian vacation spot. Read the passage and explain as you go along how you make it easier for yourself to understand it. (e.g. You might emphasize that you are an auditory learner and that it helps you to read the passage out loud. Or that you are a visual learner and the graphics help you understand.) Make it clear that you are concentrating on the task at hand. Then show the website or the brochure that you have prepared. Explain how you went about preparing either a website or a brochure based on the material. Describe some of your own learning preferences and explain how knowing your preferences helped you research and write and decorate the text.
3) Present the learning strategy in the context of the activity that the students will be carrying out. Tell learners that they are going to read about vacation spots in the target culture and then they will create a descriptive piece similar to your model.
Practice:
1) Divide your class into small groups of three or four students each.
2) Give each small group the URL or a printout of a vacation spot in the target culture. If you have a computer in your classroom or if you can hold the class in a computer lab, the students can view the website online. If students cannot have access to a computer, print out the material from the Web and distribute it to the students.
3) Have the students read and discuss the material. Circulate around the class and make sure that they understand the material. Ask the students how they helped themselves understand the material.
4) Tell students to create a brochure about their vacation spot to give to potential tourists to Italy (or another target culture). Have them use the article about the Dolomites as a model for their own writing piece.

Reflection: Have students brainstorm ways that Managing Your Own Learning can help them with learning activities in other subjects as well. Have them make a list of circumstances that help and hinder their learning.

Expansion: Organize a Web scavenger hunt to encourage students to learn more about the Dolomites and Alto Adige.

Adaptation: Instead of vacation spots, students could focus on another aspect of target culture geography such as threatening features of the landscape such as volcanoes.
3. WHAT’S NEW?

**Language:** Any language

**Proficiency Level:** Any level

**Description of Activity:** Learners will read an authentic target language article from a very current newspaper and then explain what they have read.

**Language Objectives:** To develop reading comprehension, writing, and speaking skills

**Culture Goal:** To gain insight into target culture practices and perspectives through current events.

**Materials:** A copy of a relatively difficult article from a target culture news source for each student

**Preparation:**
1) Introduce the learning strategy *Monitor Your Progress*. This strategy is useful for completing seemingly tough assignments. It involves breaking big tasks into smaller pieces and monitoring one’s progress.
2) Model the strategy by explaining that you are going to read a difficult article in small bits. After reading the first paragraph (act out reading to yourself), you will check to make sure you have understood it. Take an article and show the students how you would go through it, checking your understanding of it as you read it.
3) Tell the students that they are going to read an authentic target language news article. Explain that, although this article may seem challenging, there are strategies to avoid getting discouraged. Encourage learners to stop and check their comprehension after each section. Explain that we can monitor our writing as well. Instead of waiting to proofread at the end, check your work continuously.

**Practice:**
1) Distribute the article and have the students read it aloud with a partner. At the end of each paragraph, they should stop and discuss what they have read.
2) Explain to them that this is a strategy that they will use more often individually rather than with a partner.

**Reflection:** Have students describe how they monitored their understanding of this article in a journal entry. As a class, have them share their experiences and ideas. Ask them to think about how they could monitor their progress on other assignments. This is a critical strategy worth spending a lot of time acquiring.
**Expansion:** Have students find a news article online for homework each week. Have them write a short summary and then discuss what they have read in a weekly current events session that you organize.

**Adaptation:** Have students monitor their comprehension while listening to a lecture in the target language.
4. LET’S GO TO THE MOVIES!

Language: Any language

Proficiency Level: Any level

Description of Activity: Students will view a feature film (or part of one) in the target language and then write a letter to a classmate retelling the story of the movie. Students will read the letters addressed to them and compare their understanding of the film. Students will correct any misconceptions they had of the film.

Language Objectives: To improve listening comprehension; to improve writing skills

Culture Goal: To become familiar with an important artistic product (a quality film) of the target culture; to learn about a specific cultural subject area

Materials: A feature film in the target language (length and level of difficulty will depend on the linguistic proficiency of the students). The film should have content of cultural value so that it teaches something significant about the target culture in addition to providing target language input.

Preparation:
1) Tell the students that it is useful for them to evaluate their own work. It is worth talking the time to stop and reflect on their progress in learning a language. Students can also ask someone else to comment on their progress.
2) Explain to your students how you yourself use this strategy. For example, you can tell them that when you read an article in a foreign language magazine, you sometimes like to discuss it with a friend to make sure you have understood it.
3) When you view a film in a foreign language, it is worthwhile to check your comprehension with someone else. Periodic evaluations of your success with listening activities can definitely assist your progress in this area.

Practice:
1) Begin with a warm-up activity. Ask your students questions such as: Have you ever seen a film in the target language? If so, which one(s)? Do you know the names of any famous (French/Spanish/Italian/etc.) actors? Directors?
2) Distribute a list of key vocabulary used in the film and go over it with your students.
3) Distribute a list of the names and descriptions of the primary characters. Tell them the general subject but no details of the plot.
4) Divide the class into pairs. After the film, each student will write to his/her partner.
5) Show the film. Tell the students to try to follow the plot and not to worry about words that they don’t understand.

6) After seeing the film, students will write a letter to their partner in which they retell the film.

7) Each student will read his/her partner’s letter. The partners will then discuss their letters and determine whether they understood the film in the same way or if they interpreted all or parts of it in different ways.

**Reflection:** Ask students if they found it useful comparing notes with other students and evaluating their summaries. Ask them when they might use this strategy again in the future.

**Expansion:** Have students write a review of the film for their class or school newspaper.

**Adaptation:** Have students carry out the same activity with a reading or a listening comprehension lecture.
Learning Strategy: Use Background Knowledge

5. NEWSCASTS

Language: Any language

Proficiency Level: 3rd year (could be adapted to any level)

Description of Activity: Students will watch a newscast and then report on it. They will do preparatory exercises before watching it.

Language Objectives: To develop students’ listening skills

Culture Goal: To get the target-culture perspective on a current news event.

Materials: Video clip of a recent newscast about a world headline event that students ought to be familiar with; today’s newspaper

Preparation:
1) Explain to students that learning new information is easier and more interesting if we are building on knowledge we already have. Activating background knowledge helps us learn and remember information by adding to what we already know and putting the new information into a familiar context.
2) Give an example of how you have used information you had to help you assimilate new knowledge. For example, before watching a documentary in the target language on volcanoes, think about what you know about volcanoes.
3) Tell your students that they will listen to a newscast in Russian (or another target language) and they will understand it better if they think about what they already know before listening.

Practice:
1) Provide the students with the topic of the news event that they are going to watch. Ask students what they have watched or read about the topic of the newscast in the last 24-48 hours. Have students work in groups to come up with 5-10 things they know about this topic.
2) Watch the news clip once. Ask students how much of what you discussed was mentioned in the clip. What was not mentioned? Watch the clip again to check their answers. Have students report on the new information they unearthed.

Reflection: Ask the class if the strategy Use Background Knowledge about the news event helped them understand this report.

Expansion: Have students design a similar activity using a newspaper article and the learning strategy.
Adaptation:

For lower proficiency levels:
- Allow students to activate their background knowledge in English, and assist them with putting this vocabulary into the target language.
- Use a level-specific video, i.e., one that has been adapted for language learners; these often accompany language textbooks.
Learning Strategy: Make Inferences

6. SPORTS HEROES IN THE NEWS

Language: Any language

Proficiency Level: Any level

Description of Activity: Students will look at the photos that accompany magazine articles in the target language and attempt to infer what the subject matter of the articles will be.

Language Objectives: To improve reading skills; to learn sports vocabulary

Culture Goal: To learn about sports in the target culture

Materials: Copies of articles about sports that have photos of recognizable sports heroes, in the target culture or in any other culture

Preparation:
1) Tell students that it will be easier for them to read a magazine or newspaper article if they prepare in advance. Photos that accompany articles can often give excellent clues about the articles' content. If you recognize elements in a photo, you can *infer* what the article will be about.
2) Give an example about how you inferred an article's content by a photo. You were looking at a German magazine. You saw an article with a photo of a tennis player holding a trophy. You inferred that the article would be about tennis and an event in which the player won an important match.
3) Tell students that they will be looking at photos, and they will try to infer the content of the articles.

Practice:
1) Give each student or pair of students a sports article in the target language.
2) Tell the students to study the photos without reading the article. See if they can infer the content of the article.
3) Have them read the article to confirm their inference.

Reflection: Have the students reflect on how much they use this strategy in their daily lives and in their studies.

Expansion: Focus on a different subject area rather than sports.
Learning Strategy: Make Predictions

7. WHAT COMES NEXT? EDUCATED GUESSING

Language: Any language

Proficiency Level: Any level

Description of Activity: Students will watch a short film. Before watching it they will make some predictions about what they expect to see in the film. After watching it they will verify their predictions.

Language Objectives: To improve listening comprehension

Culture Goal: To learn more about the target culture through cinema

Materials: A film clip

Preparation:
1) Tell your students that the learning strategy Make Predictions means making some educated guesses about what will happen. Predicting information helps us focus our attention when watching a film, listening to a conversation, or reading a text.
2) Give your students an example of how you have made predictions before reading a newspaper article. Say that you were going to read an article about a tennis match. Before reading the article, you made some predictions about what it would tell you. You guessed that it would describe the game, discuss the players, report the score and tell how this would affect the tennis season. Say that you checked your predictions as you read the article. The predictions helped you focus on what you read.
3) Tell students that they will watch a few moments of a film clip without sound and that they should try to make predictions about the type of film it will be and who the characters are.

Practice:
1) Tell the students in general what the film clip will be about.
2) Watch the first 90 seconds of the film without sound. Ask students to predict what type of film it will be (romance, thriller, sci-fi).
3) Show a few more minutes of the clip without sound. Ask the students to try to predict what the characters do for a living and what their relationship is to each other.
4) Watch the first 90 seconds of the film again, this time with sound. Have the students listen to the way the characters refer to each other. Can they make any predictions about the relationship of the characters based on what they hear?
5) Show the rest of the film clip and have the students verify their predictions.
**Reflection:** Ask students if making a prediction helped focus their attention in the video. Why? Have students identify other situations in which making predictions could help them learn.

**Expansion:** In a class discussion, have students make further predictions about the plot of the film. Use prediction in a reading or listening activity in a future class. Before the activity, have students remind you how *Make Prediction* will help them.

**Adaptation:** This activity can be adapted for any language or proficiency level. This procedure works best with films with unexpected or exaggerated plot elements. It is important that the film has good acoustics and straightforward film “grammar” to allow for reasonable comprehension.

*Activity based on one submitted by Richard Robin, The George Washington University*
Learning Strategy: Personalize

8. HEIMAT (HOMELAND)

Language: Any language
   Example: German

Proficiency Level: Intermediate or higher

Description of Activity: Students will view a video clip from a German television series that focuses on a specifically German cultural concept. They will then attempt to relate this concept to their own personal situation.

Language Objectives: To develop students’ listening skills

Culture Goal: To develop an understanding of the idea of Heimat (home or homeland) in the context of German culture. This is particularly interesting for English speakers since Heimat has no direct English equivalent; dictionaries list it as home, homeland, home town, etc., but these definitions do not fully capture the emotional connection to a place that the German term suggests. In the German cultural context, Heimat is a theme addressed in literature, film, art, etc.

Materials: Video clip from German television (Deutsche Welle TV) from the series Mein Deutschland. Wie Ausländer Deutschland erleben [My Germany. How foreigners experience Germany]. One episode runs about four minutes.

Preparation:
   1) Introduce the learning strategy: Explain that Personalize is a learning strategy that helps us to think about how information relates to us.
   2) Model the strategy. Tell students that you find that you can understand new concepts or ideas better if you can relate them to your own experiences and thoughts. If you can connect what you are learning to your own life or experiences, you cannot only understand it better, but you can also remember it better.
   3) Tell students that they will learn about a German cultural concept and try to relate it to themselves.

Practice:
   1) Divide students into pairs. Partners interview each other, asking the following questions:
      Where were you born? Where did you grow up? Where do you live now? Which place feels like home to you? What makes this place feel like home to you? What feelings, people, landmarks, etc., do you associate with the place you call home?
2) Show the video clip from *Mein Deutschland* [My Germany]. Students can listen for answers to the same questions they just covered in the interview. Discuss the content of the video: Ask them what answers they heard to the same questions they themselves answered earlier. Encourage them to compare these to their own answers: How is this person’s experience of *Home (Heimat)* different from or similar to yours?

**Reflection**: Ask students to reflect on the usefulness of the learning strategy *Personalize* in this context. “How did personalizing the idea first help you to understand the video?” Ask the class to brainstorm ways students can use the learning strategy *Personalize*, (i.e. apply another concept or skill to your own thoughts and experiences in order to help understand or remember information) in other subjects or in real life situations.

**Expansion**: Invite an L2 speaker who has lived in more than one place to speak to your class about his/her concept of home, belonging, or homesickness. Read a text dealing with the topic *Heimat*.

**Adaptation**: Introduce another cultural concept or practice (e.g. celebrating a special holiday) and encourage your students to personalize what they learn.

*Activity submitted by Margaret Gonglewski, The George Washington University*
9. UNDERSTANDING POLITICS

Language: Any language that has cognates with English (in particular, Romance and Germanic languages)
   Example: Italian

Proficiency Level: Intermediate

Description of Activity: Students will read an article on a political topic from an Italian newspaper. They will look for English cognates.

Language Objectives: To develop students’ reading skills and to increase students’ vocabulary by introducing them to Italian words (or words in another target language) in the area of government and politics that have cognates in English

Culture Goal: To develop students’ knowledge and understanding of the Italian political system (or the political system of any other target culture);

Materials: An article from a major national daily newspaper (e.g. La Repubblica, Il Corriere della Sera, La Nazione) These Italian newspapers and others are readily available on the World Wide Web.

Preparation:

1) Tell your students that the learning strategy is Transfer/Use Cognates. If students recognize that a word in Italian is a cognate of an English word, their vocabulary can increase by leaps and bounds and this will undoubtedly improve their reading skills.

2) Students can make better progress in the target language if they can find “hooks” to relate it to their native language. Tell them of your experience. For example, you might be able to tell them that you have studied several languages and found that, when studying Spanish and French, cognates gave you a big boost at the beginning and helped you later as well. Cognates were like free gifts! Japanese was much more difficult for you because there was very little you could transfer to it from English.

3) Tell your students that they are going to read an article from an Italian newspaper. They will look for cognates in the article.
Practice:
1) Give each student a copy of an article from an Italian newspaper. (Or an article can be shown on the overhead projector for all students to see.)
2) Tell the students to skim through the article and pick out any words that look familiar to them and that they think relate to government or politics.
3) Make a master list of the appropriate cognates (on the blackboard or on a transparency).

Reflection: Ask the students to reflect on the role of cognates in their acquisition of Italian. How valuable do they believe this strategy of transfer of words from English to Italian is? Ask if they have used this strategy in learning another language, perhaps Latin or another Romance language.

Expansion: The students can continue to read newspapers and magazines and be on the lookout for additional cognates. They could keep a notebook for jotting down the cognates that they find.

You should also warn your students of false cognates. Prepare a handout for them with a list of these 'false friends.' An Italian list would include, for example, 'morbido' (soft) and 'morbid' and 'attuale' (current) and 'actual.'

Adaptation: This activity can also focus on other semantic groups such as foods, animals, and clothing.
10. THE WHATCHAMACALLIT: DESCRIBING GADGETS

Language: Any language

Proficiency Level: Any level

Description of Activity: The teacher will show students a collection of typical items from the target culture. If they don’t know what it is called in the target language, they will describe it so that a native speaker would know what they are referring to.

Language Objectives: To help develop fluency in speaking and to help avoid breakdown in communication; to increase vocabulary

Culture Goal: To learn the vocabulary for common objects so as to facilitate communication when in the target culture

Materials: Common objects whose names students would possibly not know (e.g. eggbeater, timer, stapler, TV remote, billfold, clothespin, pencil sharpener). Try to include several objects that are unique to the target culture or at least not common in the students’ home culture.

Preparation:
1) Explain that Substitute/Paraphrase is a very useful strategy for keeping a conversation going. When you don’t know a word in the target language, substituting or paraphrasing helps avoid a breakdown in communication.
2) Provide a personal example. For example: “When I was living in Italy, I wanted to buy a stapler. I forgot to look up the word in my dictionary before I left home. At first I hesitated to enter the store. Then I decided to try to explain the concept of the stapler. I told the salesman that I needed to put sheets of paper together in the left corner of the page. He said, “Ah! You want a cucitrice!”
3) Tell the students that each one will choose an object and will then explain to the class what it is by substituting an explanation for the precise word.

Practice:
1) Bring your bag of tricks to class. Spread out a variety of items on a table in front of the class. Make sure that you have at least one for each student.
2) Ask each student to choose an item.
3) Tell each student to try to explain the item without using the actual name of the item. In some cases the students will not know the name but if someone does, he/she should still try to explain the item by using the strategy Substitute/Paraphrase.
**Expansion:** Invite a native speaker of the target language to class. Have the students describe the objects and see if the NS understands what the students are referring to.

**Adaptation:** Give the students a list of action verbs. Have them explain the action without using the actual word. For example, if you don’t know the target language word for ‘run,’ how would you describe this action to a native speaker?
11. SPANISH STREET POETRY:  
SCENES FROM COLUMBIA HEIGHTS

Language: Any language  
Example: Spanish

Proficiency Level: Intermediate High and above

Description of Activity: Students will read examples of Spanish “street poetry” (“poesia del barrio”) and then write their own poetry.

Language Objectives: To improve reading and writing skills; to increase vocabulary

Culture Goal: To learn about literature, in particular, a specific form of poetry in the target culture using original works; to identify features of poetry that evoke vivid images; to comprehend and use several colloquial phrases in Spanish that convey desired sentiment

Materials: Copies of excerpts of the poem ‘Scenes from Columbia Heights’ by Jackie Velez (below) or another poem; old newspapers or magazines with pictures for students to cut up

Scenes from “Columbia Heights” (Escenas en Columbia Heights)

Un grupo de muchachas  
Con mañones apretados y anchos abajo,  
Extra pintalabio y masticaban chicle como las vacas  
Piensan que son duenas del mundo  
Ignoran que somos todos iguales  
Ellas tienen el estilo pero yo tengo la sabiduria.

English Translation

A group of girls  
Wearing bell bottoms,  
Extra lipstick, chewing gum like cows,  
Think they own the world.  
They roll their eyes at me  
Ignoring we are all the same  
They got the style but I got the brains.
Preparation:
1) Introduce the learning strategy **Use Imagery** and explain that it aids students in comprehending complex information through the use of visual representation. Imagery is a multi-sensory approach that supports the incorporation of a variety of learning styles.
2) Model the strategy. You could say, for example, "I use imagery to recall factual information and vocabulary. I find that I can understand new ideas better if I create visuals that can be utilized to associate with various concepts or terms."
3) Tell your students that imagery is often used in literature, especially in poetry. They will read a poem and try to visualize it.

Practice:
1) Introduce the term “street poetry.” Give a personal example of a piece of literature that uses more colloquial language. Students’ own examples from poetry or music can be elicited. The ensuing discussion can revolve around the use of language to create a setting, mood, and evoke memory.
2) Distribute the excerpt from the poem “Scenes from Columbia Heights”. Have students read the excerpt through to themselves for comprehension of the language.
3) Have students choose particular phrases or scenes and create the images in their minds. Answer the following questions about the scenes: What are the colors you see? What facial expressions do you imagine? How do you feel in the neighborhood?
4) Elicit new vocabulary or colloquial phrases introduced in the poem. What do these phrases mean? What images are associated with these terms? How are they used? Are they effective in adding to the mood of the poem?
5) In pairs, have students look through magazines and cut out images that fit the images the poem brought to their mind. Encourage students to add to these pictures with their own drawing, and to label the images with lines or vocabulary from the poem.
6) Have students write their own poem in Spanish.

**Reflection:** Ask the students if the use of imagery aided them in understanding the perspective of the author. Ask them also to reflect on whether or not the use of imagery aided in their recall of the various new phrases or terms.

*Adapted from an activity submitted by Jane Shore, The George Washington University*
Learning Strategy: Use Real Objects/Role Play

12. RESTAURANT ETIQUETTE

Language: Any language

Proficiency Level: First Year (beginners)

Description of Activity: Students will act out a restaurant scenario. They will order food and interact appropriately with the waiter, restaurant manager, and other diners.

Language Objectives: To developing students’ listening and reading skills; to learn food vocabulary; to learn how to make polite requests and polite complaints

Culture Goal: To understand how to use basic target-language phrases and apply them to the scenario; to know the social etiquette to use in a target-culture restaurant

Materials: Props for a restaurant setting: tablecloths, music, food, menus in the target language, etc.

Preparation:
1) Explain that Roleplay is a very useful learning strategy to prepare students for a real-life situation.
2) Give students an example of how you have used this strategy. Tell them, for example, that when you were in Germany, you had to go to a bakery to buy some pastries. Before going to the bakery, you acted out your conversation with the salesperson. This gave you confidence before you had to carry out the real conversation.
3) Tell your students that they will roleplay a scene in a restaurant.

Practice:
1) Set up a restaurant environment.
2) Divide students into small groups and assign each student a role as a diner, a waiter/waitress, or manager.
3) Go over the menus so that everyone is familiar with the target-language food vocabulary and other necessary restaurant vocabulary. Introduce the phrases usually heard in a restaurant such as "We would like a table for two," "What would you like to order for your first course?" and "Please bring us the check."
4) Have each group practice their scene on their own. The manager should seat the diners, the waiter/waitress will take the orders and serve the food, and the diners will talk among themselves. In the end they will settle the bill.
5) Ask each group to perform its scene in front of the entire class and have the audience critique it.
**Reflection:** Students can assess themselves individually on the preparation and evaluation of this activity. Ask students how acting out the skits helped them better understand or remember the vocabulary and phrases.

**Expansion:** The class can take a field trip to a restaurant that serves target-culture food.

**Adaptation:** Other real life scenarios can be created such as in the work place, grocery store, etc.
13. NATURAL RESOURCES IN EUROPE

Language: Any language that has gender-specific articles for the names of countries
   Example: French

Proficiency Level: Any level

Description of Activity: Students will read a passage about the natural resources in Europe in which at least 10 countries are mentioned. They will then focus on the use of articles with the names of the countries. They will try to determine whether there is a pattern in the distribution of feminine and masculine articles with the names of the countries.

Language Objective(s): To improve students’ mastery of definite articles, in particular, with the names of countries

Culture Goal: To learn about the geography and the natural resources of countries in Europe

Materials: A passage in the target language about European geography from a printed source, the Internet, or a passage written by the teacher

Preparation:
   1) Tell your students that they can save time in the language learning process if they can find and note patterns and then apply them in future situations. This learning strategy can be called Find/Apply Patterns.
   2) Explain to your students that you used to have problems with articles in French until you noticed that certain kinds of words were always feminine. Give an example such as words ending in logie: biologie, psychologie, etc.
   3) Tell your students that they are going to try to find patterns in the genders of the names of countries in Europe.

Practice:
   1) Divide your class into pairs.
   2) Give each pair the reading passage.
   3) When the students have finished reading the passage, they should make two lists: one for feminine countries and the other for masculine countries. (See the charts below.)
**STUDENT LISTS**

<table>
<thead>
<tr>
<th>Feminine Countries</th>
</tr>
</thead>
<tbody>
<tr>
<td>L’Allemagne</td>
</tr>
<tr>
<td>L’Angleterre</td>
</tr>
<tr>
<td>La Belgique</td>
</tr>
<tr>
<td>L’Espagne</td>
</tr>
<tr>
<td>La France</td>
</tr>
<tr>
<td>L’Italie</td>
</tr>
<tr>
<td>La Suède</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Masculine Countries</th>
</tr>
</thead>
<tbody>
<tr>
<td>Le Danemark</td>
</tr>
<tr>
<td>Le Luxembourg</td>
</tr>
<tr>
<td>Les Pays-Bas</td>
</tr>
<tr>
<td>Le Portugal</td>
</tr>
</tbody>
</table>

4) Have the students discuss their charts. Do they see any patterns that they might be able to apply to future situations? They might remark, for example, that all of the countries in the passage that end with “e” are feminine. They can formulate this hypothesis and pay attention in the future to the names of countries ending with “e” to see if this hypothesis is always correct or usually correct.

**Reflection:** Ask the students if looking for a pattern was useful. Do they think that this learning strategy might be useful in other situations as they study the target language?

**Expansion:** You can expand this activity to include countries of other continents or of the world.

**Adaptation:** You can choose another grammatical feature in the target language to focus on.
**Learning Strategy:** Group/Classify

### 14. THE FOOD PYRAMID

**Language:** Any language  
Example: Spanish

**Proficiency Level:** Beginner/low-intermediate

**Description of Activity:** Learners will review and learn new food vocabulary by dividing a list of target culture foods into categories and labeling the FDA nutritional pyramid. They will then create three days worth of “healthy” meals based on pyramid portion and quantity recommendations.

**Language Objectives:** To develop vocabulary that is related to target-culture foods

**Culture Goal:** To learn about nutrition in the target culture and to learn about the composition of meals

**Materials:** An extensive list of target culture foods (some new, some review); handouts of the FDA food pyramid; a sample day’s menu that you have created with foods from the list.  
   Versions of the pyramid are available in various languages and for various cultures on the Web. More advanced learners can read the dietary recommendations that accompany the food pyramid on a website like La Pirámide Alimentaria [http://orbita.starmedia.com/~chef_juanin/piramide.htm](http://orbita.starmedia.com/~chef_juanin/piramide.htm)

**Preparation:**

1) Explain that **group/classify** is a useful learning strategy, especially when students are trying to master vocabulary items. One way to learn a list of new terms is to memorize the list. However, explain that it is usually easier to learn the information when it is organized in a logical way. One can make associations and the information is easier to remember.

2) Give a personal example. For example, when you were learning a list of items of clothing in Spanish, you found it useful to divide the items into the categories of male, female, and child.

3) Tell the students that they are going to divide a list of target culture foods into categories as they label the FDA nutritional pyramid.

**Practice:**

1) Give students the list of target-culture foods. Tell them to put the words on the pyramid. Model the activity by putting one or two words in the right place on the pyramid.
2) Have students label the pyramid in pairs and then check answers with another pair.
3) Finally, have the partners create a three-day food plan based on the sample day's menu that you created. Monitor their work to make sure that target culture foods are being assigned to the right meals!

**Reflection:** Ask students whether categorizing the new terms helped them learn. Ask them to give other examples of how they can use the strategy *Group/Categorize* to learn more efficiently and effectively.

**Expansion:**
1) For homework have students record their own eating habits, using the same model. When they compare their work, more advanced learners can discuss how to change their diets to be healthier.
2) In a future lesson give students a list of vocabulary words and have them divide the terms into categories of their choice.
Learning Strategy: Use Graphic Organizers/Take Notes

15. NOTE CULTURELLE

Language: Any language
   Example: French

Proficiency Level: Advanced

Description of Activity: Students will read and analyze a short text about French culture.

Language Objectives: To develop the students’ reading and writing skills

Culture Goal: To help students better understand the French way of life in the target culture and to compare it with their own way of life

Materials: A text that focuses on an aspect of life in the target culture, e.g. “Note Culturelle” which discusses the French way of life and the evolution from rural to urban life.

Preparation:
1) Introduce the learning strategy Take Notes. Explain that this learning strategy is useful in understanding a rather difficult and long text. It helps in organizing ideas and remembering the most important ideas of the text. This strategy is also useful to develop the analytical skills needed to analyze a text and draw comparisons and conclusions. It also develops writing skills.
2) Model the strategy: Tell students, for example, that you use Take Notes every time you are confronted with a long text or a long article. It is the best way to remember what the text is about and to organize your thoughts.
3) Link the learning strategy to the activity. Tell the students that they are going to read a lengthy text in the target language and they will take notes to organize their thoughts.

Presentation:
1) Introduce the content. Talk about your own experience in France, i.e. the way of life in France and the cultural shock one had in the United States because of the differences.

2) Draw two columns on the board, one titled "France" and the other "United States." Have students write on the board what they know about the two ways of life, including similarities and differences between the two. The columns can be divided into categories such as food, housing, family, etc. Have the students compare the two columns.
3) Have the students read the text, take notes, and then write a sentence or two summarizing the main idea of the paragraphs.

4) Discuss as a class the main points of the text and have the students draw comparisons based on what they read.

**Reflection:** Ask the students how helpful they found the *Take Notes* strategy. In which ways did it help them? In particular, ask the students how using the strategy aided in their comprehension of the text and how it helped them organize the ideas of the text. How did taking notes aid them in analyzing and drawing conclusions about the material?

**Expansion:** This activity can be expanded in many ways:

1) Invite one of the French students in the university to come to class to talk about the French way of life, i.e. what he misses, what is different here, etc. Have the students ask questions of the speaker about the different aspects of life that were discussed in class.

2) Ask if any of the students in the class have lived in a foreign country and have them share their experiences with the rest of the class.

3) To expand the Take Notes strategy, assign the students a text to read for homework. They should take notes and summarize the main ideas. In class the next day, have students compare their notes and share what they understood to be the most important points of the text.

**Adaptation:** This activity can be used not only to learn foreign languages but also other subjects. It can be used at any proficiency level with a level-appropriate text. The activity helps students develop their comprehension and analytical skills in all topics.
Learning Strategy: Summarize

16. LE LOUVRE: VISITE VIRTUELLE

Language: Any language
   Example: French

Proficiency Level: Intermediate - advanced

Description of Activity: Learners will learn about one of the world’s most famous museums by taking a virtual tour of the Louvre (http://www.louvre.fr/). They will answer a series of questions on a short worksheet that can only be completed by looking at the Website. Then they will use the worksheet to create a narrative description of the Louvre.

Language Objectives: To improve reading and writing skills

Culture Goal: To develop appreciation of some of the treasures in one of the world’s most important art museums.

Materials: Computers for each individual or pair and the worksheet Le Louvre: Visite Virtuelle (or adapted version to suit your class). The example below was created for the Louvre website. A similar worksheet can be adapted for the Prado in Spain, the Uffizi in Italy, and other world art museums.

Le Louvre: Visite Virtuelle

How many rooms can you visit?
Name three.

Which of the rooms would you prefer? Explain why using examples for the site.

Describe two rooms in the Salles des Peintures

What was your favorite item in the Salles des Objets d’Art

Where can you find the medieval dungeons?

Where is the Egyptian temple located?
Preparation:
1) Explain to the students that the learning strategy **Summarize** is very useful in all areas of one's academic career. By summarizing information one is able to learn and to remember it better. Tell the students that summarizing is a way to check comprehension and help them organize and remember new information.
2) Give a personal example of how you use **Summarize**. For example, when you want to remember what a book was about, you write a summary of it when you finish reading it.
3) Tell the students that they will visit a website and then summarize the information presented on the website.

Practice:
1) Tell students that they are going to learn about the world famous Louvre museum by taking a virtual tour on the Internet.
2) As they explore the museum, they should answer the questions on the short worksheet that can only be completed by looking at the Website. Have them work online to complete the worksheets individually or in pairs.
3) Finally, they are going to use the worksheet to create a narrative description, a summary, of the Louvre. Explain that summarizing means going over the main points. Model summarizing the information from the worksheet to prepare for a narrative description. For example, Question number one tells us that there are x number of rooms, three examples are… In the narrative, this becomes “the museum displays x number of beautiful rooms to visit online.”
4) Before they write the narrative, have them summarize the information from their sheets out loud with a partner. Then have them write the description.

**Reflection**: Ask learners if summarizing helped them write the narrative. Explain that summarizing is useful in almost every academic situation. Have them brainstorm some example for language learning and other subjects.

**Expansion**:
1) Have learners create a narrative of their favorite museum. Have them summarize it orally (or in notes) before beginning.
2) Practice summarizing information after reading a text or listening to a dialogue. However, summarizing is not only tool for developing receptive skills. With your students, you can also practice summarizing information before writing or speaking in order to create a clearer and more polished product.
Learning Strategy: Use Selective Attention

17. TOURIST IN FLORENCE

Language: Any language  
Example: Italian

Proficiency Level: Intermediate (can be adapted to any level)

Description of Activity: The teacher will give a mini-lecture on the city of Florence, focusing on the major tourist attractions. Students will listen in particular for references to the names of places of interest and jot the names down in list form.

Language Objectives: To develop listening and writing skills

Culture Goal: To familiarize students with an important city in the target culture such as Florence, one of the most important cities in Italy. Florence is popular with tourists and scholars from around the world. The primary attraction of this city is its artistic patrimony.

Materials: Script or notes for a mini-lecture that describe the attractions of the city of Florence

Preparation:
1) Introduce the learning strategy: Tell students that Use Selective Attention is a useful strategy to help students sharpen their listening skills and to gain confidence in their ability to understand the spoken target language. As they listen to someone speak, they focus on key elements.
2) Model the strategy: When I was studying French, I used to listen to a series of audiotapes that had speakers who talked on various contemporary topics. I would note the topic and then listen carefully for words related to that topic. For example, if the topic was cinema, I’d listen for words like acteur, actrice, film, cineaste, and comedie.
3) Link the learning strategy to the activity: Now you will hear a mini-lecture about the city of Florence. Try to listen in particular for the names of tourist attractions (e.g. Galleria Uffizi, Palazzo Pitti, and Il Duomo). Make a list of them to discuss after the lecture.

Practice:
1) Tell the students that you are going to give a mini-lecture about the city of Florence. Don’t read it. Make it sound authentic by using notes. Your notes might look like the following:
Firenze

Galleria Uffizi – molti quadri bellissimi
   molto famosi
Per esempio, Primavera di Sandro Botticelli

La Signoria – sede del governo

Palazzo Pitti – quadri, giardini

Ponte Vecchio – un ponte con negozi – tanti prodotti d’oro

Il Duomo – una chiesa molto grande – le tombe di persone famose – una cupola

Il Campanile di Giotto – accanto al Duomo – molto alto – bei colori

Il Battistero – le famose porte di Ghiberti – “le porte del paradiso”

2) As you give your mini-lecture, your students will listen carefully and jot down the places that you mention.
3) After you have finished, ask the students what they have on their lists and compare them as a class.

Reflection: Ask your students if they found it easier to follow your lecture by listening for key words rather than trying to understand everything.

Expansion: You can present other mini-lectures and prepare the students in advance to listen selectively for key words to improve their understanding.

Students can also use this learning strategy when they are reading. Instead of selectively listening for words, they can use this strategy to read a passage by selectively choosing words in the written text.
18. GEOGRAPHY OF PORTUGAL

Language: Any language
   Example: Portuguese

Proficiency Level: Intermediate

Description of Activity: Searching for geographical information on the World Wide Web

Language Objectives: (1) To introduce and practice the learning strategy Access Information Resources and (2) to practice reading comprehension and information gathering in the target language, therefore increasing their knowledge of the target culture.

Culture Goal: To learn about the Portuguese geography using authentic materials (i.e. Portuguese Internet web links).

Materials: Computer with Internet connection, browser (e.g. Netscape Communicator or Internet Explorer)

Preparation:

1) Introduce the learning strategy: In a class discussion, ask students to brainstorm some resources. Put the list on the board. You do not need to limit them to academic resources. In an ideas-sharing forum, students will come up with all sorts of resources. Elicit anything the students do not identify. Make sure they include human resources. Tell them that “using resources in an important part of learning. We don’t have to rely on our own knowledge to learn new things, complete tasks, and remember information. We can (and should) use resources to help us.”

2) Model the strategy: When I was a student of Portuguese before the advent of the World Wide Web, I had a difficult time finding reading materials in Portuguese to supplement the textbook we used in class. I was always thrilled when our professor would bring copies of old magazines to class to share with us. Now eager students who want to go beyond the textbook can go to the Web and find a wealth of materials at their fingertips.

3) Link the learning strategy to the task: The Internet, specifically the WWW, offers students access to foreign language materials 24 hours a day, 7 days a week. By
using the Web to look up information about the country of the target language, students are able to improve their reading skills and increase their cultural knowledge.

Practice:
1) Introduce the content: The ideal way to carry out this activity is to take your students to a computer lab where each student has his/her own computer. If this is not possible, students can either share or take turns using the available computer(s).
2) Begin by demonstrating a search for your students. Tell your students that you are going to look for information about the city of Lisbon on the Web. Proceed to carry out the following steps:
   a. Connect to the World Wide Web, using a browser such as Netscape Communicator or Internet Explorer.
   b. Go to a Portuguese search engine to carry out your search
   c. In the Search window on Yahoo’s home page, insert the word “Lisboa.”
   d. Look at the list of hits. Choose one to show your students.
3) Now ask your students to conduct searches on their own. You might want to give them a list of URLs to choose from or let them surf by themselves.

Reflection: Have the students think about how using an outside resource helped them in gaining information to learn about a new topic. Ask them what they were able to obtain from the World Wide Web that they wouldn’t have been able to otherwise. How did this information increase their understanding of the target language and culture?

Expansion: After the students have found information on Lisbon, they can conduct searches for information on other Portuguese cities. They can, of course, go beyond cities and geography. The list of possible topics is virtually endless.

Adaptation: This activity can be adapted to suit any language that is used on the World Wide Web. The vast majority of material on the Web is in English, but material in many other languages can be easily found as well. This activity can also be adapted to a wide range of language learners, from beginners to very advanced.
19. BIOGRAPHY OF A FAMOUS FIGURE

Language: Any language

Proficiency Level: Intermediate to Advanced

Description of Activity: Students will research, write and present a biography of a target culture figure. The biography will be a narrative history based on a timeline of events.

Language Objectives: To develop online researching skills; to be able to discuss an important target culture figure; to develop written communication skills; to develop oral presentation skills.

Culture Goal: To introduce students to important historical, political, literary, artistic, scientific, entertainment, and sports figures in the target culture

Materials: A model timeline of a famous figure

Preparation:
1) Explain to students that asking for and giving ideas and help will make their learning more successful and enjoyable. Cooperate is a valuable learning strategy.
2) Give students a personal example. You might tell them, for example, how you enjoy writing academic articles with colleagues rather than alone for a variety of reasons - it is less lonely, it is more stimulating, and it is more productive.
3) Tell students that they are going to research, write and present a biography of a target culture figure. They will work collaboratively in groups.

Practice:
1) Give students a list of influential individuals in the history of the target culture.
2) Divide students into small working groups of 3 or 4.
3) Each group should discuss the individuals on the list and select the one that the group would like to research.
4) Students should do research (in the library, on the Internet, in textbooks, etc.) and share their information with their group.
5) Using their research material each group will create a timeline of the figure's life and achievements.
6) They will then collaborate on a written narrative history based on a timeline of events.
7) Make sure that there is a collaborative effort at each stage of the project. Monitor their information exchanges carefully to make sure they are sharing ideas and helping each other effectively.
**Reflection:** Have students write a journal entry that defines cooperation in language learning. Have them describe all of the different ways learners can help each other communicate better in the target language and complete language learning tasks.

**Expansion:**
1) Have each group collaborate on an oral presentation. Explain that they will use the timeline as a visual and guide to make the presentation.
2) Decorate the classroom with the timelines to create a Hall of Important Figures.
3) Encourage learners to use each other as resources regularly. In particular, recommend their studying together for quizzes and exams.
Learning Strategy: Talk Yourself Through It (Self-Talk)

20. AN ARABIC RECIPE: SAMBOOSAK

Language: Any language
   Example: Arabic

Proficiency Level: High-beginners and up

Description of Activity: Students will study a recipe in the target language and then prepare the dish.

Language Objectives: To develop students’ food vocabulary; to develop reading, listening and speaking skills

Culture Goal: to acquaint students with Arabic culture through preparing and tasting Arabic food.

Materials: Magazine-pictures of people accomplishing different tasks, for example, an athlete climbing a mountain, a racer winning a medal, a student graduating from college, and a baby learning to walk or eat on her own; handouts of an Arabic recipe (Samboosak) and a large copy of the recipe ingredients for display; the recipe ingredients; a pan, stove, and oven

Samboosak: an Arabic recipe

Ingredients:
Pastry:
3 cups plain flour
1 tbsp. baking powder
1 tbsp sugar
1 tsp. salt
2 eggs (beaten)
1 cup warm milk
1/3 cup corn oil

Filling:
2 medium onions
1 lb minced meat (beef or lamb)
1 tbsp ground cumin
1 tbsp salt
1 tsp black pepper
2 tbsp corn oil for frying
1. To make the pastry, put flour, baking powder, sugar, and salt into a bowl. Add oil, warm milk, and beaten eggs. Mix well to form a soft dough. Cut the dough into small balls of 2 in. each. Cover and leave to rest for 15 min.

2. To prepare the filling, chop the onions and add them to oil in the pan. Cook stirring until onions are soft, stir in the minced meat, cumin, salt, and pepper. Fry until well cooked.

3. Roll out the pastry balls into thin circles (4 in. round). Place a tsp of filling in the center of the pastry. Moisten the edges, fold, and press together to seal. You may decorate the edges by rolling them inward. Place them on a greased oven tray and bake on 300F oven for about 15 min or until lightly browned.

Serve it hot. Enjoy!

**Preparation:**

1) *Talk Yourself through It* is a learning strategy that emphasizes task completion and self evaluation. In order to complete a task without getting discouraged, you need to keep telling yourself that you can do it.

2) Give a personal example of when you have used this strategy. You might say, for example, that you were very discouraged once when you were trying to create objects from paper using the Japanese origami method. But you kept telling yourself that you could do it and you finally succeeded.

3) Tell students that they are going to do something difficult but they should not get discouraged. They should remind themselves that they can do it!

**Presentation:**

1) Bring to class several magazine-pictures of people accomplishing different tasks. For example, an athlete climbing a mountain, a runner participating in a marathon, a student graduating from college, and a baby learning to walk or eat on her own. Display the pictures and ask students to talk about the tasks represented by each picture.

2) After students are done with all the pictures, ask them about what they think might have helped people in the pictures to accomplish their tasks. Write their answers on the board.

3) Ask the students what mentality the people in the pictures had; what went through their minds during this task completion, i.e., what attitude did they have to focus on the task?

4) Explain to students that those people believed in themselves and their abilities; they were ambitious but they tried and tried, had never lost hope and were determined to succeed! Most importantly, they were always saying to themselves: “I CAN DO IT!”
5) Tell students that “I can do it” is a magic tool that helps ease tasks. Surprise them by saying: “Today we will accomplish together a task of cooking a dish from the Arabic Culture. Do you think we can make a delicious dish?” Give each student a copy of the recipe and display a large one on the board.

6) Divide students into groups of three.

7) Read the recipe ingredients and steps as you prepare the recipe. Make encouraging comments as you go along. For example, when you model chopping some onions, say: *Chopping onions is not as difficult as I thought. I can do this.* Have one group finish the task. Each time you give a task to a group, remind students to encourage themselves.

8) Read the third step: (Roll out the pastry balls into thin circles (4 in. round). Place a tsp of filling in the center of the pastry. Moisten the edges, fold, and press together to seal. You may decorate the edges by rolling them inward. Place on a greased oven tray and bake on 300f oven for about 15 min or until lightly browned. Model the step and then let every student do at least one Samboosak on his/her own.

Reflection: While waiting for the Samboosak, ask each group to explain orally the task that it was responsible for (students can still look at the board for vocabulary). Ask students why they told themselves “I can do it” during each step of the recipe.

While enjoying the dish, remind students that even though the recipe was new to everybody, everyone was able to accomplish his/her task. Therefore, the dish came out delicious! Remind students that the delicious food they made is strong evidence that they accomplished their tasks and that “I CAN DO IT” is an effective strategy to be used to ease any task in life.

Expansion: Food party
Ask every student to bring food from the target-culture to share with the class. They can either cook themselves or purchase the food at an ethnic grocery store in your area. Ask them to describe the ingredients and how the dish was prepared.

Adaptation: The activity could be adapted to involve more writing and more formal presentations. Instead of giving students a copy of the recipe, have them take notes while you model the recipe and then try to write the recipe in their own words.

*Based on an activity submitted by Raghad Kadah*
# LEARNING STRATEGIES

## METACOGNITIVE STRATEGIES

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organize / Plan</strong></td>
<td>- Plan the task or content sequence.</td>
</tr>
<tr>
<td></td>
<td>- Set goals.</td>
</tr>
<tr>
<td></td>
<td>- Plan how to accomplish the task.</td>
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<tr>
<td>Calendar</td>
<td></td>
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</tbody>
</table>

| **Manage Your Own Learning** | - Determine how you learn best.                                              |
|                            | - Arrange conditions that help you learn.                                   |
|                            | - Seek opportunities for practice.                                          |
| Pace Yourself              | - Focus your attention on the task.                                         |

| **Monitor**                | While working on a task:                                                    |
|                           | - Check your progress on the task.                                          |
|                           | - Check your comprehension as you use the language. Are you understanding?  |
|                           | - Check your production as you use the language. Are you making sense?      |
| Check                    |                                                                            |

<p>| <strong>Evaluate</strong>              | After completing a task:                                                    |
|                           | - Assess how well you have accomplished the learning task.                  |
|                           | - Assess how well you have applied the strategies.                          |
|                           | - Decide how effective the strategies were in helping you accomplish the task.|
| I did it!                 |                                                                            |</p>
<table>
<thead>
<tr>
<th>Task Based Strategies: Use What You Know</th>
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<tbody>
<tr>
<td><strong>Strategy</strong></td>
</tr>
</tbody>
</table>
| Use Background Knowledge | - Think about and use what you already know to help you do the task.  
- Make associations. |
| Make Inferences | - Use context and what you know to figure out meaning.  
- Read and listen between the lines. |
| Make Predictions | - Anticipate information to come.  
- Make logical guesses about what will happen. |
| Personalize | - Relate new concepts to your own life, that is, to your experiences, knowledge, beliefs and feelings. |
| Transfer / Use Cognates | - Apply your linguistic knowledge of other languages (including your native language) to the target language.  
- Recognize cognates. |
<p>| Substitute / Paraphrase | - Think of a similar word or descriptive phrase for words you do not know in the target language. |</p>
<table>
<thead>
<tr>
<th>Strategy</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Use Imagery</td>
<td>- Use or create an image to understand and/or represent information.</td>
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<tr>
<td>Mirror, Mirror</td>
<td></td>
</tr>
<tr>
<td>Use Real Objects / Role Play</td>
<td>- Act out and/or imagine yourself in different roles in the target language.</td>
</tr>
<tr>
<td>Lights, Camera, Action!</td>
<td>- Manipulate real objects as you use the target language.</td>
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</tbody>
</table>
# TASK-BASED STRATEGIES: USE YOUR ORGANIZATIONAL SKILLS

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Find/Apply Patterns</strong></td>
<td>-Apply a rule.</td>
</tr>
<tr>
<td></td>
<td>-Make a rule.</td>
</tr>
<tr>
<td></td>
<td>-Sound out and apply letter/sound rules.</td>
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<tr>
<td><img src="image.png" alt="Pattern" /></td>
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</tbody>
</table>

| **Group/Classify**               | -Relate or categorize words or ideas according to attributes.                |
| ![Sort Suits](image.png)        |                                                                             |

| **Use Graphic Organizers/Take Notes** | -Use or create visual representations (such as Venn diagrams, timelines, and charts) of important relationships between concepts. |
| ![Notepad](image.png)            | -Write down important words and ideas.                                      |

| **Summarize**                    | -Create a mental, oral, or written summary of information.                  |
| ![Main Idea](image.png)          |                                                                             |

| **Use Selective Attention**      | -Focus on specific information, structures, key words, phrases, or ideas.  |
| ![Look for It](image.png)        |                                                                             |

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## TASK-BASED STRATEGIES: USE A VARIETY OF RESOURCES

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Access Information Sources</strong></td>
<td>- Use the dictionary, the internet, and other reference materials.</td>
</tr>
<tr>
<td></td>
<td>- Seek out and use sources of information.</td>
</tr>
<tr>
<td></td>
<td>- Follow a model</td>
</tr>
<tr>
<td></td>
<td>- Ask questions</td>
</tr>
<tr>
<td><strong>Cooperate</strong></td>
<td>- Work with others to complete tasks, build confidence, and give and receive feedback.</td>
</tr>
<tr>
<td><strong>Talk Yourself Through It (Self-Talk)</strong></td>
<td>- Use your inner resources. Reduce your anxiety by reminding yourself of your progress, the resources you have available, and your goals.</td>
</tr>
</tbody>
</table>
### УЧЕБНЫЕ СТРАТЕГИИ

<table>
<thead>
<tr>
<th>СТРАТЕГИЯ</th>
<th>ОПИСАНИЕ</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>МЕТАКОГНИТИВНЫЕ СТРАТЕГИИ</strong></td>
<td></td>
</tr>
</tbody>
</table>
| Планировать | - Запланировать ход задания.  
- Поставить цели.  
- Решить как достичь цели. |
| Взять контроль над процессом обучения | - Определить лучший подход к учёбе.  
- Найти лучшие условия для учебы.  
- Искать возможности практики.  
- Сконцентрировать внимание на задании. |
| Мониторинг | Работая над заданием...  
- Проверяйте свой прогресс.  
- Проверяйте, понимаете ли вы, что вам говорят.  
- Проверяйте свой собственный язык: понимают ли вас? |
| Оценка | После завершения задания:  
- Оцените результат.  
- Оцените своё применение стратегий.  
- Определите эффективность своих стратегий в исполнении задания. |
<table>
<thead>
<tr>
<th>СТРАТЕГИИ ДЛЯ ВЫПОЛНЕНИЯ ЗАДАНИЯ</th>
</tr>
</thead>
<tbody>
<tr>
<td>ИСПОЛЬЗУЙТЕ ТО, ЧТО ВЫ ЗНАЕТЕ</td>
</tr>
<tr>
<td>Использование фоновых знаний</td>
</tr>
<tr>
<td><img src="image" alt="Я знаю." /></td>
</tr>
<tr>
<td>- Думайте о том, что вы уже знаете и как можно применять это в исполнении задания.</td>
</tr>
<tr>
<td>- Делайте ассоциации</td>
</tr>
<tr>
<td>Делайте выводы</td>
</tr>
<tr>
<td><img src="image" alt="Используйте подсказки" /></td>
</tr>
<tr>
<td>- Пользуйтесь контекстом.</td>
</tr>
<tr>
<td>- Читайте и слушайте «между строк».</td>
</tr>
<tr>
<td>Прогнозирование</td>
</tr>
<tr>
<td><img src="image" alt="Гадальные карты" /></td>
</tr>
<tr>
<td>- Думайте, что скажут дальше.</td>
</tr>
<tr>
<td>- Угадывайте, что логично следует</td>
</tr>
<tr>
<td>Личный опыт</td>
</tr>
<tr>
<td><img src="image" alt="Я" /></td>
</tr>
<tr>
<td>- Думайте о том, как новые понятия относятся к вашему собственному опыту, знаниям, ценностям, чувствам.</td>
</tr>
<tr>
<td>Знакомые явления / Когнать</td>
</tr>
<tr>
<td><img src="image" alt="Нос / Nose" /></td>
</tr>
<tr>
<td>- Пользуйтесь своими знаниями языков (своего и других).</td>
</tr>
<tr>
<td>- Узнавайте когнать</td>
</tr>
<tr>
<td>Замена / Пересказ</td>
</tr>
<tr>
<td><img src="image" alt="Запасное колесо" /></td>
</tr>
<tr>
<td>- Если вы не знаете нужного слова, придумайте синоним или описательную фразу.</td>
</tr>
</tbody>
</table>
**ИСПОЛЬЗУЙТЕ ВООБРАЖЕНИЕ**

<table>
<thead>
<tr>
<th>Образное мышление</th>
<th>Свет мой, зеркальце скажи!</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Представьте информацию образно.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Реалии / ролевая игра</th>
<th>Мотор... начали!</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Разыгрывайте роли, где нужно использовать изучаемый язык.</td>
</tr>
<tr>
<td></td>
<td>- Используйте в качестве примеров реальные предметы.</td>
</tr>
<tr>
<td>ОРГАНИЗАЦИОННЫЕ НАВЫКИ</td>
<td>Закономерности</td>
</tr>
<tr>
<td>---------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>От буквы к звуку</td>
<td></td>
</tr>
</tbody>
</table>
| - Примените известное правило.  
- Создайте своё правило.  
- Применяйте фонетические правила чтения |
| - Классифицируйте слова и идеи по признакам. |
| - Создавайте визуальные репрезентации (напр. диаграммы Венна, линейные диаграммы, таблицы) главных соотношений между понятиями.  
- Записывайте ключевые слова и идеи. |
<p>| - Суммируйте (в уме, устно, письменно). |
| - Сосредоточивайтесь на необходимой информации, оборотах, идеях, ключевых словах и фразах |</p>
<table>
<thead>
<tr>
<th>ПОЛЬЗУЙТЕСЬ РАЗНООБРАЗНЫМИ РЕСУРСАМИ</th>
<th>Доступ к источникам информации</th>
<th>Сотрудничество</th>
<th>Внутренний диалог</th>
</tr>
</thead>
<tbody>
<tr>
<td>Читайте!</td>
<td>Вместе</td>
<td>Я могу!</td>
<td></td>
</tr>
</tbody>
</table>

- Используйте словарь, Интернет и другие справочные материалы.
- Ищите и используйте дополнительные источники информации.
- Следите, что делают носители языка.
- Задавайте вопросы.

- Работайте вместе над заданием, помогая друг другу. Советуйте другим и прислушивайтесь к тому, что вам говорят.

- Используйте внутренние ресурсы. Напоминайте себе о своих успехах, своих возможностях и целях.
### الهدف من الاستراتيجية

<table>
<thead>
<tr>
<th>الوصف</th>
<th>الاستراتيجيات الإدراك غير العادي</th>
</tr>
</thead>
<tbody>
<tr>
<td>خطط/نظام</td>
<td>خطط التسلسل الخاص بالنشاط أو المحتوى</td>
</tr>
<tr>
<td></td>
<td>خطط الأهداف</td>
</tr>
<tr>
<td></td>
<td>خطط الأسلوب لتحقيق النشاط</td>
</tr>
<tr>
<td>دير مهارات التعلم بنفسك</td>
<td>حافظ على التقويم</td>
</tr>
<tr>
<td></td>
<td>رتب الظروف التي تساعدهك على التعلم</td>
</tr>
<tr>
<td></td>
<td>استغل الفرص من أجل التدريب</td>
</tr>
<tr>
<td></td>
<td>ركز انتباهك على النشاط</td>
</tr>
<tr>
<td>راقب</td>
<td>تأكد من احراز التقدم في النشاط</td>
</tr>
<tr>
<td></td>
<td>تأكد من استيعابك عند استخدام اللغة، هل تستوعب؟</td>
</tr>
<tr>
<td></td>
<td>تأكد من انتاجك عند استخدام اللغة، هل ما تفعله له معنى؟</td>
</tr>
<tr>
<td>قيم</td>
<td>بعد الانتهاء من النشاط:</td>
</tr>
<tr>
<td></td>
<td>قم بعمل تحليل لما انجذبه من انشطة التعلم</td>
</tr>
<tr>
<td></td>
<td>حلل مدى استخدامك للاستراتيجيات</td>
</tr>
<tr>
<td></td>
<td>قرر فعالية الاستراتيجيات في مساعدتك على تحقيق النشاط</td>
</tr>
</tbody>
</table>

### استراتيجيات تعتمد على الأنشطة

<table>
<thead>
<tr>
<th>استخدام ماتعرفه</th>
</tr>
</thead>
<tbody>
<tr>
<td>استخدم معلومات مساندة</td>
</tr>
<tr>
<td>أن أعرف</td>
</tr>
<tr>
<td>فكر واستخدم ما تعرفه لمساعدتك في عمل المهمة</td>
</tr>
<tr>
<td>قم بعمل ترتيبات</td>
</tr>
<tr>
<td>خمن</td>
</tr>
<tr>
<td>------------</td>
</tr>
<tr>
<td>- استخدام السياق وما تعرفه لاستخلاص المعنى</td>
</tr>
<tr>
<td>- اقرأ واستمع لما بين السطور</td>
</tr>
<tr>
<td>الأقسام</td>
</tr>
<tr>
<td>---------</td>
</tr>
<tr>
<td>الاستراتيجية</td>
</tr>
<tr>
<td>الصور</td>
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<tr>
<td>الصور</td>
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<tr>
<td>الصور</td>
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<tr>
<td>الصور الرمزية</td>
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<tr>
<td>الصور</td>
</tr>
<tr>
<td>استخدام المنظمات البيانية</td>
</tr>
<tr>
<td>---------------------------</td>
</tr>
<tr>
<td>Notepad المذكرة</td>
</tr>
<tr>
<td>الفكرة الرئيسية</td>
</tr>
<tr>
<td>استخدام الانتباه المنتخب</td>
</tr>
<tr>
<td>استخدام مصادر متنوعة</td>
</tr>
<tr>
<td>-----------------------</td>
</tr>
</tbody>
</table>
| **ادخل إلى مصادر المعلومات** | **استخدم القاموس والأنتترنت**
| **ابحث عن واستخدم مصادر المعلومات** | **وأ واية مواد مرجعية أخرى**
| **اتبع نموذجاً محدداً** | **إسأل إذا كنت مترددًا**
| **إقرأ كل ما يتعلق بها** |

| **تعاون مع الآخرين** | **عمل مع الآخرين لأكمل النشاط وبناء اللقمة وانقل واحصل على القدرات من الأفكار**
| **ابحث عن واستخدم مصادر المعلومات** | **وأ واية مواد مرجعية أخرى**
| **اتبع نموذجاً محدداً** | **إسأل إذا كنت مترددًا**
| **إقرأ كل ما يتعلق بها** |

| **حدث نفسك فكرياً (حديث داخلي)** | **استخدم مصادرك الداخلية**
| **وقل من شعورك بالقلق من خلال تذكر نفسك بتطورك في العمل وكذلك بالمصادر أو المتاحة لك وما هي أهدافك**
| **بإمكانك تحقيق ذلك!** |
# 學習策略

<table>
<thead>
<tr>
<th>策略</th>
<th>詳情敘述</th>
</tr>
</thead>
<tbody>
<tr>
<td>後設認知策略</td>
<td></td>
</tr>
<tr>
<td>整理/規劃</td>
<td>安排任務或內容的順序。設定目標。規劃如何完成任務。</td>
</tr>
<tr>
<td>創造你自己的語言</td>
<td>確定自身最佳之學習方法。安排能幫助你學習的狀況。尋求練習的機會。專注於任務上。</td>
</tr>
<tr>
<td>監控</td>
<td>在任務進行當中:検查你的進度。檢查你在使用這個語言時的瞭解程度。你真的懂嗎?檢查你在使用這個語言時所產出的東西。它們合理嗎?</td>
</tr>
<tr>
<td>評估</td>
<td>在任務完成後:評估你這項學習任務的完成度有多少。評估你運用策略的優異性有多少。決定這些策略對幫助你完成這項任務的效益有多大。</td>
</tr>
</tbody>
</table>

## 以任務為基礎的策略

利用你所知的

<table>
<thead>
<tr>
<th>使用背景知識</th>
<th>思考並運用你所知的來幫助你從事這項任務。將其串聯起來。</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>推論</strong></td>
<td>利用線索</td>
</tr>
<tr>
<td><strong>預測</strong></td>
<td>水晶球</td>
</tr>
<tr>
<td><strong>個人化</strong></td>
<td>我</td>
</tr>
<tr>
<td><strong>轉換/利用同源語</strong></td>
<td>家</td>
</tr>
<tr>
<td><strong>替換/改述</strong></td>
<td>備胎</td>
</tr>
</tbody>
</table>

## 運用你的想像力

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>利用意象</strong></td>
<td>魔鏡,魔鏡</td>
<td>使用或創造影像,以求了解或者並且表示訊息。</td>
</tr>
<tr>
<td><strong>利用實物/角色扮演</strong></td>
<td>燈光,攝影機,開演!</td>
<td>用目的語實際演練並且/或者想像你自己置身於不同的角色。操縱你使用目的語時的實物。</td>
</tr>
<tr>
<td>運用你的組織技巧</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>找出/應用模式</td>
<td></td>
<td></td>
</tr>
<tr>
<td>分類/歸類</td>
<td></td>
<td></td>
</tr>
<tr>
<td>探詢</td>
<td></td>
<td></td>
</tr>
<tr>
<td>整牌</td>
<td></td>
<td></td>
</tr>
<tr>
<td>運用一個規則。制定一個規則。探詢並應用字母或聲音規則。</td>
<td></td>
<td></td>
</tr>
<tr>
<td>根據其屬性, 將字或想法串聯起來或將之分類。</td>
<td></td>
<td></td>
</tr>
<tr>
<td>用圖表做整理/做筆記</td>
<td>利用或創造觀念間的重要關係之視覺體現 (例如: 圖解、時間線和圖表)。寫下重要的字和概念。</td>
<td></td>
</tr>
<tr>
<td>---------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>概述</td>
<td>對於訊息做一個心理上、口述或筆述的摘要。</td>
<td></td>
</tr>
<tr>
<td>主要概念</td>
<td>著重在特定的訊息、結構、關鍵字、用語或者概念。</td>
<td></td>
</tr>
<tr>
<td>利用選擇性的注意力</td>
<td>使用選擇性的注意力尋找特定訊息。</td>
<td></td>
</tr>
<tr>
<td>尋找特定訊息</td>
<td>聯絡資訊的來源使用字典、網際網路與其他參考資料。尋找並利用資訊的來源。遵循模範。提出問題。</td>
<td></td>
</tr>
<tr>
<td>合作</td>
<td>與他人合作,以完成任務、建立自信並給予和接应回應。</td>
<td></td>
</tr>
<tr>
<td>全部看過!</td>
<td>與他人合作,以完成任務、建立自信並給予和接应回應。</td>
<td></td>
</tr>
</tbody>
</table>
告訴自己可以做得到（自我催眠）
我做得到！
利用內在資源。藉由提醒自身自己的進步、可獲得之資源以及自己的目標，來降低焦慮。

Translation by Rachel Liau, Georgetown University.
<table>
<thead>
<tr>
<th>ΣΤΡΑΤΗΓΙΚΗ</th>
<th>ΠΕΡΙΓΡΑΦΗ</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ΜΕΤΑΓΝΩΣΤΙΚΕΣ ΣΤΡΑΤΗΓΙΚΕΣ</strong></td>
<td></td>
</tr>
</tbody>
</table>
| **Οργανώστε / Προγραμματίστε** | - Προγραμματίστε τη δουλειά ή τη σειρά των περιεχομένων.  
- Θέστε στόχους.  
- Προγραμματίστε πως να τελείωσετε τη δουλειά. |
| **Διευθύνετε Τη Δική Σας Μάθηση** | - Καθορίστε πως μαθαίνετε καλύτερα.  
- Κανονίστε τις συνθήκες που σας βοηθούν να μάθετε.  
- Αναζητείστε ευκαιρίες για εξάσκηση.  
- Επικεντρώστε την προσοχή σας στη δουλειά. |
| **Παρακολουθείστε και ελένξτε** | Ενώ κάνετε μια δουλειά:  
- Ελένξτε την πρόοδο σας στη δουλειά.  
- Ελένξτε την κατανόησή σας καθώς χρησιμοποιείτε τη γλώσσα.  
Καταλαβαίνετε;  
- Ελένξτε την παραγωγή, ενώ χρησιμοποιείτε την γλώσσα. Είστε κατανοητός/-ή; |
| **Αξιολογείστε** | Αφού ολοκληρώσετε τη δουλειά:  
- Αξιολογείστε πόσο καλά ολοκληρώσατε το έργο της μάθησης. – Αξιολογείστε πόσο καλά εφαρμόσατε τις στρατηγικές.  
- Αποφασίστε πόσο αποτελεσματικές ήταν οι στρατηγικές στο να σας βοηθήσουν να ολοκληρώσετε τη δουλειά σας. |

## ΣΤΡΑΤΗΓΙΚΕΣ ΠΟΥ ΒΑΣΙΖΟΝΤΑΙ ΣΤΗ ΔΟΥΛΕΙΑ

### ΧΡΗΣΙΜΟΠΟΙΕΙΣΤΕ Ο ΤΙ ΞΕΡΕΤΕ

| Χρησιμοποιείστε την κεκτημένη γνώση | - Σκεφθείτε για ό,τι ήδη γνωρίζετε και χρησιμοποιείστε το για να σας βοηθήσει στη δουλειά.  
- Κάντε συσχετισμούς. |

---

**ΣΤΡΑΤΗΓΙΚΕΣ ΜΑΘΗΣΗΣ**
### Βγάλτε Συμπεράσματα

| Χρησιμοποιείστε ενδείξεις | -Χρησιμοποιείστε το περιεχόμενο και ό,τι γνωρίζετε για να καταλάβετε τη σημασία. 
| | -Διαβάστε και ακούστε ανάμεσα στις γραμμές. |

### Κάντε προβλέψεις

| Κρυστάλλινη Σφαίρα | -Προβλέψτε πληροφορίες που θα προκύψουν. 
| | -Κάντε λογικές εικασίες για ό,τι πρόκειται να συμβεί. |

### ΣΤΡΑΤΗΓΙΚΗ ΠΕΡΙΓΡΑΦΗ

| Κάντε αναφορές στο άτομό σας | -Συσχετίστε τις νέες έννοιες με τη ζωή σας, δηλαδή με τις εμπειρίες σας, με τις γνώσεις σας, με τα πιστεύω σας, με τα συναισθήματά σας. |

| Σπίτι / Οίκος | -Εφάρμοστε τη γλωσσολογική γνώση άλλων γλωσσών (περιλαμβάνοντας τη μητρική σου γλώσσα) στη γλώσσα-στόχο. 
| | -Αναγνωρίστε συγγενικές λέξεις. |

| Υποκαταστείστε/ Παραφράστε | -Σκεφθείτε κάποια παρόμοια λέξη ή περιγραφική φράση για λέξεις που δεν γνωρίζετε στη γλώσσα-στόχο. |

| Ρεζέρβα | -Σκεφθείτε κάποια παρόμοια λέξη ή περιγραφική φράση για λέξεις που δεν γνωρίζετε στη γλώσσα-στόχο. |

### ΧΡΗΣΙΜΟΠΟΙΕÍΣΤΕ ΤΗ ΦΑΝΤΑΣΙΑ ΣΑΣ

| Χρησιμοποιείστε εικόνες | -Χρησιμοποιείστε ή δημιουργείστε μια εικόνα για να καταλάβετε και/ή να αναπαραστήσετε μια πληροφορία. |

| Καθρέφτης, Καθρέφτης | |

| Φώτα, Κάμερα, Δράση! | -Παίξτε και/ή φανταστείτε τον εαυτό σας σε διάφορους ρόλους στη γλώσσα-στόχο. 
<p>| | -Χειρισθείτε πραγματικά αντικείμενα καθώς χρησιμοποιείτε τη γλώσσα-στόχο. |</p>
<table>
<thead>
<tr>
<th>ΧΡΗΣΙΜΟΠΟΙΕΙΣΤΕ ΤΙΣ ΟΡΓΑΝΩΤΙΚΕΣ ΣΑΣ ΙΚΑΝΟΤΗΤΕΣ</th>
</tr>
</thead>
</table>
| **Βρείτε/ εφαρμόστε τύπους.** | -Εφαρμόστε ένα κανόνα.  
-Φτιάχτε ένα κανόνα.  
-Προφέρετε και εφαρμόστε κανόνες σχετικούς με γράμματα/προφορές. |
| Προφέρετε |  |
| **Ομαδοποιείστε/ταξινο- είστε** | -Συσχετίστε ή καταγραφοποιείστε λέξεις ή ιδέες σύμφωνα με χαρακτηριστικά γνωρίσματα. |
| Δημιουργείστε σειρές |  |
| **Χρησιμοποιείστε Αγριφικούς Οργανωτές/ Κατείστε Σημειώσεις** | -Χρησιμοποιείστε ή δημιουργείστε οπτικές απεικονισές (όπως διαγράμματα του Bev, χρονοδιαγράμματα και πίνακες) σημαντικών σχέσεων ανάμεσα στις έννοιες.  
-Καταγράψτε σημαντικές λέξεις και ιδέες. |
<p>| Σημειωματάριο |  |
| <strong>Κάντε περίληψη</strong> | -Δημιουργείστε μια περίληψη πληροφοριών στο μυαλό σας, προφορική, ή γραπτή. |
| Κύρια Ιδέα |  |
| <strong>Προσέξτε κάνοντας επιλογές</strong> | -Συγκεντρώστε την προσοχή σας σε ειδικές πληροφορίες, δομές, λέξεις-κλειδιά, φράσεις, ή ιδέες. |
| Ψάξτε γι’ Αυτό |  |</p>
<table>
<thead>
<tr>
<th>ΧΡΗΣΙΜΟΠΟΙΕΙΣΤΕ ΠΟΙΚΙΛΙΑ ΠΗΓΩΝ</th>
</tr>
</thead>
<tbody>
<tr>
<td>Πρόσβαση σε πηγές πληροφοριών</td>
</tr>
<tr>
<td>-Χρησιμοποιείστε το λεξικό, το διαδίκτυο, και άλλα παραπεμπτικά υλικά.</td>
</tr>
<tr>
<td>-Ψάξτε και χρησιμοποιείστε πηγές πληροφοριών.</td>
</tr>
<tr>
<td>-Ακολουθείστε ένα υπόδειγμα.</td>
</tr>
<tr>
<td>-Κάντε ερωτήσεις.</td>
</tr>
<tr>
<td>Συνεργασθείτε</td>
</tr>
<tr>
<td>Μιλείστε Στον Εαυτό Σας Μέσα Απ’ Αυτό</td>
</tr>
<tr>
<td>(Εσωτερικός Μονόλογος)</td>
</tr>
</tbody>
</table>

*Translation by Dr. James Alatis, Georgetown University.*
## שיטות למידה

### תיאור

**METACOGNITIVE STRATEGIES**

- תכנן את המטלות ואת הסדר.
- התכנית והזמנת את الفريق.
- תכנן כל התשעים ואת המשימה.

- שתלע על מהלי המליץ על툴.
- ייבחרו שונים.
- תכנן את המיים ולהבכים.
- תغضب את התודinitWith לרולי.
- תיתכן את חומרים.

- בッシュ את העבירה.
- התרכיז הלקטופורה.
- תן את פדה הבנק ברונ.
- ושימור את השפה ואלה חורי?
- העריך את השיפה עם הנב אא.

- תלמודו על המטלה.
- תעריך את הקטלה בתיצוני.
- ברית הגב והברית? 
- תעיין עליי שלוב עליי.
- תעריך את קצה עד דריך.

- חילים! 
- עצים התקפות על הסכינים בזרוע

---

### שיטה

| ארוגן / עביני | גלעד אתليمידה בצעמק
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>לוח</td>
<td>קטע קצב מחזיא קל</td>
</tr>
<tr>
<td>עכוב / בדרכ</td>
<td>ספוך</td>
</tr>
<tr>
<td>הערכה כלילית</td>
<td>ניתוח</td>
</tr>
<tr>
<td>משימות המבוססות על תכניות בזרוע</td>
<td>השתמשת בככלול הידר שלך</td>
</tr>
</tbody>
</table>

---

**춰ר בידוך לך**

- בשור על ידית התורעשה erhalten
- השתמשת בבח ליוס מתלשה.
- בנז מוצרי קש ביני חלקי.
- המשימה.
הסק מסקנות

adelphia בודעה, אנדרטת המישור.

השחמט ברמות

חשב: מהتعاירילמרות/לזרות?

硐ראות

רואה את המילים

מטקדת מילים אחת, אחת, אחת.

שתתים במלים בולטות

לתוך מילים, ולפי המילים, לימים.

הפיות את ידיעותך

Please inset picture of a television

חתות במלים אתחלת/.Flow

החפצים

המשתים בודעה, כדיל, שפת-האם, שיש, ליתוף, ניטו, ויה, על מילים, בולטים עם פנות.

המטאות או השפתים בשדות ליצנים

ינדקטה. בולטים...

השחמט בודגמה

אורתו, רוזה, אפשר canceled.

מצאת/ייתם דוגמא

השחמט את מילים וארוגניט

- יישם כלול.
- קבクロק/כלול.
- קרוא/אמר בקול יישם כלול.
- אורתו בקויי.
<table>
<thead>
<tr>
<th>סוף / שיכך</th>
<th>סוף לקבוצות</th>
</tr>
</thead>
<tbody>
<tr>
<td>onne: מלקחיים ושלחולים</td>
<td>אופייניות דומות</td>
</tr>
<tr>
<td>הבぬ: אופייניות וחולשות או אופייניות</td>
<td>מגלים/.mkdirs</td>
</tr>
<tr>
<td>התמלט על מרשים מרשים:</td>
<td>תופש</td>
</tr>
<tr>
<td>מבנים, מילים-מפתות, ביטויים</td>
<td>בהח בём להמתקד</td>
</tr>
<tr>
<td>השמתמיס במקורות שוניות</td>
<td>שלוח מקורות מידע</td>
</tr>
<tr>
<td>בקוד</td>
<td>שחת פעלולה</td>
</tr>
<tr>
<td>ניתן לעת חשים</td>
<td>בהז</td>
</tr>
<tr>
<td>השמתמיס במקורות שוניות</td>
<td>העג בדרכך עצמאית</td>
</tr>
</tbody>
</table>

*Translation by Yael Moses, George Washington University.*
<table>
<thead>
<tr>
<th>戦略</th>
<th>説明</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>超認知戦略</strong></td>
<td></td>
</tr>
</tbody>
</table>
| 計画         | - 課題や順序を決める  
               - 目標を決める  
               - 課題の達成方法を考える                                  |
| 学習の自己管理 | - 自分に合った学習方法を考える  
               - 学習に適した条件を整える  
               - 練習の機会を見つけける  
               - 学習課題に集中する                                  |
| 点検         | 課題を遂行する間に  
               - 進行をチェック  
               - 使いながら理解しているか確かめる  
               - 発話が意味をなすか注意する                          |
| 評価         | 課題を達成した後で  
               - 学習課題の達成度を評価  
               - 戦略を使ったか評価  
               - 戦略の効果を評価                                  |
| **課題中心の戦略** |                                                                      |
| 既知の知識を使う | - 課題遂行のために既に知っていることを使う  
               - 関係をつける                                    |
| 推論         | - 意味把握のために脈絡を使う  
               - 行間の意味を読み取る                               |
<p>| 予測         | - 情報を予測する                                                |</p>
<table>
<thead>
<tr>
<th>戦略</th>
<th>説明</th>
</tr>
</thead>
<tbody>
<tr>
<td>個性に合わせる</td>
<td>新しい概念を自身の生活（経験、知識、信念、感情）につなげる</td>
</tr>
<tr>
<td>関係あるものを使う</td>
<td>目標言語に他の言語に関する言語学的知識を適用&lt;br&gt;借用語や、語源の同じものを認知する</td>
</tr>
<tr>
<td>言い換える</td>
<td>知らない表現に代わる言い方を考える</td>
</tr>
</tbody>
</table>

### 想像力を活用

| イメージを活用 | 情報を理解したり、表現するためにイメージを使う |
| 実物を使用 / ロールプレイ | 自分以外の役割になったつもりになる<br>実物に触れながら目標言語を使う |

### 自身の組織力を使う

<p>| パターンを見つけたり利用 | 規則を適用&lt;br&gt;規則を見つけ&lt;br&gt;声に出してみて、似たパターンをみつける |</p>
<table>
<thead>
<tr>
<th>グループにまとめる/分類する</th>
<th>-言葉や概念を属性によってまとめたり、分類する</th>
</tr>
</thead>
</table>
| 視覚的にまとめる/メモをとる | -重要な概念の関係を表やグラフなど視覚的な道具を使ってまとめる  
-重要な言葉や概念をメモする |
<p>| まとめる | -情報を頭で、あるいは口頭で、あるいは書いてまとめる |
| 一つのことに集中 | -特定の情報、構造、キーワード、表現や、アイデアに集中する |</p>
<table>
<thead>
<tr>
<th>多様なものを利用</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>情報網をあたる</strong></td>
</tr>
<tr>
<td>- 辞書やインターネットをあたる</td>
</tr>
<tr>
<td>- 質問する</td>
</tr>
<tr>
<td><strong>協力</strong></td>
</tr>
<tr>
<td>- 課題の達成や、自信をつけたり、フィードバックのために複数で協力</td>
</tr>
<tr>
<td><strong>自分に話しかける</strong></td>
</tr>
<tr>
<td>- 自分の内的な力を使う。 進行過程や利用可能なものの、目標などをついて、自分に話しかけることで、心配をやわらげる。</td>
</tr>
</tbody>
</table>

*Translation by Shoko Hanamo, George Washington University.*
# 학습 전략

<table>
<thead>
<tr>
<th>전략</th>
<th>설명</th>
</tr>
</thead>
</table>
| 조언/계획하라 | 일정표  
- 과제를 세우고 내용물의 순서를 정하라  
- 목표를 정하라.  
- 어떻게 과제를 달성할 것인가를 계획하라. |
| 자신의 학습을 관리하라 | 스스로 보조를 맞춰라  
- 가장 효과적인 학습 방법이 무엇인지를 알아내라.  
- 학습을 도와줄 수 있는 조건을 갖추라.  
- 연습의 기회를 찾으라.  
- 학습 과제에 집중하라. |
| 점검하라 | 점검  
- 과제 수행하는 동안:  
- 과제 수행의 진전을 점검하라.  
- 그 언어 사용에 있어서 이해의 정도를 점검하라. 이해하고 있는가?  
- 언어 사용을 어떻게 하고 있는지 점검하라.  
- 사람들과 잘 어울리는가? |
| 평가하라 | 해냈다!  
- 과제 수행한 후에:  
- 얼마나 학습 과제를 잘 수행했는지 평가하라.  
- 얼마나 전략을 잘 활용했는지 평가하라.  
- 전략이 과제 수행을 도와주는 데 얼마나 효과적이었는지 판단하라. |

**과제 - 중심 전략**
이미 알고 있는 것을 이용하라

| 배경 지식을 이용하라 | -과제 수행을 더 쉽게하기 위해서 이미 알고 있는 것을 인식하고 그것을 이용하라.  
|                    | -사전 지식과 항상 연결시켜 배우라. |
| 수행하는 과제         | 알고 있다. |
| 단서를 이용하라      | 알고 있다. |
|                       | 알고 있다. |

| 추론하라            | -의미를 파악하기 위해서 맥락과 사전 지식을 이용하라.  
|                    | -행간의 의미를 이해하며 읽고 들으라. |
| 단서를 이용하라      | 단서를 이용하라 |

| 예측하라            | -다가올 정보를 예측하라.  
|                    | -앞으로 일어날 것에 대해서 논리적으로 추측하라. |
| 수정 구슬 (예측)     | 수정 구슬 (예측) |

2
<table>
<thead>
<tr>
<th>자신의에 맞게 조정하라</th>
<th>-새로운 개념을 자신의 삶, 즉 자신의 경험, 지식, 믿음, 감정에 연관시키라.</th>
</tr>
</thead>
<tbody>
<tr>
<td>차용어를 옮겨 쓰라</td>
<td>-(모어를 포함한) 다른 언어에 대한 언어학적 지식을 목표 언어 습득에 적용하라. -차용어를 알아보고 쓰라.</td>
</tr>
<tr>
<td>대치시켜라/바꾸어 말하라</td>
<td>-목표 언어에서 모르는 단어에 대해서는 비슷한 단어나 그것을 설명할 수 있는 구(句)를 생각하라.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>상상을 이용하라</th>
</tr>
</thead>
<tbody>
<tr>
<td>형상을 이용하라</td>
</tr>
<tr>
<td>실제 대상을 이용하라/역할극</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>자신의 조직적인 기술을 이용하라</th>
</tr>
</thead>
<tbody>
<tr>
<td>유형을 찾으라/적용하라</td>
</tr>
<tr>
<td>묶으라/분류하라</td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td>그림으로 표기하라 /필기하라</td>
</tr>
<tr>
<td>요약하라</td>
</tr>
<tr>
<td>선택적으로 집중하라</td>
</tr>
<tr>
<td>다양한 자원을 이용하라</td>
</tr>
<tr>
<td>정보원을 이용하라</td>
</tr>
</tbody>
</table>
협력하라

- 과제를 완성하고, 자신감을 기르고, 피드백을 주고 받기 위해서 다른 사람과 함께 하라.

생각을 말로 해 보라 (독백)

- 자신의 내적인 자원을 이용하다. 스스로 자신의 발전, 자신의 이용 가능한 자원과 목표를 상기함으로써 근심을 줄이라.

<table>
<thead>
<tr>
<th>협력하라</th>
<th>함께</th>
</tr>
</thead>
<tbody>
<tr>
<td>과제를 완성하고, 자신감을 기르고, 피드백을 주고 받기 위해서 다른 사람과 함께 하라.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>생각을 말로 해 보라 (독백)</th>
<th>할 수 있다!</th>
</tr>
</thead>
<tbody>
<tr>
<td>- 자신의 내적인 자원을 이용하다. 스스로 자신의 발전, 자신의 이용 가능한 자원과 목표를 상기함으로써 근심을 줄이라.</td>
<td></td>
</tr>
</tbody>
</table>

Ho-Jung Kim
PPENDIX C
TEMPLATE FOR LEARNING STRATEGIES ACTIVITIES

<table>
<thead>
<tr>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Strategy:</strong> Give the learning strategy focus of the activity.</td>
</tr>
<tr>
<td><strong>Language:</strong> Identify the language. If the activity can be used for any language, indicate this and then identify the sample language (if one is used in the activity).</td>
</tr>
<tr>
<td><strong>Proficiency Level:</strong> Identify proficiency level by year and other specific information (e.g. literature class, conversation class)</td>
</tr>
<tr>
<td><strong>Description of Activity:</strong> Write a brief overall description of the activity.</td>
</tr>
<tr>
<td><strong>Language Objective(s):</strong> Identify the language objective(s) of the activity.</td>
</tr>
<tr>
<td><strong>Culture Goal:</strong> Identify how this activity provides insight into the target culture.</td>
</tr>
<tr>
<td><strong>Materials:</strong> List the materials needed to carry out the activity.</td>
</tr>
<tr>
<td><strong>Preparation:</strong> Introduce the learning strategy and model an activity.</td>
</tr>
<tr>
<td><strong>Presentation:</strong> Explain the step-by-step procedure of the activity the students will carry out.</td>
</tr>
<tr>
<td><strong>Reflection:</strong> Suggest a way for students to reflect on the usefulness of the learning strategy.</td>
</tr>
<tr>
<td><strong>Expansion:</strong> Explain how the class can follow up on this activity.</td>
</tr>
<tr>
<td><strong>Adaptation:</strong> Explain how this activity can be adapted to other situations (other proficiency levels, other skills, other topics, etc.).</td>
</tr>
</tbody>
</table>


York: Newbury House.


