

## How s moINTRODUCTION

### 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.