Sailing the 5 Cs with Learning Strategies

A Resource Guide for Secondary Foreign Language Educators

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ABOUT THE NATIONAL CAPITAL LANGUAGE RESOURCE CENTER

The National Capital Language Resource Center (NCLRC), a consortium of Georgetown University, The George Washington University, and the Center for Applied Linguistics, is one of fourteen foreign language resource centers nationwide funded by the U.S. Department of Education through Title VI of the Higher Education Act. Now in its fourteenth year of operation, the NCLRC works to strengthen the nation’s capacity to teach and learn foreign languages through training, research, materials development, and dissemination. The Center conducts workshops, summer institutes, and presentations in the administration and interpretation of performance tests, use of effective teaching strategies, and use of new technologies. Through these teacher education opportunities and on-going projects, the Center promotes professional development for foreign language educators. For more information about the Center’s projects, visit our web site: http://www.nclrc.org.

1 The views, opinions, and findings reported are those of the authors and should not be construed as an official Department of Education position, policy or decision unless so designated by other official documentation.
Introduction

I. Purpose of This Guide

Foreign language teachers at the secondary level are constantly looking for ways to help students master the objectives of language learning as set forth in the National Standards for Foreign Language Instruction. To meet these high expectations, students need to know how to learn as well as what to learn. This guide will present twenty learning strategies that are particularly useful for language learners and will demonstrate how foreign language teachers can introduce these strategies to their students. By teaching these strategies, you will help your students to become better language learners and to meet the national standards.

II. Contents of 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 learning 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.

We hope that this guide will help you in introducing learning strategies to your students. We have divided the guide into five chapters. Chapters 1-4 give you background information about the 5 Cs and learning strategies while Chapter 5 gives you 20 learning strategies activities. A short summary of each part of the guide follows.

Chapter One, “The 5 Cs: Objectives for Foreign Language Instruction,” provides you with a rationale for teaching students learning strategies and demonstrates how learning strategies instruction can assist students in mastering the 5 Cs, the national standards for foreign language teaching.

Chapter Two, “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 Three, “Teaching Learning Strategies in a Learner-Centered Classroom,” defines the learner-centered classroom and demonstrates how learning strategies develop student autonomy.

Chapter Four, “Integrating Learning Strategies Instruction into Your Language Lessons,” offers you specific suggestions on integrating the instruction of learning strategies into your foreign language curriculum in order to help students master the 5 Cs, improve their
language skills, and learn about topics that you present. A template for planning a learning strategies activity and a sample activity using this template are provided.

Chapter Five, “Model Activities to Teach Learning Strategies,” presents a wealth of sample activities that you can adapt to fit your individual classroom needs. Designed jointly by secondary 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 of the 5 Cs objectives.

Appendices include:

Appendix A: Learning Strategies List in English

Appendix B: Learning Strategies Lists in Foreign Languages

Appendix C-G: Learning Strategies and the 5 C’s, Charts for Students
   Appendix C: Learning Strategies Chart: Communication
   Appendix D: Learning Strategies Chart: Cultures
   Appendix E: Learning Strategies Chart: Connections
   Appendix F: Learning Strategies Chart: Comparisons
   Appendix G: Learning Strategies Chart: Communities

Appendix H: Template for Creating Model Activities

Appendix I: Index of Activities in Chapter 5
Chapter 1: The Five C’s: Objectives For Foreign Language Instruction

In this chapter we provide a rationale for teaching students learning strategies and we show how, by teaching these strategies, we can help students meet the National Standards for Foreign Language Learning, i.e. the 5 Cs.

I. A Rationale for Teaching Learning Strategies

The explicit teaching of learning strategies can aid language teachers in helping students attain the goals, the 5 Cs, of the Foreign Language Learning Standards, i.e., Communication, Cultures, Connections, Comparisons, and Communities.

Learning strategies are the thoughts and actions we engage in, consciously or not, to learn new information. Teachers are urged to teach learning strategies in the Standards for Foreign Language Learning in the 21st Century (1999). They are part of the “weave of the curricular elements” (p. 33). 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 and Robbins, 1999).

Learning strategies instruction helps all students become better language learners. When students begin to understand their own learning processes and can exert some control over these processes, they 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 reveals 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 (Paris, 1988) and have a higher sense of self-efficacy, or confidence in their own learning ability (Yang, 1999; Zimmerman, 1990). 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" (Paris and Winograd, 1990).

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, Rost and Ross, 1991; Thompson and Rubin, 1993).

In one study of learners of English as a second language, high school students from various language backgrounds were randomly assigned to a control group or to one of two groups receiving different combinations of learning strategies instruction. After two weeks of classroom strategy instruction for about one hour daily, the post-test revealed significant differences favoring the students taught learning strategies for a presentational speaking task (giving a one-minute oral presentation), and significant differences on some of the daily listening comprehension tests (viewing a mini-lecture on video) (O'Malley, Chamot, Stewner-Manzanares, Russo, and Küpper, 1985).

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, Barnhard, El-Dinary, Carbonaro, and Robbins, 1993; Chamot, Robbins, and El-Dinary, 1993). In addition, most students reported that they found the strategies helpful and teachers indicated that strategies instruction was especially beneficial for average students.

General models for language learning strategy 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 language learning taxonomies, see Hsiao and Cohen (2002). By 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.

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

- Differences in strategy use 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.

II. A Review of the National Standards for Foreign Language Learning

In the 1990’s the U.S. federal government provided funding to define national standards for seven subject areas, one of which was foreign language education. Through a collaborative effort spearheaded by the American Council on the Teaching of Foreign Languages (ACTFL), foreign language organizations developed content standards which illustrate the “essential skills and knowledge” students in kindergarten through twelfth grade should acquire in a foreign language.

The Standards for Foreign Language Learning in the 21st Century (1999) were based on three assumptions:

Competence in more than one language and culture enables people to:
- Communicate with other people in other cultures in a variety of settings.
- Look beyond their customary borders.
- Develop insight into their own language and culture.
- Act with greater awareness of self, of other cultures, and their own relationship to those cultures.
- Gain direct access to additional bodies of knowledge.
- Participate more fully in the global community and marketplace.

All students can be successful language and culture learners, and they:
- Must have access to language and culture study that is integrated into the entire school experience.
- Benefit from the development and maintenance of proficiency in more than one language.
- Learn in a variety of ways and settings.
- Acquire proficiency at varied rates.

Language and culture education is part of the core curriculum, and it:
- Is tied to program models that incorporate effective strategies, assessment procedures, and technologies.
- Reflects evolving standards at the national, state, and local levels.
- Develops and enhances basic communication skills and higher order thinking skills.

(Standards, p. 7)

The Standards focus on the outcomes of foreign language learning. These outcomes center on the students' ability to communicate in authentic settings, students’
knowledge and understanding of the cultural contexts of the target language, students' ability to make connections to knowledge through the target language, students' development of insight through making comparisons across languages and cultures, and students' lifelong participation in multilingual communities.

Taking into consideration the desired outcomes, the Standards task force identified five goal areas: Communication, Cultures, Connections, Comparisons, and Communities—the five C’s of foreign language education. The diagram below shows how the C’s are interlinked.

With its “five goal areas” and “learning scenarios,” the National Standards for Foreign Language Learning (1999) document provides information and guidance to teachers, teacher educators, administrators, and others involved directly or indirectly in K-12 education. Although this document does not prescribe how students should reach the goals, it describes extensively the knowledge and abilities students should acquire and includes “sample progress indicators” for grades four, eight and twelve.

**III. Connecting Learning Strategies Instruction to the Five C’s**

The fundamental concept of learning strategies instruction meshes with the principal objectives of the Standards. In fact, the Standards document states that learning strategies are an integral part of the “weave” of curricular elements that help students to learn “what to say to whom and when” (Standards, p. 29). The Standards authors call for creating “rich curricular experiences” by bringing in such notions as critical thinking skills, cultural knowledge, and learning strategies.

By focusing on meaningful language in use, the Standards hone in on *process* rather than *product*, something that the learning strategies by their very nature address. Indeed, the Standards goals themselves describe what students should be able to *do* at different stages throughout their language education instead of specifying which specific forms or words they should know by a given time. In a similar light, learning strategies instruction focuses on learners’ thinking processes instead of language product or output, such as their sentences or answers in the target language, etc. Learning strategies instruction equips learners with techniques to aid their thinking processes.
Like learning strategies instruction, the Standards reflect an inclusive view of language learning, that is, both are based on the assumption that “All students can be successful language and culture learners” (Standards, p. 7). The Standards statement of philosophy states that the ultimate goal is “a future in which all students will develop and maintain proficiency in English and at least one other language, modern or classical” (Standards, p.7). This concept is integral to language strategies instruction, since learning strategies provide a way for all students to become proficient in a foreign language.

According to the Standards document,

Students who use learning strategies effectively begin to see themselves as language learners and take on more responsibility for their own learning. Learning strategies benefit all students since even those who use some strategies effectively can be taught additional ones (Standards, p. 30-31).

In the following chapter you will learn more about learning strategies, in particular, about 20 specific learning strategies that you can introduce to your students to help them become better language learners.
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 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.

• **What are Learning Strategies?**

Learning strategies are the thoughts and/or actions that students use to complete learning tasks. We all know that good teachers use numerous teaching strategies to help students learn. We use visuals to introduce new ideas, we direct students’ attention to important elements, and we activate students’ background knowledge before introducing a new concept.

Learning strategies, however, are the tools that students themselves can employ independently to complete a language task. For instance, a student who needs to learn a list of vocabulary words might draw a picture to remember each word.
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.

A comparison of similar 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>Through discussion, link new material to your students’ experiences and feelings using guiding questions or other activities.</td>
<td>Link new material to your personal experiences and feelings.</td>
</tr>
<tr>
<td>Summarize</td>
<td>Have your students read a text, then summarize it to aid comprehension.</td>
<td>After you read a text, stop a moment and summarize the meaning to help your comprehension</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 image 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.

- **What is Learning Strategies Instruction?**

Students who analyze and reflect on their learning are more effective learners; that is, they are more able to acquire, retain, and apply new information and skills. Yet students often use learning strategies in a sporadic manner, applying them inappropriately or overusing the limited number they know.

Learning strategies instruction is one means of improving students' acquisition of a foreign language. It gives them an explicit vocabulary to use in talking about their learning experiences so that they can build a repertoire of strategies. Students do not just acquire new strategies; they discover how and when to apply them. Their ability to use strategies effectively and to match them appropriately with tasks has broad implications for learning both content and language.
The goal of learning strategies instruction is for students to become independent learners with the ability to use strategies aptly in a variety of contexts. In the beginning, however, learning when and in what contexts to use particular strategies or groups of strategies requires direction and guidance from the teacher.

• **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 a with 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 master the 5 Cs: Communication, Cultures, Connections, Comparisons, and Communities. They will improve their skills in reading, writing, speaking, listening, mastering grammatical features, vocabulary, and learning content. In other words, the strategies are relevant to the foreign language teacher's emphasis on the 5 Cs and facilitate the integration of content and language objectives.

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.

**II. 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.
III. Task-Based Learning Strategies

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.

- Strategies That Use What You Know
- Strategies That Use Your Imagination
- Strategies That Use Your Organizational Skills
- Strategies That 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.

The model in Figure 1, Applying Language Learning Strategies, illustrates the relationship between the Metacognitive and the Task-Based Learning Strategies. This image embodies the learner-centered nature of strategy instruction. Oliver, our student, is at the core, and has a language learning task to complete. He decides to use a strategic, problem-solving approach. He recognizes that problem-solving involves various stages, planning, monitoring, managing and evaluating. However, these stages are exhibited as a circle because Oliver may visit and revisit each of these phases throughout the task. During each phase, he is equipped with a variety of specific learning strategies that he can use (either alone or in tandem) to help him complete the task. The strategies have been categorized according to learner-friendly sections, (What You Know, Your Imagination, Organizational Skills, Variety of Resources), to help clarify how to use the learning techniques effectively.
**Figure 1: Applying Language Learning Strategies**

- **Task-Based Strategies**
  - Background
  - Inferences
  - Predictions
  - Personalize
  - Transfer/Cognates
  - Substitute/Paraphrase

- **Metacognitive Strategies**
  - Access Information Sources
  - Cooperate
  - Talk Yourself Through It

- **Problem-Solving**
  - Plan
  - Monitor
  - Manage
  - Evaluate

- **Organizational Skills**
  - Patterns
  - Group/Classify
  - Graphic Organizers/
    Take Notes
  - Summarize
  - Selective Attention

- **What You Know**
  - Imagery
  - Real Objects/Role Play

- **Your Imagination**
  - Imagery
  - Real Objects/Role Play

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Sailing the 5 C's with Learning Strategies
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” that you can share with your 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 follow the English language version.
<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>
</tr>
<tr>
<td>Calendar</td>
<td></td>
</tr>
<tr>
<td><strong>Manage Your Own</strong></td>
<td>-Determine how you learn best.</td>
</tr>
<tr>
<td><strong>Learning</strong></td>
<td>-Arrange conditions that help you learn.</td>
</tr>
<tr>
<td>Pace Yourself</td>
<td>-Seek opportunities for practice.</td>
</tr>
<tr>
<td></td>
<td>-Focus your attention on the task.</td>
</tr>
<tr>
<td><strong>Monitor</strong></td>
<td>While working on a task:</td>
</tr>
<tr>
<td></td>
<td>-Check your progress on the task.</td>
</tr>
<tr>
<td>Check</td>
<td>-Check your comprehension as you use the language. Are you understanding?</td>
</tr>
<tr>
<td></td>
<td>-Check your production as you use the language. Are you making sense?</td>
</tr>
<tr>
<td><strong>Evaluate</strong></td>
<td>After completing a task:</td>
</tr>
<tr>
<td>I did it!</td>
<td>-Assess how well you have accomplished the learning task.</td>
</tr>
<tr>
<td></td>
<td>-Assess how well you have applied the strategies.</td>
</tr>
<tr>
<td></td>
<td>-Decide how effective the strategies were in helping you accomplish the task.</td>
</tr>
<tr>
<td>Strategy</td>
<td>Description</td>
</tr>
<tr>
<td>--------------------------</td>
<td>-----------------------------------------------------------------------------</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>| <strong>Substitute / Paraphrase</strong> | -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>
</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></td>
<td>- Make a rule.</td>
</tr>
<tr>
<td></td>
<td>- Sound out and apply letter/sound rules.</td>
</tr>
<tr>
<td><strong>Group/Classify</strong></td>
<td>- Relate or categorize words or ideas according to attributes.</td>
</tr>
<tr>
<td>**Use Graphic Organizers/</td>
<td>- Use or create visual representations (such as Venn diagrams, timelines, and charts) of</td>
</tr>
<tr>
<td>Take Notes**</td>
<td>important relationships between concepts.</td>
</tr>
<tr>
<td></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><strong>Use Selective Attention</strong></td>
<td>- Focus on specific information, structures, key words, phrases, or ideas.</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>Cooperate</td>
<td>- Work with others to complete tasks, build confidence, and give and receive feedback.</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>I can do it!</td>
</tr>
</tbody>
</table>
Below you will find The Learning Strategies Inventory with more detailed descriptions of each strategy. Each description includes a definition of the purpose of the strategy, a more in-depth description of the contexts in which it can be used, and an example of how a student might use it to complete an academic task. These descriptions will be particularly useful as you prepare to teach your students how to use a specific learning strategy or when you seek strategies to help them with a particular task.

Learning Strategies Inventory

METACOGNITIVE STRATEGIES

1. ORGANIZE / PLAN
Purpose: Students make a plan of what they need to do and organize their thoughts and activities in order to tackle a task. This preparation helps them complete more intricate tasks than would otherwise be possible.
Context: Organize/Plan is helpful before starting any task. It is an especially important strategy for target language writing tasks.
Example: A student wants to write a thank you letter to his teacher for tutoring him after school. He has lots of ideas about what to write, but he is not sure how to put them in order. He jots the ideas down on some index cards and organizes them (trying out different orders, eliminating less important ideas, etc.) before copying them onto clean paper.

2. MANAGE YOUR OWN LEARNING
Purpose: This strategy is central to problem solving. Students reflect on their own learning styles and strategies. They regulate their own learning conditions to maximize achieving their goals. Students determine how they learn best, they arrange conditions to help themselves learn, they focus attention on the task, and they seek opportunities for practice in the target language. Manage also refers to the self-regulation of feelings and motivation. Independent learners must have a sense of how to manage their own learning.
Context: Manage Your Own Learning is an important part of problem solving on any task.
Example: To prepare for an exam, a student decides to make flashcards with main ideas to study with classmates rather than rereading her notes, as flashcards usually work best for her.
3. MONITOR
Purpose: Students question whether an idea makes sense in order to check the clarity of their understanding or expression in the target language. Students are aware of how well a task is progressing and notice when comprehension breaks down.
Context: Monitor is important for any task.
Example: If a student asks how to conjugate a new verb and the teacher tells her, “Yes, you may get a drink from the water fountain,” the student who is monitoring would realize that her question did not communicate her intended meaning!

4. EVALUATE
Purpose: Judging for themselves how well they learned material or performed on a task helps students identify their strengths and weaknesses so they can do even better the next time. Assessing how well a strategy works for them helps students decide which strategies they prefer to use on particular tasks.
Context: Evaluate can help students after completing a task.
Example: A student who finds writing in the target language difficult thinks about what makes it hard for her. She knows she is good at communication but makes a lot of mistakes in grammar. She decides to pay more attention to grammar in the future. In chemistry class, a student uses Use Selective Attention to listen closely to directions while the teacher explains how to do an experiment. She tries to do it herself but does not succeed. She decides to look at her lab manual which has illustrations of the process. She tells her teacher that Access Information Sources worked better for her on this task than Use Selective Attention.

TASK-BASED STRATEGIES: Use What You Know

5. USE BACKGROUND KNOWLEDGE
Purpose: Students reflect on what they already know about a task or topic so that it is easier to learn and understand new information. The strategy helps them see the connection between what they know and what they are learning.
Context: Students can Use Background Knowledge whenever they know anything related to a task or topic.
Example: Before reading a novel set in Victorian England, students can brainstorm to recall what they’ve learned in History class about the period. They can use this information to put the events in the novel in the appropriate context once they start reading.
6. MAKE INFERENCES

**Purpose:** Using context clues, students manage to decipher new vocabulary or figure out the meaning of a text or speech. They make guesses based on pictures, headlines, surrounding text, gestures and body language, or other information related to the task. At a more advanced level, students “read (or listen) between the lines” to infer meaning that is not stated in the text.

**Context:** Guess! That’s right: it’s a problem solving technique that works at any stage of the learning process and is useful in numerous contexts.

**Example:** Students are given a German newspaper. Under the major headline they see a photo of the Queen of England with the German president. They infer that the article will be about a state visit.

7. MAKE PREDICTIONS

**Purpose:** Students figure out what they can expect in a task based on their background knowledge and information about the task at hand. They prepare for the rest of the task and direct their efforts to completing it based on their predictions.

**Context:** Make Predictions can be used whenever students have enough relevant information to be able to make reasonable predictions for the task. As they learn new information, they may refine or modify previous predictions.

**Example:** The teacher hands out the next novel the class will be reading. On the cover is a picture of a sunny beach and the ocean. Based on this illustration, a student guesses the story will take place in the summer time, possibly on the coast.

8. PERSONALIZE

**Purpose:** Students relate information to their feelings, opinions or personal experiences in order to remember and understand it better. They may associate it with someone or something in their personal lives.

**Context:** This strategy is useful whenever a word or idea represents something personally important to students.

**Example:** A student’s parents take her to an Italian restaurant for dinner. Later, when she is learning vocabulary items in Italian, she remembers many of the words from the menu at the restaurant.

9. TRANSFER / USE COGNATES

**Purpose:** By recognizing similarities between words or grammar in the target language and their native language, students can easily and quickly increase their vocabulary and construct sentences.

**Context:** Transfer / Cognates can be used when words look or sound similar in the two languages or when knowledge of a language system, such as grammar, can aid in the understanding of the new language.

**Example:** A student reading a worksheet encounters the Spanish word *teléfono* for the first time. She recognizes that it looks like the English word *telephone* and thinks it probably means that same thing. In context, it makes sense. The two words sound alike, too. She decides *teléfono* and *telephone* are probably cognates.
10. SUBSTITUTE/PARAPHRASE

**Purpose:** Rather than stopping at a dead end, students find different ways to say the same thoughts. Beginners may use simple words or structures instead of more complex ones they do not know yet. More advanced learners may replace a term with its description or by explaining it in the target language.

**Context:** Substitute/Paraphrase helps at those otherwise awkward moments when students realize they do not know how to say exactly what they would like to say. It can also prove useful when writing as an alternative to constant reference to the dictionary.

**Example:** A student cannot think of the word *la dinde* (turkey) while he is speaking, so he says in French, “the big bird that Americans eat.”

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**TASK-BASED STRATEGIES: Use Your Imagination**

11. USE IMAGERY

**Purpose:** Students use or create an image that helps them remember information. It can be as simple as a pencil drawing, or as complex as a “mental movie.” An image also helps students recall vocabulary without translating from their native language. Complex images can help students check their comprehension; if there are inconsistencies, then they may need to review the information.

**Context:** Use Imagery is well suited to any task that involves vivid images or where it is useful to put abstract ideas in concrete form.

**Example:** To remember idiomatic expressions, students create funny pictures that illustrate them.

12. USE REAL OBJECTS/ROLE PLAY

**Purpose:** By acting out a concept with props or role-playing with a partner, or even in their imagination, students can get a better feel for the situational uses of language. Associating words and expressions with an object, a context and an experience helps students recall them - what is more, they have fun!

**Context:** This strategy can be used with concrete concepts or with abstract concepts to make them more concrete. It can evoke daily situations and show the practical side of language learning.

**Example 1:** A student has been studying environmental conservation at school and notices that his parents recycle many items, including plastic containers. He explains to his FL teacher how to decide what to recycle by showing her some sample containers that can be recycled.

**Example 2:** After learning food and restaurant vocabulary, students take turns playing the parts of customer and waiter at a restaurant in the target culture.
TASK-BASED STRATEGIES: Use Your Organizational Skills

13. FIND/APPLY PATTERNS
Purpose: Students either use a rule they already know or create a new rule that helps them learn new information.
Context: Find/Apply Patterns is useful in situations where students can generalize about a language structure, procedure or concept.
Example: A student who knows how to conjugate the verb mettre in French wants to conjugate permettre. Since these verbs have the same ending, she decides that they are conjugated the same way.

14. GROUP / CLASSIFY
Purpose: Grouping or classifying items according to their attributes helps students organize their thoughts and/or remember the items.
Context: Group / Classify applies any time that a number of items share the same attributes and can be put into meaningful groups. It can serve to organize students’ thoughts as they begin a writing or speaking task.
Example: A student has a hard time remembering the names of furniture in Spanish, so she groups them according to where each item belongs in a house.

15. USE GRAPHIC ORGANIZERS/TAKE NOTES
Purpose: By writing down important words, or creating a graphic organizer such as a Venn diagram or a timeline, students can remember key concepts and note their own ideas about information in a lesson alongside its new information.
Context: Use Graphic Organizers/Take Notes is especially useful on tasks that involve listening since, without notes, students would not be able to keep a record of what they hear. It can also help students while they read and before they write or give an oral presentation.
Example 1: After watching a video on the history of Germany, students take time to draw a timeline listing all the events they can remember, including pictures, people, places, and dates they associate with the events.
Example 2: An astronomer from Argentina comes to talk to a class about constellations in the Southern Hemisphere. She describes what types of stars make up the constellations and tells Argentine folktales about them. Students take notes while she speaks so that they can remember the important points after her presentation.

16. SUMMARIZE
Purpose: Making a mental, oral or written summary guarantees that students understand the gist of a task. It not only helps them judge how well they have understood and completed the task, but also helps them learn more from it.
Context: Summarize is helpful periodically throughout a task or upon its completion.
Example: When a student listens to a song in the target language, she pauses her CD before each chorus so she can think about and summarize in her head the main point of the stanza she just heard.

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Sailing the 5 C’s with Learning Strategies
17. USE SELECTIVE ATTENTION

**Purpose:** Concentrating on specific aspects of language or content makes it easier for students to find the information that is important to complete their task. They may concentrate on information they already know in order to understand or communicate better, or they may concentrate on key information such as times and dates.

**Context:** *Use Selective Attention* proves particularly useful when the task requires students to sift through large quantities of information. It can also help when students need to give or acquire precise details to complete a task.

**Example:** It is a classic technique for students to underline words they do not know in a text so they can look them up or ask the teacher about them later. For a new twist on this technique, students can underline sentences in challenging documents that they are sure they understand.

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**TASK-BASED STRATEGIES: Use a Variety of Resources**

18. ACCESS INFORMATION SOURCES

**Purpose:** Using reference materials such as dictionaries, textbooks, periodicals and the Internet, students can solve complex problems and complete difficult tasks independently. Students can look up words or expressions they do not know, as well as find target language cultural information.

**Context:** *Access Information Sources* is especially handy when crucial information does not make sense to the student. However, it can be helpful any time students encounter questions, large or small, whose answers are found in reference materials.

**Example:** In a letter to his Russian pen pal, a student wants to mention that his class took a field trip, but he is not sure how to write “class excursion” in Russian. Being at home, he cannot ask his teacher. When he does not find the word in the dictionary, he looks it up online.

19. COOPERATE

**Purpose:** By working together, students gain confidence, share their strengths and complete tasks more easily. Most students enjoy the chance to work with a partner or in a group and friendly competition between groups often brings out top-notch work.

**Context:** *Cooperate* can be used while students work on a specific task or during part of a larger task where students work separately. It allows students to give each other feedback on their individual work and complete new tasks together.

**Example:** Two students who are lab partners have to write a lab report together for an experiment they’ve just completed. They work together to make an outline of the report, and then each choose sections to write at home that night. Afterwards, they meet to compare their analysis of the data and draw a chart.
20. TALK YOURSELF THROUGH IT

**Purpose:** Students tell themselves they are doing a good job and that they are capable of completing a task. This self-encouragement helps keep them motivated even when facing obstacles. While they work, students may explain to themselves, silently or out loud, exactly what steps they are taking to achieve their goals.

**Context:** This strategy can help throughout any tricky or daunting task. It is especially useful on tasks that can be divided into parts tackled one at a time.

**Example:** When tackling particularly involved math problems, students can slow down and remind themselves to focus on one step at a time. They can also remind themselves that once they learn to work through the really tough problems, they can use the techniques they learn to solve new problems in the future.
Chapter 3: Teaching Learning Strategies in the Learner-Centered Classroom

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. Teaching Students to Think About Their Learning

How Do I Introduce My Students to Strategic Thinking?

It is worth devoting some class time talking to your students about Strategic Thinking. 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.

We suggest that you introduce Strategic Thinking in a concrete manner and that you have a visual aid posted in the classroom to help them remember the concept and the various learning strategies. The language of learning strategies instruction should, of course, be the target language, whenever possible.

As Andrew Cohen (2003) states, “The most efficient way to heighten learner awareness is to provide strategy training—explicit instruction in how to apply language learning strategies—as part of the foreign language curriculum.” Below are suggestions for introducing the concept of Strategic Thinking in your classroom.

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

Secondary Education language learners are already using strategies to learn language and to learn in 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 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 Strategic Thinking, 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.

Occasionally you might want to provide your students with a form like the one below to encourage them to reflect on their strategic thinking.

Using Strategic Thinking to Complete a Task

Name ___________________________ Date ___________________________

Task ___________________________

**Plan**

What are some goals I can set before beginning the task?

How can I plan to complete the task (materials, time, etc.)?

**Monitor**

How can I check my progress?

**Manage**

What are some possible problems I could face, and how can I solve them?

**Evaluate**

How can I decide if I have completed the task successfully (i.e. Have I reached my goals)?

**Expand**

What are some other activities in which we use these four processes?
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>Teaching Tip</th>
<th>Teaching Tip</th>
</tr>
</thead>
<tbody>
<tr>
<td>Encourage students to understand the strategies they already use and to learn to use new ones.</td>
<td>Ask students to brainstorm their personal goals. Record their goals on poster paper and review them throughout the year.</td>
</tr>
</tbody>
</table>

**Purpose of Distinguishing Short- and Long-term Goals**

**Short-Term Goals:** Help us feel a growing sense of accomplishment.  
Example: *I want to write an e-mail to my Spanish penpal.*

**Long-Term Goals:** Provide motivation for learning the language.  
Example: *I want to be able to speak Spanish well enough to go to Mexico and make friends there.*
**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.

**Teaching Tip**

Share your learning strategies with your students. Show them how strategies work for you.

---

### 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:**

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Sailing the 5 C’s with Learning Strategies
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.

<table>
<thead>
<tr>
<th>L1. Before you listen in class, do you try to figure out what the person will talk about?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Almost Never</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>L2. When you listen to a story in class, do you imagine pictures in your head or imagine you are part of the story?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Almost Never</td>
</tr>
</tbody>
</table>

A learner-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.
Chapter 4: Integrating Learning Strategies into Your Language Lessons

This chapter will show ways in which you can incorporate learning strategies instruction into lessons that focus on the 5Cs, language skills, and topics. You will find a detailed description of how to plan a learning strategies lesson with a sample activity at the end of the chapter.

Effective strategies instruction is not an “add-on” or a separate content area; rather, strategies instruction is used to support language learning and to accomplish authentic, meaningful language tasks. Although some initial explanations are needed, most strategies instruction should occur while you are working on language tasks.

Lesson materials should represent authentic language tasks. Select material that represents a slight stretch for most of your students. If the task is too easy, students will not need strategies; if it is too difficult, even appropriate strategies may not lead to success. The point is for students to experience the benefits of the strategies; they are not likely to apply strategies unless they believe the strategies help them.

Strategies instruction should not stand out as something separate from language learning. Although introducing and defining new strategies is explicit, it is important to “scaffold” instruction by turning the responsibility over to students.

In order to help you plan lessons that include learning strategies instruction, we offer three language-planning categories: the 5 C’s, the language skills, and topics.

I. Learning Strategies Instruction and the 5 C’s

Foreign language teachers are encouraged to focus on the National Standards for Foreign Language Learning, the 5 Cs. These C’s - Communication, Cultures, Connections, Comparisons, and Communities - provide a vision of what students should know and be able to do with the target language. Specifically, students should be able to:

- communicate in languages other than English (Communication)
- gain knowledge and understanding of other cultures (Cultures)
- connect with other disciplines and acquire information (Connections)
- develop insight into the nature of language and culture (Comparisons)
- participate in multilingual communities at home and around the world (Communities)

Learning strategies can help the students achieve these standards. Below we consider each C and suggest specific strategies that we feel are especially appropriate in helping students master it.

Strategies Especially Relevant To The Five Cs

Most of the learning strategies are appropriate for any of the Five Cs. Some strategies, however, are particularly appropriate for specific Cs. Below we will look at each of the Cs and suggest strategies.
Table 1. Communication: Interpersonal

The following learning strategies are very useful for any activities that engage the student in conversation in the foreign language. Some of them are also useful for written interpersonal communication such as writing personal letters and emails.

Activities that encourage interpersonal communication include role-plays, group discussions, pair work with questions and answers, pair work where students prepare or create something while discussing in the foreign language, and interviews.

<table>
<thead>
<tr>
<th>Sample Activity</th>
<th>Strategy</th>
<th>Use of Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work with a group to create an alphabet book in French.</td>
<td>Substitute/Paraphrase</td>
<td>Substitute/paraphrase helps you speak fluently and helps you express yourself. If you don’t know a particular vocabulary word in French, then use other words that you do know to express the same idea. If you don't know the French word for “turkey,” say “the big bird that Americans eat” in French.</td>
</tr>
<tr>
<td>Talk with a partner about things you do at home</td>
<td>Cooperate Together</td>
<td>Work together to keep the conversation going. When you are trying to think of a word, let your partner suggest vocabulary you can use. If your partner has trouble, help by offering what you know how to say. Helping each other learn will make the process more fun.</td>
</tr>
<tr>
<td>Answer questions the teacher asks in the foreign language</td>
<td>Access Information Sources Read all about it!</td>
<td>Look around you for things that will help – posters, gestures the teacher is making, and cognates. Follow a model that you remember from the foreign language instead of translating from English. Use standard phrases, greetings, hesitation noises, and clarification questions in the foreign language to give yourself time to think of an answer to a question.</td>
</tr>
<tr>
<td>Learn how to make requests.</td>
<td>Use Real Objects/Roleplay Lights, Camera, Action!</td>
<td>Spend a little time imagining yourself in a situation where you make requests, such as in a Mexican restaurant. Go through the possible conversation in your mind: What will you say? What will the waiter say? What will you reply? Most highly talented language learners do a lot of “play acting” in their minds. It gives you practice and improves your performance.</td>
</tr>
<tr>
<td>Sample Activity</td>
<td>Strategy</td>
<td>Use of Strategy</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------</td>
<td>------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Use new vocabulary related to school subjects to interview a classmate about likes and dislikes.</td>
<td>Transfer/ Use Cognates</td>
<td>Look at the vocabulary list for cognates, words that are similar to the English names of school subjects. Check your understanding of the words with the glossary and ask your classmate about the classes they like or dislike. Notice how the words may have a different stress or pronunciation in the foreign language, so you won’t pronounce them the same way as in English.</td>
</tr>
</tbody>
</table>

### TABLE 2.
COMMUNICATION: INTERPRETIVE

The following learning strategies are especially useful for any activities that help students understand receptive communication, whether written or aural.

Activities that foster interpretive communication include listening to lectures, viewing films or plays, watching television, listening to songs, and reading literature and periodicals.

<table>
<thead>
<tr>
<th>Sample Activity</th>
<th>Strategy</th>
<th>Use of Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read a short passage in your text.</td>
<td>Make Predictions</td>
<td>Look at pictures and the title to predict what the passage is about. Think of words you know about that topic. Remember to check your prediction as you read. If your prediction was not accurate, that’s fine; it still helps start your learning processes.</td>
</tr>
<tr>
<td>Find out who won yesterday’s presidential election in Russia.</td>
<td>Use Selective Attention</td>
<td>Find an online newspaper in Russian. Read it quickly, looking for headlines with words that you think might relate to the election. When you find such words, read the sentences around them to find the information you need.</td>
</tr>
<tr>
<td>Listen to a dialogue about making a date.</td>
<td>Use Background Knowledge</td>
<td>Use what you know about dating to help you understand the dialogue. For example, there are different ways to ask if someone is free on a certain date in English. How do speakers of your foreign language handle the situation? Notice how the speakers make a request and respond to a request for a date.</td>
</tr>
<tr>
<td>Listen to a song by a popular singer. Answer questions about the song’s message.</td>
<td>Make Inferences</td>
<td>Listen to the song carefully and use the words you know and the music itself to guess the meaning. For example, when the singer says “amor” you can guess she is singing about love. From the music you can guess if she’s happy or sad about love.</td>
</tr>
<tr>
<td>Sample Activity</td>
<td>Strategy</td>
<td>Use of Strategy</td>
</tr>
<tr>
<td>-----------------</td>
<td>----------------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Learn a long</td>
<td>Manage Your Own</td>
<td>Depending on your own pace and learning style, decide on how to attack this task.</td>
</tr>
<tr>
<td>list of</td>
<td>Learning</td>
<td>If you work well with flash cards, make them for your words and plan a regular</td>
</tr>
<tr>
<td>vocabulary</td>
<td>Pace Yourself</td>
<td>time to study them. If you study best by listening, record the words and meanings</td>
</tr>
<tr>
<td>words for a</td>
<td></td>
<td>to listen to over and over on your portable player. Break the list into several</td>
</tr>
<tr>
<td>final exam.</td>
<td></td>
<td>smaller lists and schedule time to learn them well in advance of the exam.</td>
</tr>
<tr>
<td>Read a travel</td>
<td>Monitor</td>
<td>Begin reading the brochure and stop periodically to see if you are understanding</td>
</tr>
<tr>
<td>brochure.</td>
<td>Check</td>
<td>what you are reading. Stop to monitor your progress frequently. If you don’t</td>
</tr>
<tr>
<td></td>
<td></td>
<td>understand, access resources such as the glossary, your notes, or your dictionary.</td>
</tr>
<tr>
<td>Listen to</td>
<td>Find/Apply Patterns</td>
<td>Think of the patterns you know in English for past tenses. What do you listen for</td>
</tr>
<tr>
<td>sentences and</td>
<td>Sound Out</td>
<td>that tells you a sentence will be in the past tense? Notice what you can listen</td>
</tr>
<tr>
<td>complete a</td>
<td></td>
<td>for in the foreign language. Look for patterns that will help you catch the tense</td>
</tr>
<tr>
<td>worksheet with</td>
<td></td>
<td>of spoken verbs.</td>
</tr>
<tr>
<td>the past tense</td>
<td></td>
<td></td>
</tr>
<tr>
<td>forms of verbs.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TABLE 3. COMMUNICATION: PRESENTATIONAL**

The learning strategies below are particularly useful for any activities that help students with productive communication where there is little or no direct interaction with others.

Activities that encourage presentational communication include oral presentations, poster sessions, TV or radio broadcasts, monologues, essays, short stories, and poems.

<table>
<thead>
<tr>
<th>Sample Activity</th>
<th>Strategy</th>
<th>Use of Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write about your dream home</td>
<td>Organize/Plan Calendar</td>
<td>Don’t panic and think the task is overwhelming. Stop to make a list of what you</td>
</tr>
<tr>
<td></td>
<td></td>
<td>need to do to accomplish your task. For example, what rooms will you describe?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Then follow the list carefully, one step at a time. Use spatial order to list the</td>
</tr>
<tr>
<td></td>
<td></td>
<td>things you want to describe in the home.</td>
</tr>
<tr>
<td>Create and perform a skit about</td>
<td>Talk Yourself Through It</td>
<td>Stop for a moment to encourage yourself. Tell yourself that you can do this</td>
</tr>
<tr>
<td>ordering in a French restaurant.</td>
<td>(Self-Talk)</td>
<td>assignment because you have good strategies for language learning. You can use</td>
</tr>
<tr>
<td></td>
<td>I can do it!</td>
<td>cooperating as you work with a classmate to plan the skit. You can use what you</td>
</tr>
<tr>
<td></td>
<td></td>
<td>know as you remember phrases in French to talk about food, drinks, and money.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>You can monitor as you practice the skit to check if you can understand the lines</td>
</tr>
<tr>
<td></td>
<td></td>
<td>you and your classmate write. When problems come up, you can access resources to</td>
</tr>
<tr>
<td></td>
<td></td>
<td>get the help you need.</td>
</tr>
</tbody>
</table>
Tell your class about your family.

<table>
<thead>
<tr>
<th>Sample Activity</th>
<th>Strategy</th>
<th>Use of Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monitor</td>
<td>Check</td>
<td>As you speak, look at your teacher’s face and the faces of your classmates to see if you are being understood. If you think there is a problem, try saying it a different way or asking a question.</td>
</tr>
</tbody>
</table>

Give a presentation on a foreign city that particularly interests you.

<table>
<thead>
<tr>
<th>Sample Activity</th>
<th>Strategy</th>
<th>Use of Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make Predictions</td>
<td>Crystal Ball</td>
<td>Before doing any research, make some guesses about what you will learn about lifestyle, shopping, transportation, politics and sports in that city. As you read about the city, check your predictions. Don’t worry if they were not accurate. Their effect is to begin the process that will help you take in new information.</td>
</tr>
</tbody>
</table>

TABLE 4.
CULTURE: PRACTICES AND PERSPECTIVES

The learning strategies below are particularly useful for activities that help students understand the relationship between the practices and perspectives of the TL culture.

Activities that encourage this understanding include reading TC periodicals and literature, listening to TC television and radio broadcasts, going to movies, and talking to representatives of the TC.

<table>
<thead>
<tr>
<th>Sample Activity</th>
<th>Strategy</th>
<th>Use of Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read a magazine article about Austrian sports and write a summary about what types of sports they play in Austria.</td>
<td>Make Inferences Use Clues</td>
<td>Use the headline, photo, caption, and key words to infer what the article will focus on. As you read, check to see if what you inferred matches information in the article.</td>
</tr>
</tbody>
</table>

After listening to a dialogue about a wedding in Kuwait, list the practices you learned about and talk about what this tells you Kuwaiti culture.

<table>
<thead>
<tr>
<th>Sample Activity</th>
<th>Strategy</th>
<th>Use of Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>After listening to a dialogue about a wedding in Kuwait, list the practices you learned about and talk about what this tells you Kuwaiti culture.</td>
<td>Use Imagery Mirror, Mirror</td>
<td>As you listen to the description of the wedding, create an image of the ceremony in your mind.</td>
</tr>
</tbody>
</table>
**Sample Activity**  
Research a European city and give a talk about what you would do there.  
**Strategy**  
Personalize Me  
**Use of Strategy**  
Include what you would like and dislike about the city in your discussion. What activities or sights appeal to you personally? Thinking of your personal opinions about the city will help you recall things you plan to say in your talk.

---

**TABLE 5.**  
**CULTURE: PRODUCTS AND PERSPECTIVES**

The learning strategies below are particularly useful for activities that help students understand the relationship between the products and perspectives of the TL culture.

Activities that further this understanding include visiting museums, watching documentaries, going to movies, and reading fiction and non-fiction.

<table>
<thead>
<tr>
<th>Sample Activity</th>
<th>Strategy</th>
<th>Use of Strategy</th>
</tr>
</thead>
</table>
| Write a description of an Italian work of art. Discuss why this painting was influential to Italian culture. | Access Resources  
Read all about it! | Search the Web for Italian works of art. Museum websites are frequently valuable sources of information about art. |
| Read a magazine article about current fashion trends in Paris. | Use Background Knowledge  
I know. | Before reading, brainstorm what you already know about fashion and French fashion in particular. For example, what clothing names do you know in French? How about colors? Apply what you know to help you understand the article. |

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**TABLE 6.**  
**CONNECTIONS**

The learning strategies below are useful to help students reinforce their knowledge of other disciplines through their knowledge of the target language.

<table>
<thead>
<tr>
<th>Sample Activity</th>
<th>Strategy</th>
<th>Use of Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sample Activity</td>
<td>Strategy</td>
<td>Use of Strategy</td>
</tr>
<tr>
<td>-----------------</td>
<td>----------</td>
<td>-----------------</td>
</tr>
<tr>
<td>Learn about Puerto Rico's geography, climate, foods, and customs</td>
<td>Use Imagery</td>
<td>Remembering mental images you have of other Caribbean islands can help you to understand the description of Puerto Rico's beaches and tropical fruits. Imagine the kinds of food you know that grow in a warm climate and look in the text for the Spanish names of those foods. Look at the photos in the text as you practice new vocabulary.</td>
</tr>
<tr>
<td>Listen to your Art teacher talk about works of Italian art.</td>
<td>Take Notes</td>
<td>Take notes in your Art class and try to supplement this information with additional information in an Italian language art book. Or use the Internet to search for Italian-language art and museum sites.</td>
</tr>
<tr>
<td>Make a web page in Spanish about healthy living. Recommend what foods to eat and what exercises are best for different types of people.</td>
<td>Use Background Knowledge</td>
<td>Remember and apply what you learned in Health class about choosing healthy foods and about exercises that reduce stress and give more energy. As you create the web page, use phrases you have already learned in Spanish for suggesting or recommending foods or activities. When you need help with vocabulary related to healthy living, access resources such as Spanish language health websites.</td>
</tr>
<tr>
<td>Read in World History class about how European countries established colonies in Africa.</td>
<td>Make inferences</td>
<td>Read a work of African literature written in French during colonial times and try to understand how the writer felt about the French colonists. Use clues you get from the writer’s language and descriptions of the colonists.</td>
</tr>
<tr>
<td>Read a difficult passage in English.</td>
<td>Transfer/Use cognates</td>
<td>Use the strategies you used for reading in a foreign language, such as Make Inferences and Predict, to help you improve reading comprehension in English. This transfer will help you apply the strategies more naturally when you read in your foreign language, too.</td>
</tr>
</tbody>
</table>
TABLE 7. COMPARISONS

The learning strategies below are particularly appropriate for helping students see language, issues, objects, and other people from a new and different perspective.

<table>
<thead>
<tr>
<th>Sample Activity</th>
<th>Strategy</th>
<th>Use of Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read about how a girl's 15th birthday is celebrated in Latin American culture.</td>
<td>Use Background Knowledge</td>
<td>Use what you know about birthdays in the US and talk to friends about their parties. Compare the celebrations in Latin American culture with those you have experienced.</td>
</tr>
<tr>
<td></td>
<td>I know.</td>
<td></td>
</tr>
<tr>
<td>Prepare for a class discussion comparing the World Cup with the World Series.</td>
<td>Access Resources</td>
<td>Talk with people who know about the sport, read Internet sites about the championship, watch videos of sporting events in the foreign language</td>
</tr>
<tr>
<td></td>
<td>Read all about it!</td>
<td></td>
</tr>
<tr>
<td>Watch a documentary about young people in Asia.</td>
<td>Personalize</td>
<td>As you watch the documentary, try to relate the interests and hobbies of the young people in Asia to your own interests and hobbies and those of your friends. When you discuss the documentary in class, compare your daily life with that of the Asian youth you saw.</td>
</tr>
<tr>
<td></td>
<td>Me</td>
<td></td>
</tr>
<tr>
<td>Write a report comparing government in the U.S. and another country.</td>
<td>Use Graphic Organizers/</td>
<td>Make a chart showing how leaders are chosen in the US and in the foreign country. Note where similar events occur on both charts. Use your chart to help organize your report.</td>
</tr>
<tr>
<td></td>
<td>Take Notes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Notepad</td>
<td></td>
</tr>
</tbody>
</table>
TABLE 8.
COMMUNITIES

The strategies below can be useful in helping students participate in multilingual communities in the US and around the world and they will help them become lifelong learners.

<table>
<thead>
<tr>
<th>Sample Activity</th>
<th>Strategy</th>
<th>Use of Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listen to songs of a pop singer. Think of questions to ask the singer about his or her career.</td>
<td>Use Background Knowledge</td>
<td>Think about what you know about talk shows, interview questions, and pop music to help you understand what’s going on. Remember the kinds of questions you have heard interviewers ask singers. Think of the questions you know how to ask in your foreign language as you prepare to do the assignment.</td>
</tr>
<tr>
<td>Practice your foreign language outside of class.</td>
<td>Access Information Sources</td>
<td>This strategy is particularly useful outside the classroom. Do your best to find speakers of the foreign language, and engage them in conversation in the language. Research has shown that the most successful language learners are those who seek out opportunities for practice. Find out if your school has a conversation partners program with participating native speakers of the foreign language.</td>
</tr>
<tr>
<td>Write to your pen pal about your typical school day.</td>
<td>Evaluate</td>
<td>After writing about your day, read your sentences aloud and listen for parts that sound natural in the foreign language. If any sentences sound strange, check them with the teacher or a classmate.</td>
</tr>
<tr>
<td>Make up a weather report for a city in another country.</td>
<td>Access Information Sources</td>
<td>Look up the weather online and follow the format used to forecast weather in your foreign language to organize your weather report. Get ideas from TV or Internet weather forecasts to help you create graphics to aid in creating your report.</td>
</tr>
<tr>
<td>Use Internet resources to plan an imaginary journey in a foreign country.</td>
<td>Make Inferences</td>
<td>Make inferences about life in the country based on what you learn from travel brochures, maps, accommodation ads, travel guides, and exchanging email with people who lived there. Use the clues to plan how you should travel, where you should stay, and what you can expect to see and do.</td>
</tr>
<tr>
<td>Sample Activity</td>
<td>Strategy</td>
<td>Use of Strategy</td>
</tr>
<tr>
<td>-----------------</td>
<td>----------</td>
<td>-----------------</td>
</tr>
<tr>
<td>Plan an imaginary four-course meal for a dinner party.</td>
<td>Use Imagery Mirror, Mirror</td>
<td>Draw and label each course to help you describe the dishes. If you can’t draw, cut out pictures from a magazine or find them on the Internet by searching in your foreign language. As you plan each course, say the name of each dish aloud so you can associate the sound with the image.</td>
</tr>
<tr>
<td>Subscribe to a listserv to receive emails related to a foreign language.</td>
<td>Summarize Main Idea</td>
<td>At least once a week, tell a classmate what particular issues are important to that community. Try to use your own words in your foreign language to give the main ideas of the messages you read.</td>
</tr>
</tbody>
</table>

**II. Learning Strategies Instruction and the Language Skills**

Learning strategies can be very useful when you are focusing your students’ attention on one of the language skills (speaking, listening, reading or writing), grammar, or vocabulary.

Here are some examples of how you can integrate specific learning strategies instruction into language-based lessons.

1. **Speaking**
   Two particularly appropriate learning strategies for speaking activities are *Substitute/Paraphrase* and *Use Graphic Organizers*. If, while making an oral presentation in the target language, a student suddenly cannot remember a word, he/she can substitute another word that is similar or paraphrase the concept. When students are preparing oral presentations, they can organize their ideas more effectively by using graphic organizers such as lists, charts, and semantic maps.

2. **Writing**
   The strategies *Substitute/Paraphrase* and *Use Graphic Organizers* are equally relevant to speaking and to writing activities. Another strategy that students can use when working on a writing assignment is *Monitor*. After writing part of an essay, for example, the student can look back over it and consider whether he is making sense or not. He can also ask another student to look it over.

3. **Reading**
   To increase one’s understanding of a text, two particularly useful strategies are *Take Notes* and *Summarize*.

4. **Listening**
   *Use Background Knowledge* and *Make Inferences* are equally useful for reading and listening. When preparing to listen to a lecture, for example, a student will understand it better if she activates her background knowledge, i.e. thinks about what she already knows about the topic.
5. Grammar

When trying to master the grammar of a language, students will find the following strategies useful: Use Selective Attention, Group/Classify, and Find/Apply Rules. Students can focus their attention on all of the past tense verbs in a story if they are trying to learn this tense. They can group together various examples of tenses when the focus is verbs. Finding examples of language rules and applying them cements their grammatical knowledge.

6. Vocabulary Development

Transfer/Use Cognates, Group/Classify, and Use Imagery are effective strategies when the focus is on vocabulary development.

When students encounter an unfamiliar word, they can consider whether it resembles a word in their native language (e.g. haus in German, house in English). This strategy is especially useful when students are studying Western languages that have many cognates to English words. Learning vocabulary lists is much easier when the words are grouped into logical categories. Use Imagery can help students remember vocabulary items by associating them with an image.

III. Learning Strategies Instruction and Topics

You can also weave learning strategies instruction seamlessly into your presentation of a particular topic or thematic unit. Below you will find a chart that provides examples for four topics: Family, All about Me, Food, and Travel.

Table 9: Topics and Learning Strategies

<table>
<thead>
<tr>
<th>FAMILY</th>
<th>Useful Learning Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Through the Eyes of Artists: Develop insight into art history and the target culture by analyzing color copies of images of families in Spanish paintings and reading short bios of the artists.</td>
<td>- Make Inferences  - Manage Your Own Learning  - Use Background Knowledge</td>
</tr>
<tr>
<td>Family Trees: Develop vocabulary about family relationships in Spanish by creating and presenting personal or fictional family trees.</td>
<td>- Personalize  - Use Graphic Organizers  - Use Selective Attention</td>
</tr>
<tr>
<td>The Faces of Spanish Families: Describe photographs of Hispanic families and make comparisons with U.S. families. Think about how this helps shape societies.</td>
<td>- Make Predictions  - Transfer  - Group/Classify  - Use Resources</td>
</tr>
<tr>
<td>Making it Personal: Show and tell about an artifact that somehow represents your family life. Classmates will ask questions about why this helps define your family identity.</td>
<td>- Substitute/Paraphrase  - Use Real Objects  - Use Imagery</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ALL ABOUT ME</th>
<th>Useful Learning Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Crest: Draw pictures that represent your likes, dislikes, beliefs, hobbies, and loved ones to design a crest</td>
<td>- Use Imagery  - Substitute/Paraphrase  - Monitor</td>
</tr>
</tbody>
</table>
and credo. Explain your crest to a partner and then the class.

**Being a Teen in the New Millennium- U.S. vs. French:**
Read some short biographies of French teenagers. Describe different aspects of teen life in the U.S. and then compare how this is similar of different in France. Use outside sources to extend your information on French teens.

- Organize/Plan
- Use Graphic Organizers
- Make Predictions
- Summarize

**My Favorite Subject:**
Write a short essay describing what you are learning in your favorite subject this year (other than the TL of course).

- Role Play
- Transfer
- Use Selective Attention

**What I Would do in Paris:**
Describe an ideal day visiting Paris. Use a map of the city to help organize your thoughts.

- Use Resources
- Personalize
- Cooperate

### FOOD

<table>
<thead>
<tr>
<th>Activity</th>
<th>Useful Learning Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tiramisu:</strong></td>
<td>- Find/Apply Patterns</td>
</tr>
<tr>
<td>Learn vocabulary, grammar, and a taste of Italy as your class makes and eats this typical Italian dessert. Retell the process with a partner to practice your new terms and constructions.</td>
<td>- Use Real Objects</td>
</tr>
<tr>
<td>- Take Notes</td>
<td></td>
</tr>
<tr>
<td><strong>Italian Food in the U.S.:</strong></td>
<td>- Use Graphic Organizers</td>
</tr>
<tr>
<td>Create and present a poster describing Italian dishes favored by Americans. Discuss how important Italian cuisine is in the U.S.</td>
<td>- Use Background Knowledge</td>
</tr>
<tr>
<td><strong>Making a Menu:</strong></td>
<td>- Use Resources</td>
</tr>
<tr>
<td>Using models of real menus to help you, design a menu for an American restaurant in Rome and an Italian restaurant in your city. What are the similarities and differences?</td>
<td>- Manage Your Own Learning</td>
</tr>
<tr>
<td>- Transfer/Use Cognates</td>
<td></td>
</tr>
<tr>
<td>- Cooperate</td>
<td></td>
</tr>
<tr>
<td><strong>Dinner Out:</strong></td>
<td>- Role-play</td>
</tr>
<tr>
<td>Write and role-play a scene in an Italian restaurant. Make sure you include: asking for a table, asking questions about and ordering from the menu, and describing what you like and dislike about the different foods.</td>
<td>- Talk Yourself Through It</td>
</tr>
<tr>
<td>- Monitor</td>
<td></td>
</tr>
</tbody>
</table>

### TRAVEL

<table>
<thead>
<tr>
<th>Activity</th>
<th>Useful Learning Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Transatlantic Travel:</strong></td>
<td>- Personalize</td>
</tr>
<tr>
<td>Read and compare advertisements for American Airlines and Lufthansa. What are the differences in marketing and images? What does this tell you about the two cultures?</td>
<td>- Use a Graphic Organizer/Take Notes</td>
</tr>
<tr>
<td>- Make Inferences</td>
<td></td>
</tr>
<tr>
<td>- Use Background Knowledge</td>
<td></td>
</tr>
<tr>
<td><strong>Virtual Field Trip:</strong></td>
<td>- Monitor</td>
</tr>
<tr>
<td>Complete a WebQuest that involves an online tour of Austria. Practice speaking by describing your trip to a partner.</td>
<td>- Use Imagery</td>
</tr>
<tr>
<td>- Talk Yourself Through It</td>
<td></td>
</tr>
<tr>
<td>- Cooperate</td>
<td></td>
</tr>
<tr>
<td><strong>Come Visit the U.S.:</strong></td>
<td>- Organize/Plan</td>
</tr>
<tr>
<td>Design a travel brochure about your state for German-speaking teens. Make sure you take their needs and interests into account as you create a marketing strategy.</td>
<td>- Evaluate</td>
</tr>
<tr>
<td>- Use Background Knowledge</td>
<td></td>
</tr>
<tr>
<td>- Summarize</td>
<td></td>
</tr>
<tr>
<td><strong>My Dream Vacation- In a German-Speaking Country:</strong></td>
<td>- Manage Your Own Learning</td>
</tr>
<tr>
<td>Think about your favorite type of vacation and then research where you could find that in a German-</td>
<td>- Use Resources</td>
</tr>
<tr>
<td>- Make Predictions</td>
<td></td>
</tr>
<tr>
<td>- Use Imagery</td>
<td></td>
</tr>
</tbody>
</table>
IV. How Do I Write a Learning Strategies Lesson?

We will walk you step-by-step through the process with an example. The purpose of teaching learning strategies is to help students learn the content of the lesson.

Intermediate Spanish – Writing an Autobiography

- **Identify activity objective(s):** Students will be able to write two pages in Spanish describing the basic events in their lives.

- **Choose a learning strategy that will help them meet this objective:** Organize/Plan

To teach the students how to write their autobiographies and introduce the learning strategy Organize/Plan to help them accomplish this objective, you can use the following sequence:

1. **Preparation:** **Activate the students’ background knowledge about the topic and the strategy.** Ask students to describe themselves and list important events of their lives. Tell them a little about yourself to model the sort of information you are looking for. In pairs, have them share their life stories, and be sure to discuss what happened in which order. As you debrief in a class discussion, elicit that it is important to organize this kind of a story in order of earliest to most recent events.

2. **Presentation:** **Introduce the content of the lesson and the strategy that will help the students learn the content and/or carry out a task.** (Remember this has several stages). Tell the students you are going to ask them to write their autobiographies. Explain what an “autobiography” is and describe the elements of the task. You might want to include reading an autobiography or watching an autobiographical film. Then tell the students that there are strategies that can help them write their autobiographies and present the strategy. The presentation of the strategy should take a minimum of time and should always be integrated into the task and the content objectives. (This lesson plan will focus on describing teaching the strategy. During an actual lesson you focus on the content and seamlessly slip in the explicit instruction in using learning strategies and reflection on their usefulness).

   a. **Name the strategy:** Once it is understood that it is important to organize the information, tell the students that you are teaching them a learning strategy and name it – “Organize/Plan” (in the target language) or devise a different name appropriate for your students. Keep a chart or poster on the wall to remind students of the strategy names. You can refer to this in later lessons.

   b. **Explain how and when to use the strategy:** “You can use Organize/Plan to help you organize stories or anything else with a lot of parts that need to be in order.”

   c. **Model the strategy:** Retell some main events in your life and write them down in order on the board. Tell the students you are using Organize/Plan to organize your autobiography.
d. **Point out the importance of the strategy:** Start to tell your autobiography out of order, ask if it makes sense, ask students what this tells us, the answer – that planning and organizing are important.

3. **Practice:** During the Practice phase the students have the opportunity to carry out the content-based task using the learning strategy to help them accomplish it. Ask the students to start working on their autobiographies. Ask them what they will do first. Elicit that they should plan/organize their information. You can ask how they can do this. Elicit writing down an outline before starting (or any other method that is appropriate). Continue with helping students to write out outlines/plans for their autobiographies and then with writing the autobiographies.

4. **Evaluation:** Evaluate the students’ learning of the content and the effectiveness of the strategy. During this phase, the teacher and the students evaluate how well they accomplished the objective and also how useful (or not) they found the learning strategy. To evaluate the autobiographies you may ask students to evaluate their own work using a rubric. You will probably want to read the papers and evaluate them yourself. Perhaps using the same rubric, you may ask students to share autobiographies and give each other feedback. Part of the evaluation would focus on the organization of the autobiography and whether it leads to clarity. As with all writing tasks, it is a good idea to allow students to rewrite after receiving feedback. To evaluate the strategy use, you can ask students how useful it was to organize their ideas before writing, and whether their method of organization was efficient (writing a list, a summary, etc.). Would they use it again?

5. **Expansion:** In this phase the teacher helps students identify other situations and tasks where they could use the learning strategy. Give examples and ask students of other situations (in and out of the classroom) where planning and organizing could help them. For example, when giving a talk in a Speech class, starting with an outline can help. Or when organizing a school dance, students need to make a plan of what needs to be done at certain times to prepare for the event.

In Chapter 5 you will find 20 activities that you can use in your classroom. Each activity focuses on one learning strategy and involves the teaching of at least one of the C’s and one language skill. Some of the activities can also be used for teaching additional learning strategies. Most of the activities can be adapted for use in any foreign language classroom at any level of proficiency for grades 6th through 12th grade.
Chapter Five: Activities for the Classroom

This chapter presents a variety of suggested activities that teachers can use to integrate learning strategies instruction into a lesson designed to meet one or more of the Standards for Foreign Language Learning (i.e. the Five C’s).

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 each learning strategy. Many of the activities address more than one of the Five C’s. The majority are appropriate for use in any foreign language classroom.

In addition to identifying the learning strategy focus and the C’s addressed, each activity indicates the appropriate target language(s), proficiency level, the objectives, and the language focus. The activity is briefly summarized and then explained in detail including the materials needed and the procedures to follow. Each activity was developed based on the template provided on the following page.
## Template for Creating Model Activities

<table>
<thead>
<tr>
<th>LEARNING STRATEGY OR STRATEGIES:</th>
</tr>
</thead>
<tbody>
<tr>
<td>STANDARD(S):</td>
</tr>
</tbody>
</table>

**TITLE OF ACTIVITY**

Language:  
Proficiency Level:  
Brief description of the activity:  
Objectives:  
Materials:  

**Procedures**

1. Link the learning strategy to the activity  
2. Introduce and model the learning strategy  
3. Practice

**Expansion:**

**Adaptation:**

Teacher Resources (to help teacher enhance activity):
Below you will find two tables listing the activities. Table 10 lists the activity title and the learning strategy focus. Table 11 is an index of the activities including the activity title, the learning strategy focus, the Five C’s addressed, the language focus, related topics, and the target language(s) sample.

### TABLE 10.
CLASSROOM ACTIVITIES WITH LEARNING STRATEGY FOCUS

<table>
<thead>
<tr>
<th>ACTIVITY TITLE</th>
<th>LEARNING STRATEGY FOCUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Creating a Poster of a Famous Person</td>
<td>Organize/Plan</td>
</tr>
<tr>
<td>2. Animal Vocabulary Cards</td>
<td>Manage Your Own Learning</td>
</tr>
<tr>
<td>3. Understanding a Literary Work</td>
<td>Monitor</td>
</tr>
<tr>
<td>4. Countries of the World</td>
<td>Evaluate</td>
</tr>
<tr>
<td>5. History in Art</td>
<td>Use Background Knowledge</td>
</tr>
<tr>
<td>6. One Big (or Small) Happy Family</td>
<td>Make Inferences</td>
</tr>
<tr>
<td>7. Judging Books by their Covers</td>
<td>Make Predictions</td>
</tr>
<tr>
<td>8. Olive Oil in the Mediterranean Diet</td>
<td>Personalize</td>
</tr>
<tr>
<td>9. Reading the French Newspaper <em>Le Figaro</em></td>
<td>Transfer/Use Cognates</td>
</tr>
<tr>
<td>10. Rooms of the House</td>
<td>Substitute/Paraphrase</td>
</tr>
<tr>
<td>11. Leisure Time Activities</td>
<td>Use Imagery</td>
</tr>
<tr>
<td>12. A Colombian Artifact: The Bolillo</td>
<td>Use Real Objects/Role Play</td>
</tr>
<tr>
<td>13. Ads in Popular French Magazines</td>
<td>Find/Apply Patterns</td>
</tr>
<tr>
<td>14. Meals in Mexico</td>
<td>Group/Classify</td>
</tr>
<tr>
<td>15. Creating Family Trees</td>
<td>Use Graphic Organizers/Take Notes</td>
</tr>
<tr>
<td>16. Headline News from Egypt</td>
<td>Summarize</td>
</tr>
<tr>
<td>17. Search for the Past: Reading Short Stories</td>
<td>Use Selective Attention</td>
</tr>
<tr>
<td>18. Art on the Web</td>
<td>Access Information Sources</td>
</tr>
<tr>
<td>19. Spanish Poetry: Reading Aloud for Meaning</td>
<td>Cooperate</td>
</tr>
<tr>
<td>20. Exports and Imports of Brazil</td>
<td>Talk Yourself Through It</td>
</tr>
</tbody>
</table>
### Table 11.
**Index of Activities with Learning Strategy Focus, C Target, Language Focus, Topics, Sample Languages**

Legend: S=Speaking, L=Listening, R=Reading, W=Writing, Gr=Grammar, Voc=Vocabulary

<table>
<thead>
<tr>
<th>Activity Title</th>
<th>Learning Strategy Focus</th>
<th>Five Cs</th>
<th>Lang Focus</th>
<th>Related Topics</th>
<th>Sample Language, If any</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Creating a Poster of a Famous Person</td>
<td>Organize/Plan</td>
<td>1.1, 3.1, 5.1</td>
<td>W</td>
<td>History</td>
<td></td>
</tr>
<tr>
<td>2. Animal Vocabulary Cards</td>
<td>Manage Your Own Learning</td>
<td>1.1, 1.2</td>
<td>R, Voc</td>
<td>Animals</td>
<td></td>
</tr>
<tr>
<td>3. Understanding a Literary Work</td>
<td>Monitor</td>
<td>1.2, 2.1, 3.2</td>
<td>R</td>
<td>Literature</td>
<td>Spanish, French, German, Italian, Russian, Korean, Chinese</td>
</tr>
<tr>
<td>4. Countries of the World</td>
<td>Evaluate</td>
<td>1.1, 1.2, 3.1</td>
<td>R, Gr, L, Voc</td>
<td>Geography</td>
<td>French, Spanish, Arabic</td>
</tr>
<tr>
<td>5. History in Art</td>
<td>Use Background Knowledge</td>
<td>1.1, 3.2</td>
<td>S, L</td>
<td>Art and History</td>
<td>French, Italian, Spanish, Russian, Korean, Chinese</td>
</tr>
<tr>
<td>6. Family Structure and Relationships</td>
<td>Make Inferences</td>
<td>2.1, 2.2</td>
<td>S, L</td>
<td>Family</td>
<td></td>
</tr>
<tr>
<td>7. Judging Books by their Covers</td>
<td>Make Predictions</td>
<td>1.1</td>
<td>S, L</td>
<td>Literature</td>
<td></td>
</tr>
<tr>
<td>8. Olive Oil in the Mediterranean Diet</td>
<td>Personalize</td>
<td>1.1, 1.2, 2.2, 4.2</td>
<td>R, S</td>
<td>Food</td>
<td>Italian, Portuguese, Spanish</td>
</tr>
<tr>
<td>9. Reading the French Newspaper <em>Le Figaro</em></td>
<td>Transfer/Use Cognates</td>
<td>1.1, 1.2, 2.1, 4.1</td>
<td>R</td>
<td>Current Events</td>
<td>French</td>
</tr>
<tr>
<td>Activity</td>
<td>Strategy</td>
<td>Grade</td>
<td>Subject</td>
<td>Language(s)</td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>---------------------------------------------</td>
<td>-------</td>
<td>------------------</td>
<td>-----------------------------------</td>
<td></td>
</tr>
<tr>
<td>10. Rooms of the House</td>
<td>Substitute/Paraphrase</td>
<td>1.3, 4.1</td>
<td>Voc, S</td>
<td>German</td>
<td></td>
</tr>
<tr>
<td>11. Leisure Time Activities</td>
<td>Use Imagery</td>
<td>1.2, 3.2</td>
<td>Voc, S, L</td>
<td>Leisure Time</td>
<td>Italian, Korean, Chinese, Russian</td>
</tr>
<tr>
<td>12. A Colombian Artifact: El Bolillo</td>
<td>Use Real Objects/Role Play</td>
<td>2.2, 4.2</td>
<td>S, L, Voc</td>
<td>Food</td>
<td>Spanish</td>
</tr>
<tr>
<td>13. Ads in Popular French Magazines</td>
<td>Find/Apply Patterns</td>
<td>1.1, 4.1</td>
<td>Gr, R</td>
<td>Popular Culture</td>
<td>French</td>
</tr>
<tr>
<td>14. Meals in Mexico</td>
<td>Group/Classify</td>
<td>2.1, 2.2, 3.1, 3.2</td>
<td>S, Voc</td>
<td>Food</td>
<td>Spanish</td>
</tr>
<tr>
<td>15. Creating Family Trees</td>
<td>Use Graphic Organizers/Take Notes</td>
<td>1.3</td>
<td>S, L</td>
<td>Family</td>
<td>German</td>
</tr>
<tr>
<td>16. Headline News from Egypt</td>
<td>Summarize</td>
<td>1.2, 1.3, 3.2</td>
<td>R, W</td>
<td>Current Events</td>
<td>Arabic</td>
</tr>
<tr>
<td>17. Search for the Past: Reading Short Stories</td>
<td>Use Selective Attention</td>
<td>1.1, 1.2, 2.2, 3.2</td>
<td>R, Gr</td>
<td>Literature</td>
<td>Spanish, French, German, Italian</td>
</tr>
<tr>
<td>18. Art on the Web</td>
<td>Access Information Sources</td>
<td>1.2, 2.2, 5.2</td>
<td>R</td>
<td>Art</td>
<td>Italian</td>
</tr>
<tr>
<td>19. Spanish Poetry: Reading Aloud for Meaning</td>
<td>Cooperate</td>
<td>1.1, 1.2</td>
<td>R</td>
<td>Poetry</td>
<td>Spanish</td>
</tr>
<tr>
<td>20. Exports and Imports of Brazil</td>
<td>Talk Yourself Through It</td>
<td>1.2, 2.2, 3.2</td>
<td>R, W</td>
<td>Economics</td>
<td>Portuguese</td>
</tr>
</tbody>
</table>

Each activity incorporates the instruction of at least one learning strategy and meets at least one of the five Cs. Each activity was originally designed for a specific language but all of them can be adapted for use in any foreign language classroom.
LEARNING STRATEGY: Organize/Plan
STANDARDS: Communication 1.1, 1.2, 1.3; Connections 3.1, Communities 5.1

1. Creating a Poster of a Famous Person

Language: Any language

Proficiency Level: Intermediate - Advanced

Brief description of the activity: Students will create a poster about a famous person in the target culture and make an oral presentation to explain it to their classmates. Before beginning this task, they will make a detailed plan of how they will go about accomplishing this project.

Objectives:
(1) Students will be able to discuss a famous person in the target culture.
(2) Students will be able to set short- and long-term language learning goals and specify actions or steps that will help them accomplish these goals.
(3) Students will be able to prioritize learning goals.

Language focus: Reading, Writing, Speaking

Materials: A blank project plan worksheet designed by the teacher for the students to fill out. (This plan should elicit the goals the student wants to accomplish, why they are important, the steps to accomplish them, external and internal blocks to accomplishing them, what student can do to lessen these blocks, and where to go for help.)

Procedures:

(1) Introduce the content
Tell students that they are going to create and present a poster about a famous target culture figure. In pairs, have learners brainstorm all of the famous people they can come up with from the target culture(s). Show learners a poster you have created about a famous person in the target culture and make a brief oral presentation to explain it. For example, you can use the children’s book about Frida Kahlo, the Mexican artist, to find simple drawings and phrases in Spanish about her.

(2) Introduce and model the learning strategy
Explain how you made a detailed plan of how to go about accomplishing this project. For example, I tackle hard tasks by breaking it down into smaller steps and give myself short- and long-term deadlines to meet. Tell students that setting goals helps us to know where we are, prioritize, plan, and make progress and show students your project outline. Tell them that having a project plan helps us to be more realistic and productive.
Name: _________________________

Project Plan: Famous Person Poster

Goals:

- Short term: (what you will do to get started on this project)

- Long term: (what you will have learned when the project is almost done, or at the end of the project)

Blocks (potential problems)

- Within me: (for example, words I don’t know in my foreign language)

- Outside of me: (for example, getting the supplies I need like markers and posterboard)

Help desk

Who/What can help me with the blocks:

Evaluation:

After sharing the poster, I feel that I

☐ met my short-term goals
☐ met my long-term goals
☐ got the help I needed from ___________
☐ am happy with the product (my poster)

(3) Practice

Have students create a project plan outline and then follow it as they make and present the posters. In a class discussion, have learners share how planning helped them complete the activity better.

Expansion:

(1) Decorate the walls with students’ work. Then invite another (same level or more advanced) language class in for a “poster session” exhibit in which learners present their work to other students as they wander around.

(2) Have students create plans for projects in different subject areas (history, social studies, math). They would write them in the target language, of course.

Teacher Resources (to help teacher enhance activity): Give learners concrete ideas for searching the Web for relevant materials and images. For example, explain that one can do an “advanced search” on Google and choose a language in which web pages are
searched. Provide an outline template (based on what you had created for your model poster) to scaffold the activity.

<table>
<thead>
<tr>
<th>Template for Poster</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of person</td>
</tr>
<tr>
<td>When they lived/died</td>
</tr>
<tr>
<td>Where they were born</td>
</tr>
<tr>
<td>Where they lived and worked</td>
</tr>
<tr>
<td>Why they are famous</td>
</tr>
<tr>
<td>Your own answer to this question: Do you admire this person? Why or why not?</td>
</tr>
<tr>
<td>Include as many images as you can along with the words you write on the poster.</td>
</tr>
<tr>
<td>Find images online or copy them from books.</td>
</tr>
</tbody>
</table>
2. ANIMAL VOCABULARY CARDS

Language: Any language

Proficiency Level: Beginner

Brief description of the activity: Students will read a passage in the target language about animals. If they encounter an unfamiliar word for an animal, they will write a card for that word, including the word and the context. After they finish reading, they will find the meanings of the words by discussing them with classmates, looking in a dictionary, or using another appropriate source.

Objectives:
(1) Students will be able to identify animal names in the target language.
(2) Students will develop reading skills.
(3) Students will be able to manage their learning by solving problems they encounter while learning on their own.
(4) Students will be able to develop a system that works for them to learn new words they encounter.

Language focus: Reading, Vocabulary

Materials: a short reading about animals, blank cards

Procedures:

(1) Introduce the content
Explain that in this activity, students will practice a system that may help them understand more and remember more terms when they read. Everyone will read the same passage individually. Any word related to animals that the students do not understand, they are to write on a blank card, including the sentence or phrase surrounding the word.

(2) Introduce and model the learning strategy
Give an example of how you approach a reading passage in a foreign language. For example, you might prefer to choose a quiet place where there are no distractions and perhaps you take notes while reading, underline unfamiliar words or write them on cards, or try to make mental pictures of descriptions. Explain that you are managing your learning by figuring out how you learn best.

Explain to the students that reading and understanding a passage in a foreign language may seem difficult at first. However, if students take time to think about how they will approach the assignment and how they can use the strategies that work best for them,
they can often solve problems before they develop. This is an example of “Managing your own learning.”

(3) Practice
Have learners read the text and define new terms by working with classmates to discuss the words, checking a dictionary (print or online), or making a guess from the context. Students should then reread the passage and make sure their definitions make sense. After they read, ask students which method they prefer for figuring out the meanings of the unfamiliar words.

Expansion:
(1) Students use cognates to help them complete another reading passage containing a similar set of vocabulary in the target language, such as food names, or names of common flowers. Similar techniques, such as using cognates, the context, and a dictionary may be used to find the new word meanings.
(2) Ask students to use cognates to help them understand a listening passage.

Teacher Resources (to help teacher enhance activity): You can find colorful pictures of animals in magazines and on the Web to show the class. A fun site is this one, which lists the sounds of animals as they are expressed in different languages: http://www.georgetown.edu/faculty/ballc/animals/
3. UNDERSTANDING A LITERARY WORK

Language: Any language
   Examples in Spanish, French, German, Russian, Italian, Chinese, and Korean

Proficiency Level: Advanced

Brief description of the activity: Students will read a passage from a classic text and improve their ability to monitor their work in progress.

Objectives:
(1) Students will become acquainted with an influential literary work in the target language
(2) Students will develop skills necessary to read and appreciate complex materials in the target language.
(3) Students will be able to make inferences about the target culture through exploration of an original literary work.
(4) Students will be able to monitor their progress during a language learning task.

Language focus: Reading

Materials:
   Spanish:  *El Cid* or another literary piece in Spanish; Spanish dictionary
   French:  Camus’ *L’Etranger* or another literary piece in French; French dictionary
   German:  Goethe’s *Der Erlkönig* or another literary piece in German; German dictionary
   Italian:  Ariosto’s *Orlando Furioso* or another literary piece in Italian; Italian dictionary
   Russian:  Anton Chekhov’s Дама с собачкой or another literary piece in Russian; Russian dictionary
   Chinese: Bajin’s *The Trilogy of Turbulent Stream: Family, Spring, Autumn* or another literary piece in Chinese; Chinese dictionary
   Korean:  Hwang Sun-won’s *Sonagi* or another literary piece in Korean; a Korean dictionary

Procedures

   (1) Introduce the content
After providing some background information about *El Cid*, explain that students are going to read excerpts from this literary work and summarize what they’ve read in their...
own words. In groups of three or four, have learners brainstorm everything they know about *El Cid* (or your target language literary text).

(2) **Introduce and model the learning strategy**
Take a passage from *El Cid* and model the learning strategy *monitor* by reading aloud and then briefly summarizing or rephrasing what you have just read and asking yourself if it makes sense. Describe how important it is for language learners to monitor their progress. For example, when they are reading, they should stop occasionally to check to see if they understand what they are reading.

(3) **Practice**
Have students read excerpts from the literary work and stop occasionally to ask themselves if they understand what they are reading. Have them check their comprehension with a partner.

**Expansion:**
(1) In pairs, have learners retell the passage in their own words. Listen carefully to make sure they have understood the gist.
(2) Review the learning strategy when reading excerpts from other texts.
(3) As a class, brainstorm ways that learners can use the strategy *monitor* to help them complete other learning activities (both language and other content areas). For example, how would the strategy apply to listening in the target language?

**Teacher Resources (to help teacher enhance activity):** Relevant information about the literary work in the target language can probably be found on the Web. This material will be suitable for the teacher and perhaps for the students as well. The teacher can summarize the material or make it available directly to the students.

*Adapted from an activity submitted by Sabrina Keenan, Montgomery County Public Schools.*
4. COUNTRIES OF THE WORLD

Language: Any language

Proficiency Level: Beginning, Intermediate

Brief description of the activity: Show students a map of the world and introduce the countries’ names. Then show students an individual picture of selected countries and give a short talk on each. Students create a vocabulary list and then label an empty map with the countries and a short description of each one based on what they learned.

Objectives:
(1) Students will be able to name and describe world nations in the target language.
(2) Students will be able to identify the gender of country names (if necessary).
(3) Students will be able to assess how well they have accomplished a task in order to make improvements for the future.

Language focus: Listening, Reading, Vocabulary, Grammar

Materials: a large world map, individual pictures of selected countries; index cards, each with a country’s name on it; fly swatters

Procedures

(1) Introduce the content
Explain to the students that they are going to create their own vocabulary list based on today’s presentation. Introduce the names of the countries you have selected, have students repeat the vocabulary words as you point to the country on the world map. (Arabic, French, and Spanish teachers might begin by limiting their talk to Arabic, French, and Spanish-speaking countries, respectively.) Show the students a symbolic picture for each selected country (e.g. a pyramid for Egypt, the Eiffel Tower for France, a bull fight for Spain). Then say something about the picture and emphasize the name of the country.

(2) Introduce and model the learning strategy
Place the pictures on the board. Model the strategy evaluate by testing your knowledge of the names of the countries. With the help of the students, match the pictures with the vocabulary cards with the names of the countries and then place each word under its picture.
Check your work to make sure you have the correct answers. Explain that you always evaluate your work before handing it in. Explain that evaluating your work is also helpful for doing a better job on future tasks.

(3) Practice
Using their vocabulary list, have learners label an empty map with the countries and a short description of each one based on what they learned. Have them check their work in several ways. For example, have them read over their work once, refer to an atlas or confer with a classmate to make sure they have the answers.

Expansion:
(1) As a warm-up the next day, ask students to write five sentences with one vocabulary word in each sentence, one sentence on each index card. The teacher collects the cards and leads the class in the same game as above, but with a variation. The teacher reads the sentences on the cards, omitting the vocabulary words. Students have to guess the missing word.

(2) Provide learners with some ideas for self-evaluation such as editing, rereading and comparing your outline to your finished product. Encourage them to do this on a variety of upcoming tasks. Remind learners to always evaluate their own work before turning it in.

Teacher Resources (to help teacher enhance activity): The teacher can find appropriate illustrations in the Microsoft Gallery and ClipArt.

Adapted from an activity submitted by Françoise Vandenplas, Montgomery County Public Schools.
LEARNING STRATEGY: Use Background Knowledge
STANDARDS: Communication 1.1, Culture 2.2, Connections 3.2

5. HISTORY IN ART

Language: Any language
Examples in Chinese, French, Italian, Korean, Russian, Spanish

Proficiency Level: Intermediate, Advanced

Brief Description of the Activity: Students will analyze three paintings by a target culture artist that depict important events in the history of the target culture. They will write and present a short description of the event depicted in one painting and its historical significance to the target culture.

Objectives:
1. Students will be able to interpret important events in the history of the TC based on artistic representations.
2. Students will be able to activate prior knowledge of target culture history to help them understand historical works of art.
3. Students will develop presentational communication skills.
4. Students will be able to use what they already know to help them learn new information more quickly and effectively.

Language focus: Speaking, Writing

Materials: Pictures of paintings of important historical events

Examples of paintings that could be used for the modeling of the learning strategy:

- For a Chinese class: 康熙南巡圖 (The K'ang-hsi Emperor's Second Tour of the South) by Wang Hui ([http://iws.ccccd.edu/Andrade/WorldLitI2332/noneuro/GRP9_10.jpg](http://iws.ccccd.edu/Andrade/WorldLitI2332/noneuro/GRP9_10.jpg))
- For a French class: “Portrait of Louis XIV” by Hyacinthe Rigaud
- For an Italian class: “The Battle of San Romano” by Paolo Uccello (URL: [http://www.uffizi.firenze.it/Dipinti/uccelbattE7.html](http://www.uffizi.firenze.it/Dipinti/uccelbattE7.html))
- For a Korean class: “1446 Proclamation of the Korean Alphabet”
- For a Russian class: «Иван Грозный и сын его Иван» (Ivan the Terrible and his son Ivan) by Ilva Repin
• For a Spanish class: “Guernica” by Pablo Picasso

Procedures:

(1) Introduce the content
Tell learners that they are going to analyze three paintings that depict an important event in the target culture history and write and present a short description of the event shown in one painting and its historical significance to the target culture.

(2) Introduce and model the learning strategy
Shows the students a well-known painting that depicts a famous event in the target culture. Ask yourself questions about the painting such as “What is the historical event depicted in this painting?” “What do I know about this event that helps me understand what the artist is trying to convey in his/her painting?” Tell students to look at art not only from an artistic perspective but also from an historical one. Not all paintings will have explicit historical themes but all relate in some way to the history of the culture.

Explain that Use Background Knowledge means to think about and use what you already know to help you do a task and to make associations. When studying works of art that refer to historical events, students’ knowledge of history can help them learn the new material.

(3) Practice
Show color OH slides of three new images and, in small groups, ask students to identify the historical events and to try to explain what the artist was trying to convey in the painting. Have learners write and present a short description of the event depicted in one painting and its historical significance to the target culture. Ask them how using their background knowledge helped them complete the task.

Expansion:

(1) Follow up with a change in genre by choosing two or three poems that reflect historic events. Students identify the event and interpret the poem in the light of the historic background they are already familiar with.

(2) Have learners use background knowledge to complete another language learning task.

(3) In pairs, students make a list of ways they can use background knowledge to complete tasks in Social Studies, Math, Science, Language Arts, Music and Art.

Teacher Resources (to help the teacher enhance the activity): Teachers can find pictures of paintings on the Web and print them out for class use.

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Sailing the 5 C’s with Learning Strategies
6. ONE BIG (OR SMALL) HAPPY FAMILY

Language: Any language

Proficiency Level: Intermediate

Brief description of the activity: Students describe a set of pictures of a family (or families) in the target culture engaged in activities. Then they make inferences about family life in the country, based on the pictures.

Objectives:
- (1) Students will explore the role and structure of the family in the target culture and the relationships among family members.
- (2) Students will develop oral communication.
- (3) Students will review vocabulary about family.
- (4) Students will be able to think about what they see and to draw conclusions on their own without being dependent on their teacher and others.

Language focus: Speaking, Listening

Materials: Pictures of families in the target culture

Procedures:

(1) Introduce the content
Hold up a picture of a family in the target culture. In pairs, the students describe what they see in the picture (encourage learners to use the vocabulary they learned about family and relationships earlier this year).

(2) Introduce and model the learning strategy
Show another picture of a family and make an inference about the culture of the people in the picture. For example,

“This looks like a family. I see several generations – young children, parents, grandparents. I can infer that family is important, that extended families enjoy spending time together. Everyone is wearing colorful clothes. I can infer that people in this culture like to wear brightly-colored clothes. It is night and I see children playing. I can infer that children stay up late in this culture.”

Explain that we can Make Inferences to help us understand better. In this case we are
making inferences about culture. We can also make inferences about a reading or listening based on images, titles or headlines and key words.

*NOTE: Inferences, both yours and those of the students, might or might not be true. Make it clear that it is easy to fall into the trap of making inferences that perpetuate stereotypes. The inferences need to be verified by further investigation and a deeper understanding of the target culture, which is among the goals of foreign language learning.*

(3) **Practice**
Show the remaining pictures of target culture families. In pairs, have the learners describe and discuss what they see in each picture. Then, as a class, go through each picture again and invite students to make their own inferences about the target culture.

**Expansion:**

1. Have the learners write descriptive captions for each of the pictures.
2. Learners bring in pictures of their own families (or famous American families) and describe them for the class.
3. Encourage students to make inferences about the culture in many ways, for example, by reading a newspaper in the target language, listening to local TV news, or listening to a dialogue between two native speakers about a sports event.

**Teacher Resources (to help teacher enhance activity):** Invite native speakers of the language to come to class and talk about cultural subjects.
LEARNING STRATEGY: Make Predictions
STANDARDS: Communication 1.1

7. JUDGING BOOKS BY THEIR COVERS

Language: Any language

Proficiency Level: Intermediate

Brief description of the activity: Learners will make predictions about the content of an article before reading it in order to focus their learning. Then they will summarize the content in their own words.

Objectives:
(1) Students will be able to predict content from a variety of clues to aid reading comprehension of an article.
(2) Students will be able to use cues to make predictions and activate background knowledge.
(3) Students will learn about a topic in the foreign language.

Language Focus: Reading Comprehension

Materials: Several articles with titles and pictures that suggest the content.

Procedures:

(1) Introduce the content
Tell learners that they are going to read a short article to learn about the topic in the target language. Hand out the article and ask learners to discuss in pairs what they know about the topic of the article.

(2) Introduce and model the learning strategy
Show learners prediction cues such as the title and picture of an article that they have read previously. Have them describe the cues a class discussion. Then model the activity by making a few predictions based on the cover. Since predictions are not always right, you may want to predict some things that will not occur in the text. As a class, compare your predictions with the actual story.

Explain that most of the time students can tell a lot about a story, or article they are going to read by looking at the pictures, covers, drawings, graphs, or other visual elements before they begin reading.

(3) Practice
Hand out a new article and ask learners to make predictions about the article based on the titles and any pictures or illustrations. As they read the article, encourage them to check whether their predictions were right. Although it does not matter whether or not all of the
predictions were accurate, it is important that learners check their predictions after reading. Ask them if making predictions helped their comprehension.
In pairs, have learners draw a simple image of what they read and use it to help them retell the story or article in their own words.

Expansion:
(1) Have readers find another target language article on the same topic on the Internet.
(2) Have learners brainstorm a variety of reading situations such as a novel for pleasure, a social studies chapter, a science experiment, an article from their favorite magazine etc. Tell them that making predictions can make reading easier and more enjoyable in all of these situations.
(3) Review this strategy with another reading assignment and then try it with a listening exercise.

Teacher Resources (to help teacher enhance activity): Take your class to the library for this activity if the number of books in the classroom is limited. Or use online news sites in the target language, such as:
German: http://german.about.com/od/germannewspapers/
Italian: http://italian.about.com/od/newsstand/
Japanese: Newsweek Japan online http://www.nwj.ne.jp/
Yomiuri Online: http://www.yomiuri.co.jp/
Spanish: http://spanish.about.com/od/onlinenewssources/
8. OLIVE OIL IN THE MEDITERRANEAN DIET

Language: Any language
Examples in Spanish, Italian, Portuguese

Proficiency Level: Advanced

Brief description of the activity: Students will fill in the blanks of two recipes – target culture and American - as the teacher presents the recipes. The class will discuss the use of olive oil in the diet in the target culture (Spain, Italy, Portugal, or Greece), and compare and contrast it with the use of olive oil in the U.S.

Objectives:
1. Students will explore cultural differences regarding target culture culinary practices.
2. Students will develop oral communication skills.
3. Students will be able to relate new information to their own ideas, knowledge and experiences in order to understand and remember it better.

Language focus: Listening and speaking

Materials: Copies of a recipe in Spanish, Italian, Portuguese, or Greek that calls for olive oil; copies of a recipe in English that calls for butter or margarine; pictures of olive groves

Procedures:

1. Introduce the content
Tell students that they are going to help you complete two recipes by filling in the blanks as you talk. Ask the students why they think the people in the target culture use olive oil while Americans more frequently use butter or margarine. Show them pictures of olive groves in the country. Ask them how often they see olive groves in the U.S.

2. Introduce and model the learning strategy
Explain that comparing traditions in another culture to your own can help you identify with and remember the new traditions more easily. Tell them that this is one way to use the learning strategy Personalize. Personalizing can help us understand and process new information.

Give your students an example of the learning strategy Personalize by making personal associations regarding each recipe and then olive oil. For example, I am from an Italian
American family, so I have always used olive oil in my food. This pasta recipe has a special meaning for me because it was my mom’s specialty. We only cooked with butter in the wintertime in my family.

(3) Practice
Give each student a copy of a Spanish, Italian, Portuguese, or Greek recipe with key words left blank. Have them complete the activity as you act out your food preparation. Go through the motions of preparing the dish, using pictures or actual ingredients. (Try to have a real bottle of olive oil from the target culture.) Emphasize the use of olive oil. Then go through the motions of preparing a similar dish that is popular in the U.S. Emphasize the use of butter or margarine.

Explain that what people eat varies from culture to culture. Learning about foods in another culture gives flavor to language study. Ask learners how personalizing the new information helped them learn about the target language in the recipe and the target culture.

Expansion:
(1) Students find additional recipes from target language-speaking countries that use other ingredients that are not common in most American recipes.
(2) Students practice personalizing new information to complete another language learning activity. Have them talk about how the learning strategy personalize could help them with social studies or language arts.

Teacher Resources (to help teacher enhance activity):
Illustrations of olive trees
Physical map of Spain, Italy, Portugal, or Greece
Olives
Chart showing uses of olive oil, compared to butter and margarine
Pictures of bottles of different types of olive oils or real bottles of olive oil
Online recipes in English using olive oil: http://www.oliveoilsource.com/recipes.htm
Portugal’s Olive Oil association website (in English or Portuguese):
http://www.casadoazeite.pt/
French olive oil Site: http://www.info-huiledolive.net/
Spanish site about olive oil: http://www.cerespain.com/aceite.html

Adapted from an activity submitted by Marisel Pérez-Castellanos, Arlington County Public Schools.
**LEARNING STRATEGY: Transfer/Use Cognates**

**STANDARDS:** Communication 1.1, 1.2; Cultures, 2.1; Comparisons 4.1

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**9. READING THE FRENCH NEWSPAPER LE FIGARO**

**Language:** Any language that has many English cognates, e.g. Spanish, Italian, Portuguese, German  
Example: French

**Proficiency Level:** Intermediate, Advanced

**Brief description of the activity:** Students guess the meanings of many unfamiliar French words because of their similarity to English words. As a class, students will read an article from *Le Figaro* or another French-language newspaper with cognates underlined to guess the meanings. Then they will work on another article individually.

**Objectives:**
(1) Students will explore target culture perspectives.  
(2) Students will develop reading comprehension skills  
(3) Students will develop vocabulary  
(4) Students will be able to use their knowledge of their first language (or other languages they speak) to guess the meaning of new words.

**Language focus:** Reading

**Materials:** Copies of an article from *Le Figaro* or another French-language newspaper for each student; a variety of French-language newspapers (one for each student or one for each pair of students)

**Procedures:**

(1) **Introduce the content**  
Present the first article to students and explain that you have underlined words that students may not have learned directly, but that are similar to words in English. (see example below).

*Liberia : les soldats français évacuent les étrangers de Monrovia*  
Supervisée depuis Paris par l'état-major des armées, l'opération avait été baptisée «Providence». Elle a consisté, hier, à évacuer dans la journée d'hier 350 ressortissants français et étranger de Monrovia, alors que de violents combats se poursuivaient dans la capitale libérienne. [from *Le Figaro*, June 10, 2003]

(2) **Introduce the strategy**  
Explain that there are many terms in French that resemble words with the same or similar meaning in English. These words are often easy to recognize in written form, and
guessing the meaning of such words based on the English words they resemble can help students to understand a piece of writing in French. These words are called cognates.

Go through the first article with the students; define the first few words yourself. Then ask them to guess the meaning of the underlined words and suggest English words and their meanings that helped them make those guesses. Create a vocabulary sheet based on the cognates they learned. After reading, discuss how this article provides the French perspective on the issue or topic they read about.

(2) Practice
Hand out various other newspapers or articles to students or student pairs, and ask them to read and underline the words that they could define based on similarity to English words. Ask learners how they could use cognates to help them in other language learning areas.

Expansion:
(1) Supplement classroom texts with assignments using other newspaper or magazine articles of interest to students.
(2) Have learners use cognates to help them understand new terms in a listening assignment.
(3) Create a fun lesson of false cognates (words that look or sound the same but actually have different meanings), to make sure learners do not become dependent on language transfer.

Teacher Resources (to help teacher enhance activity): Many foreign-language newspapers and magazines can be found on the Web:
Le Figaro is at: http://www.lefigaro.fr/
Spanish online news sources are described here: http://spanish.about.com/cs/onlinenews/a/online_news.htm
Agencia Efe is European news in Spanish: http://www.efe.es/
The Nuevo Herald is the Miami Herald in Spanish: http://www.miami.com/mld/elnuevo/
This resource has a large selection of newspapers in German: http://www.onlinenewspapers.com/germany.htm
LEARNING STRATEGY: Substitute/Paraphrase
STANDARDS: Communication 1.3; Comparisons 4.1

10. ROOMS OF THE HOUSE

Language: Any language

Proficiency Level: Beginning, Intermediate

Brief description of the activity: Students will orally describe the rooms of a household (target culture if possible) based on pictures.

Objectives:
(1) Students will be able to identify and discuss the rooms of the house.
(2) Students will develop fluency skills.
(3) Students will develop household vocabulary.
(4) Students will be able to use a variety of words or phrases to express what they are trying to say.

Language focus: Speaking, Vocabulary

Materials: Pictures of rooms of the house

Procedures

(1) Introduce the content
Explain that students are going to use illustrations (or photographs) to help them describe the rooms of a house. Before starting have learners work in pairs to come up with as much house vocabulary as they can in two minutes.

(2) Introduce and model the learning strategy
Tell learners that sometimes when you are trying to describe something in the target language, you want to use a word that you don’t know, so you use other words to explain the concept. Model the activity by describing a room in the house and use other words to describe some of the furniture that you can’t seem to name.

Explain that, when we talk we often need to use a word that we have forgotten or don’t know. When this happens, students can use the strategy Substitute/Paraphrase. They can use other words that they know to explain the word the troublesome term.

(3) Practice
Hold up the remaining pictures of different rooms of the house. You can include different types of rooms and houses. Have learners alternate between listener and describer in pairs or small groups. Students name the room and its contents. When they don’t know the
word, have them describe the room using words they know. Ask if substituting and paraphrasing helped them speak more fluently. Ask students which unfamiliar terms they paraphrased and provide the target language terms.

Expansion:
(1) Learners write a description of their dream house for homework.
(2) The next time students are doing an oral presentation or a dialogue, encourage them to paraphrase if they reach a stopping point.
(3) As a class brainstorm situations where paraphrasing can help with speaking or writing in the target language.

Teacher Resources (to help teacher enhance activity): Illustrations and photographs can be found in magazines or on the Web.
Home decorating site in German: http://www.zdf.de/ZDFde/inhalt/2/0,1872,2097602,00.html
Home improvements site in Italian, Spanish, French, German or Portuguese: http://freshlinks.net/lang.aspx/es/odp.aspx/Home/Home_Improvement/
11. LEISURE TIME ACTIVITIES

Language: Any language
Examples in Chinese, Italian, Korean, Russian

Proficiency Level: Intermediate

Brief description of the activity: Learners will explore some typical activities that members of the target culture enjoy in their free-time. Then they will match a set of pictures to corresponding vocabulary cards and then draw and label an in-depth illustration for one of the activities. Students will use images to associate words with images.

Objectives:
(1) Students will be able to use vocabulary related to leisure time activities.
(2) Students will develop insight into target culture leisure time
(3) Students will develop speaking skills.

Language focus: Speaking, Vocabulary, Listening

Materials: Vocabulary list of leisure time activities (on poster board or flash cards), illustrations of each activity, poster paper, crayons, markers, colored pencils

Vocabulary Lists

- **Italian:**
  
  Guardare partite di calcio (Watch soccer games)
  Andare al cinema (Go to the movies)
  Mangiare fuori con amici (eat out with friends)
  Fare una passegggiata al centro (Go for a walk downtown)
  Andare al mare (Spend a day at the beach)

- **Russian:** - Интернет (Internet), Дача (Dacha), Собирать грибы (Collecting mushrooms), Чтение (Reading), Кино (Movies), Смотреть телевизор (TV)

- **Chinese:** volleyball (girls) and basketball and soccer (boys), computer games, hiking, karaoke

- **Korean:**
  y nghwa movies (movies)
  t ngsan (hiking)
Procedures

(1) Introduce the content
Tell students that they are going to match a set of pictures to vocabulary cards and then draw and label more detailed illustrations of one of the activities. As a warm-up, have them brainstorm a list of their own favorite free-time activities.

(2) Introduce and model the learning strategy
Using a picture or illustration, introduce a popular target culture leisure activity. Tell learners that one way of reinforcing vocabulary is to use images. Identify the activity and then repeat the term. Have them repeat the word after you.

Explain that using imagery helps students make associations to help understand and remember new target language concepts and constructions. Many people also feel that it helps students become more creative in speaking about a topic. Use Imagery can put abstract ideas into concrete form. Show them a few more cards with the words and have them match words and images as a class.

Tell learners that mental images are helpful too. Encourage them to associate mental images with new information to help them remember (you might entice them by adding that that’s how they teach secret agents to remember information!)

(3) Practice
Divide the students into pairs. Give each pair a set of pictures of free-time activities and a set of vocabulary cards. Tell them to match images and words. Ask each pair to draw its own illustration for one of the activities.

As a class, discuss which of the target culture activities would interest them. Ask students whether using images helped them with vocabulary.

Expansion:
(1) Have learners draw and label some examples of popular American free-time activities. Discuss similarities and differences between the two cultures as a class.
(2) When you introduce another set of vocabulary items such as wedding traditions or summer vacations, ask learners how they can associate the words with images to help them remember them.

Teacher Resources (to help teacher enhance activity):
Introduce relevant Internet sites that students could use to enhance their knowledge of certain activities.

*Adapted from an activity submitted by Linda Schultz, Fairfax County Public Schools.*
12. A COLOMBIAN ARTIFACT: THE BOLILLO

Language: Any language
Example in Spanish

Proficiency Level: Intermediate

Brief description of the activity: Learners describe and compare a kitchen utensil that they are familiar with and a target culture kitchen tool that they may have never seen. They will gain cultural insight by writing a short paragraph comparing them and describing what each one is used for.

Objectives:
1. Students will develop speaking skills.
2. Students will practice the language used to describe objects.
3. Students will explore target culture culinary products and practices and compare them to home culture culinary products and practices.
4. Students will be able to use real objects to help them better understand and remember new information.

Language focus: oral communication, culture

Materials: a bolillo, a whisk

Procedures:

1. Introduce the Content
Tell learners that they are going to describe and compare a kitchen utensil that they are familiar with and a target culture kitchen tool that they may have never seen. Then they are going to write a short paragraph about what each one is used for.

2. Introduce and model the learning strategy
Give learners the word for a spatula in the target language Try to describe it and invite your students to help you if they can. Then bring out a spatula and use it to help you describe it. Make sure you find more effective words when you have the spatula in your hand!

Explain to the students that it can be easier to remember aspects of the target language and culture when you can actually see and touch real objects and artifacts. Tell them that you are going to give them the opportunity to see a real object and to touch it.

Tell them that associating new terms and concepts with real objects like a whisk can help them learn more effectively. Using real target culture objects can also help them
understand their own culture and the target culture by making comparisons and reflecting on the similarities and differences between various cultural products.

(3) Introduce the content
Show the class a bolillo. Ask them if they know what it is and what it is used for. Give the students an opportunity to look at and touch the utensil. Have them describe it in pairs and then guess what it is used for. If they are unable to guess correctly, tell them that it is used for stirring hot chocolate in Colombia and other Latin American countries. Then demonstrate how to hold and move the bolillo.

Next, show the class a whisk and ask what it is used for. A student or the teacher will explain that it is used for whipping cream or eggs. Give the students an opportunity to look at and touch the whisk. In pairs, have them describe the whisk and then ask them to compare the whisk and the bolillo. How are they similar? How are they different? Why are they different? Have learners write a short description and comparison of the utensils.

In a class discussion, ask learners to describe how using real objects helped them with the lesson.

Expansion:
(1) Have learners do some Web research to find a Spanish recipe that uses a Bolillo.
(2) For an oral presentation, require learners to bring real objects to help them introduce and discuss the material.

Teacher Resources: You may have shops in your city that sell products from the target culture. You can probably find food products at your local supermarket.
13. ADS IN POPULAR FRENCH MAGAZINES

Language: Any language
   Example in French

Proficiency Level: Beginner

Brief description of the activity: Students receive a list of phrases with nouns and adjectives and then look for additional examples of nouns and adjectives in popular French magazines such as Match and Express. Based on their findings, students will develop rules for noun and adjective placement and agreement in French.

Objectives:
(1) Students will be able to read ads in popular French magazines.
(2) Students will be able to follow target language rules for noun and adjective agreement and placement.
(3) Students will be able to find and use patterns in the target language to help them learn.

Language focus: Reading, Grammar

Materials: Worksheets on gender agreement; copies of popular magazines

Procedures

(1) Introduce the content
Tell students that they are going to learn about nouns and adjectives using a discovery method. This will involve examples from a target culture magazine. Divide learners into pairs and give each pair two lists to read. One list will contain a few phrases with nouns and adjectives in which the adjective follows the noun (e.g. le chat noir). The other list will contain phrases in which the adjective precedes the noun (e.g. la grande maison).

(2) Introduce and model the learning strategy
Explain that we all learn our native language by observing how the people around us use the language and we gradually unconsciously form rules in our minds. As language learners we can experience this process more consciously. We can use the language learning strategy Find/Apply Patterns. Actively looking for grammatical patterns, for example, is more effective than trying to memorize grammar rules that we find in our textbooks.
Put the two lists on the OHP. Then model the activity by identifying a few examples from each list from an advertisement from one of the magazines. Tell learners that you are looking for examples of a pattern.

(3) Practice
Give each pair of students some popular magazines in French and ask students to locate examples of noun-adjective combinations in advertisements. They should jot these examples down on their worksheets. Then have them look at the examples they have and find the patterns. When does an adjective follow a noun? When does an adjective precede a noun? How do the forms of the adjectives change?

As a class discuss how the rules for French differ from those for English. Write all of the rules that learners come up with on the board and make sure they copy it down in their notes. Have them apply the rules in ten original descriptive sentences to make sure they have grasped each concept.

Expansion:
(1) Have learners write a very simple advertisement for Match. Suggest some adjectives that can be used.
(2) Use the same activity with a different grammar focus to help learners practice the learning strategy.
(3) Brainstorm other language areas (such as pronunciation) that finding patterns will help learners complete.

Teacher Resources (to help teacher enhance activity):
Popular magazines or newspapers in the target language
Have students look for noun & adjective placement in descriptions of items for sale in a foreign language version of eBay;
Austria: http://www.ebay.at/
Belgium: http://www.ebay.be/
Brazil: http://www.mercadolivre.com.br/org-img/html/MLB/he.ml
China: http://www.ebay.com.cn/
France: http://www.ebay.fr/
Germany: http://www.ebay.de/
Hong Kong: http://www.ebay.com.hk/
Italy: http://www.ebay.it/
Korea: http://www.auction.co.kr/default.htm
Spain: http://www.es.ebay.com/
Switzerland: http://www.ebay.ch/
Taiwan: http://www.tw.ebay.com/

Poems with many examples of adjectives
Adapted from an activity submitted by Rachel Lunde, Arlington County Public Schools.
14. MEALS IN MEXICO

Language: Any language
Example in Spanish

Proficiency Level: Beginning

Brief description of the activity: Students will discuss typical meals in the US and Mexico. Students will group pictures of food according to which foods are eaten at which meals in each culture.

Objectives:
(1) Students will be able to use vocabulary associated with meals.
(2) Students will be able to identify which foods are commonly eaten at breakfast, lunch and dinner.
(3) Students will be able to organize terms into groups in order to learn and remember new vocabulary more easily.

Language focus: Speaking, Vocabulary

Materials: vocabulary lists; pictures, drawings, or vocabulary cards; overhead graphic organizers; meal charts (see below)

Procedures:

(1) Link the learning strategy to the activity
Tell students that you are going to present vocabulary associated with meals. What do people in the target culture eat for breakfast? For lunch? For dinner? Distribute an alphabetical list of vocabulary items that refer to foods commonly eaten in the target culture (see below.)

(2) Introduce and model the learning strategy
Take two sets of five vocabulary cards each that represent American foods and mix them up. Show the students how you would separate the cards into three groups according to meals in order to learn the vocabulary better.

Tell students that an effective way to remember vocabulary items in the target language is by grouping them into categories. Explain that although sometimes vocabulary words – in this case foods - fit into more than one category, they can choose which is the best fit in their opinion.

(3) Introduce the content
Give groups of three or four learners three sets of American foods to categorize according to your example.

Show illustrations of the Mexican foods, pronounce the word, and tell when the food is usually eaten. For example, show a picture of a quesadilla and say, “This is a quesadilla. In Mexico people usually eat quesadillas for dinner.” Then divide your students into pairs and distribute an empty meal chart to each pair (see below). The chart will be divided across the top into three categories: Breakfast, Lunch, and Dinner. Some words may appear more than once.

Give the learners cards with the Mexican foods on it and have them complete the chart (using their best guesses). Then have them check their answers using the chart provided below.

At the end of class, ask students whether grouping was helpful for learning vocabulary. Encourage them to group all new target language words on their own.

The final chart in Spanish filled out by the students might look like this:

### Las Comidas en México

<table>
<thead>
<tr>
<th>(EL) DESAYUNO</th>
<th>(EL) ALMUERZO</th>
<th>(LA) CENA</th>
</tr>
</thead>
<tbody>
<tr>
<td>(los) frijoles refritos</td>
<td>(la) ensalada</td>
<td>(la) sopa de tortillas</td>
</tr>
<tr>
<td>(los) huevos rancheros</td>
<td>(las) verduras</td>
<td>(la) quesadilla</td>
</tr>
<tr>
<td>(el) café</td>
<td>(el) pescado</td>
<td>(las) empanadas de carne</td>
</tr>
<tr>
<td>(el) chocolate</td>
<td>(la) carne</td>
<td>(las) empanadas de fruta</td>
</tr>
<tr>
<td>(las) tortillas</td>
<td>(las) carnitas</td>
<td>(la) fruta fresca</td>
</tr>
<tr>
<td>(el) pan</td>
<td>(la) fruta fresca</td>
<td>(la) limonada</td>
</tr>
<tr>
<td>(los) quesos</td>
<td>(el) agua de fruta</td>
<td></td>
</tr>
<tr>
<td>(la) limonada</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(el) agua de fruta</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Note: Siempre hay una selección de salsas, picante o no muy picante, en la mesa. Normalmente a cada comida se sirven frijoles refritos.*
**Meals in Mexico**

<table>
<thead>
<tr>
<th>BREAKFAST</th>
<th>LUNCH</th>
<th>DINNER</th>
</tr>
</thead>
<tbody>
<tr>
<td>(los) frijoles refritos</td>
<td>(la) ensalada</td>
<td>(la) sopa de tortillas</td>
</tr>
<tr>
<td>(los) huevos rancheros</td>
<td>(las) verduras</td>
<td>(la) quesadilla</td>
</tr>
<tr>
<td>(el) caf</td>
<td>(el) pescado</td>
<td>(las) empanadas de carne</td>
</tr>
<tr>
<td>(el) chocolate</td>
<td>(la carne)</td>
<td>(las) empanadas de fruta</td>
</tr>
<tr>
<td>(las) tortillas</td>
<td>(las) carnitas</td>
<td>(la) fruta fresca</td>
</tr>
<tr>
<td>pan</td>
<td>(la) fruta fresca</td>
<td>(la) limonada</td>
</tr>
<tr>
<td></td>
<td>quesos</td>
<td>agua de fruta</td>
</tr>
<tr>
<td></td>
<td>(la) limonada</td>
<td></td>
</tr>
</tbody>
</table>

Note: There is always a selection of salsas, both hot and mild, on the table. Also frijoles refritos are usually served at every meal.

**Expansion:**

1. For homework, have learners create a three meal plan based on their own preferences and eating habits.
2. Students can use Group/Classify to group any new vocabulary items into categories, for example, animals (domestic and wild), clothing (men’s and women’s or summer and winter), or beverages (hot and cold).

**Teacher Resources (to help teacher enhance activity):** Authentic restaurant menus in the target language, recipes in the target language

- Recipes in Italian: [http://www.cosacucino.it/](http://www.cosacucino.it/)
- Recipes in German: [http://www.chefkoch.de/](http://www.chefkoch.de/)

Adapted from an activity submitted by Doris Ortiz, Prince George’s County Public Schools, Maryland. The worksheet was prepared by Sheila Cockey, King George County Public Schools, Virginia.
15. CREATING FAMILY TREES

Language: Any language
Examples in German, Italian, Spanish

Proficiency level: Beginning, Intermediate

Brief description of the activity: Students will make presentations about families. To avoid any learner anxiety about private family matters, you may decide to have learners create a fictional family rather than describe their own. Students can also create trees for fictional characters like Harry Potter or Bart Simpson. A graphic organizer in the form of a family tree chart can help them plan and present these talks. The teacher creates and shares her family tree. She then gives the students blank family trees so that they can create their own.

Objectives:
(1) Students will develop presentational speaking skills.
(2) Students will be able to use vocabulary related to family.
(3) Students will be able to use graphic organizers to help them clearly arrange information to learn and present.

Language focus: Speaking and Listening

Materials: Vocabulary worksheet with names of family members, family tree chart filled in by the instructor, blank family tree charts for the students

<table>
<thead>
<tr>
<th>English</th>
<th>German</th>
<th>Italian</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>Father</td>
<td>Vater</td>
<td>padre</td>
<td>padre</td>
</tr>
<tr>
<td>Mother</td>
<td>Mutter</td>
<td>madre</td>
<td>madre</td>
</tr>
<tr>
<td>son</td>
<td>Sohn</td>
<td>figlio</td>
<td>hijo</td>
</tr>
<tr>
<td>daughter</td>
<td>Tochter</td>
<td>figlia</td>
<td>hija</td>
</tr>
<tr>
<td>brother</td>
<td>Brüder</td>
<td>fratello</td>
<td>hermano</td>
</tr>
<tr>
<td>sister</td>
<td>Schwester</td>
<td>sorella</td>
<td>hermana</td>
</tr>
<tr>
<td>grandfather</td>
<td>Großvater</td>
<td>nonno</td>
<td>abuelo</td>
</tr>
<tr>
<td>grandmother</td>
<td>Großmutter</td>
<td>nonna</td>
<td>abuela</td>
</tr>
</tbody>
</table>
Procedures:

(1) **Introduce the content**
Tell students that they are going to make a presentation about family members and relationships. A graphic organizer in the form of a family tree chart can help them plan and present these talks.

(2) **Introduce the learning strategy**
Create your own family tree before class. Show the students the family tree diagram that you have prepared, carefully pronouncing the names and relationships as you point them out on the tree. For example, “This is my father William” (Das ist mein Vater, Wilhelm) and “This is my mother Ann” (Das ist meine Mutter, Anna). In more advanced classes, you might add a personal comment about family members.

Tell students that creating charts and diagrams can help language learners to remember and present new terms and concepts. Creating a family tree diagram can be very useful for learning family terms because the graphic organizer emphasizes the individual words and clearly shows the relationship between words.

(3) **Practice**
Give the students blank family trees so that they can create their own. Have them present the tree to a partner and then, if you have time, have them present them to the class. Ask learners if using a graphic organizer made it easier for them to learn and present family vocabulary.

Expansion:

(1) Learners can build on this lesson by learning additional family vocabulary such as aunt (*Tante*), uncle (*Onkel*), cousin (*Kusin*), grandson (*Enkel*), granddaughter (*Enkelin*), great grandfather (*Urgroßvater*), great grandmother (*Urgroßmutter*).

(2) Learners can use a variety of graphic organizers such as timelines, charts, maps, graphs, illustrations, and diagrams to present and store new target language information. Remind learners that using graphic organizers are great studying tools because they can make associations with images.

Students can use graphic organizers to learn other vocabulary such as animals.

**Teacher Resources:** A variety of blank family tree charts can be found on the Web
http://genealogy.about.com/library/free_charts/bl_family_tree.htm
Downloadable blank chart
LEARNING STRATEGY: Summarize  
STANDARDS: Communication1.2, 1.3, Connections 3.2

16. HEADLINE NEWS FROM EGYPT

Language: Any language  
Example in Arabic

Proficiency Level: Intermediate; Advanced

Brief description of the activity: Students will read several articles in an Arabic newspaper from Egypt. After reading, students will summarize the day’s events based on the stories they have read.

Objectives:
(1) Students will develop skills needed to read target culture newspaper articles.  
(2) Students will become acquainted with news sources in Arabic, specifically, an Egyptian newspaper.

Language focus: Reading, Writing

Materials: Print or Electronic Arabic-language newspapers from Egypt

Procedures:

(1) Introduce the content  
Explain that students will be reading the day’s news stories (in print or online) in an Egyptian newspaper. After reading, students are going to summarize the day’s events in writing based on the stories they have read.

(2) Introduce and model the learning strategy  
Describe the concept of a summary and identify the elements that make up an effective summary (i.e. the main idea and several major supporting points). Give an example of summary from a news article they read last week. Explain that you have read the whole article and it is about a big thunderstorm that caused traffic problems yesterday. Ask learners if they think that you have covered all of the relevant details.

Explain the importance of being able to take a long written or spoken passage and transform it into a short, concise statement. Summarizing is an effective learning strategy that helps students focus their attention to find the principal points in a written text and then helps them to remember these points by writing them down in an organized format.

(3) Practice  
Have learners read the article discuss the main points with a partner. Then have them write a summary individually.
Expansion:

(1) Extend this lesson by having learners complete enjoyable activities such as putting together a poster illustrating the main point of each news story, creating a webpage with the news headlines, or performing a mock TV news broadcast with students as journalists reporting the news.

(2) Ask learners what other learning tasks summarizing can help them complete. Explain that summarizing to yourself what you read or listen to (in any context) is a valuable habit.

(3) With a partner, have them summarize a TV program or movie they have seen recently.

17. SEARCH FOR THE PAST: READING SHORT STORIES

Language: Any language
Examples in Spanish, French, and Italian

Proficiency Level: All levels

Brief description of the activity: Students in pairs read a short story in the target language and identify all of the verbs that refer to past tense. As they read, they will fill out a worksheet divided into past tense categories. (The grammatical categories will depend on the language. See below for the categories for Spanish, French, and Italian.)

Objectives:
(1) Students will become acquainted with a short story in the target language.
(2) Students will develop the skill of isolating one grammatical feature when reading used in an authentic context
(3) Students will be able to focus on specific information to help them read (or listen).

Language focus: Reading, Grammar (past tense)

Materials: a short story of two or three pages in length

Procedures:
(1) Introduce the content
Tell students that they are going to read a short story in the target language and identify all of the verbs that refer to past tense. As they read, they will fill out a worksheet divided into past tense categories.

(2) Introduce and model the learning strategy
On an overhead projector show a short magazine article in the target language and tell the students that you want to focus on singular and plural nouns in the article. Make a chart on the blackboard with the headings ‘Singular’ and ‘Plural.’ Write the singular nouns under ‘Singular’ and the plural nouns are ‘Plural.’ Explain to your students how, by reviewing the chart, you will improve your understanding of the formation and use of nouns.

Explain that using Use Selective Attention means identifying key words in a large quantity of information. It can also refer to paying attention to parts of words, such as the endings that show if a noun is singular or plural.

(3) Practice
Divide the students into pairs. Give each pair an authentic passage in the target language and ask them to highlight or underline all of the past tense verbs. Then have them fill out the verb chart with the past tenses in the target language as the categories. When they finish, ask them to reflect on what they learned about the formation and use of verbs from this activity.

Expansion:
(1) Have learners talk about their last vacation using the past tense.
(2) Do the same activity with a focus on a different grammar feature or a semantic feature such as colors.

Sample student worksheets with indicative past tense categories in Spanish, French, German, and Italian

Verbos en el pasado en español

<table>
<thead>
<tr>
<th>Pretérito imperfecto</th>
<th>Pretérito</th>
<th>Pretérito perfecto</th>
<th>Pretérito pluscuamperfecto</th>
<th>Pretérito anterior</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Les temps du passé en français

<table>
<thead>
<tr>
<th>Passé Simple</th>
<th>Passé Composé</th>
<th>Imparfait</th>
<th>Plus-Que-Parfait</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Verbi Italiani nel Passato

<table>
<thead>
<tr>
<th>Imperfetto</th>
<th>Passato prossimo</th>
<th>Passato remoto</th>
<th>Trapassato prossimo</th>
<th>Trapassato remoto</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

Adapted from an activity submitted by Maritza Vakas, Arlington Public Schools.
18. ART ON THE WEB

Language: Any language
Example in Italian

Proficiency Level: Advanced

Brief description of the activity: Students are going to locate texts in the target language about the life and works of Italian artists. Students then use the computer in class or in a computer lab to find target language materials about the artist and create a short biography.

Objectives:
(1) Students will be able to discuss well-known Italian painters.

(2) Students will be able to discuss to use information sources at their disposal that will help them learn more about the target language and the target culture.

Language focus: Reading

Materials: Computer with an Internet connection or printouts of Web pages

Procedures:
(1) Introduce the content
Ask students to locate texts in the target language about the life and works of Italian artists. Then provide a list of artists and lets each student choose an artist from the list. Tell students they are going to research and summarize the life of a target culture artist.

(2) Introduce and model the learning strategy:
Model the strategy like this:

I need to find information on the Italian artist Sandro Botticelli. I want to learn something about his life and his art. Where should I go to find some information? I will go to the school library and see what I can find. I find several books with information about Botticelli but they are all in English. I need something in the target language. Where can I find information written in Italian in my city? Oh! Why not try the Internet? I go to the search engine google.com and put in the artist’s name and some words in Italian to encourage the retrieval of target language materials, e.g. Botticelli and vita and Primavera. I find several relevant hits. (If possible, the teacher should demonstrate with a computer; otherwise, students can be shown relevant computer printouts on an overhead or as handouts.)
Explain the strategy *Access Information Sources* and help students understand that this is a strategy that they will be able to use while they are students but also in the future for their own enjoyment. They can use the Internet to find information about topics of interest that they developed while studying a foreign language and culture.

**3) Practice**

Have students locate texts in the target language about the life and works of Italian artists. Have learners use the class computer or go to the computer lab to find target language materials about the artist. They read the materials and summarize them in a short written report.

Ask learners how using information sources facilitated and extended their learning.

**Expansion:**

(1) The teacher asks the students to make oral presentations based on their research of their artist.

(2) The teacher asks the students to do Web research on a topic of their choice related to the target culture.

**Teacher Resources:**

19. SPANISH POETRY:
READING ALOUD FOR MEANING

Language: Any language
Example in Spanish

Proficiency Level: Beginning

Brief description of the activity: Students will read a passage just beyond their reading level. They will work in small groups to read aloud and discuss unfamiliar words.

Language focus: Reading

Objectives:
(1) Students will develop reading skills associated with poetry.
(2) Students will explore the target culture through well-known poems.
(3) Students will be able to sound word and phrases out to help them read unfamiliar words.
(4) Student will be able to cooperate with others (and use human resources) to help complete a difficult task.

Materials: A poem in Spanish that contains some words that are unfamiliar to the students.
For example, a poem by Cervantes: (1) “Al túmulo del Rey Felipe II en Sevilla” or (2) “A la entrada del duque de Medina en Cádiz” (http://sonnets.spanish.sbc.edu/Cervantes.html)

Procedures:

(1) Link the learning strategy to the activity
Tell learners that they are going to read a passage and discuss it as a class. To warm up, ask them what they know about poetry. List the characteristics of poetry that they bring up: rhyme, rhythm, repetition, and so on in the target language. Ask students how they feel when reading a poem and finding an unknown word. Ask what they normally do in that situation (look it up, ask a friend, ask the teacher).

(2) Introduce and model the learning strategy
Tell students that it is very useful to work with a partner to try to figure out unfamiliar words in a reading passage. Pretend that you are a student and asks for a volunteer to work with you. Read a passage out loud and sound out each word that you “don’t know.” Ask your partner to help you with the words. By pronouncing the words out loud and working with a partner, you can often guess what the word means.
Tell learners that cooperating is a valuable strategy for language learning. Have them describe some examples of situations where cooperating would be useful.

(3) Introduce the content
Distribute a short reading passage to students that contains some words that they do not know. Students begin reading aloud, practicing different highlighted words in the passage. Encourage students to cooperate by working together to practice pronunciation and to decipher the meaning of the words. After reading, discuss the process and passage together.

As a class brainstorm how working with others can help language learning.

Expansion:

(1) Have learners retell the passage in a modern context (like Romeo and Juliet/West Side Story).
(2) Encourage students to work together on longer passages and other language learning tasks.

Teacher Resources (to help teacher enhance activity): Internet resources, passages from current print or textbooks.
Italian poetry site: [http://www.poesie.it/](http://www.poesie.it/)
Spanish poetry site: [http://www.poesia-inter.net/](http://www.poesia-inter.net/)
Anthology of French poetry: [http://www.franceweb.fr/poesie/poetesfr.htm](http://www.franceweb.fr/poesie/poetesfr.htm)

*Adapted from an activity submitted by Tammie S. Anderson, Fairfax County Public Schools.*
LEARNING STRATEGY: Talk Yourself through It
STANDARD: Cultures 2.2

20. EXPORTS AND IMPORTS OF BRAZIL

Language: Any language
   Example in Portuguese

Proficiency Level: Intermediate, Advanced

Brief description of the activity: Students research and complete a worksheet on the most important exports and imports of Brazil.

Objectives:
   (1) Students will be able to identify the primary exports and imports of Brazil.
   (2) Students will be able to use their own inner resources to accomplish a task.

Language Focus: Reading, Writing

Materials: Learning sheets; Reference books; Printouts

Procedures:

   (1) Introduce the content
   The teacher gives the students an assignment: Find out the most important exports and imports of Brazil and complete a worksheet on the information.

   (2) Introduce and model the learning strategy
   Explain that sometimes we feel overwhelmed by a task because we don’t think that we can accomplish it successfully. Sometimes internal support (a dialogue or even a think-I-can type mantra) can give us the confidence we need to complete a task. For example, I am panicked because I have no idea what sort of goods Brazil exports, but let me take a moment to think about this. I have several resources available to help me: the library, my social studies teacher and the Internet. First I can read the worksheet then I can see what information I need. This really isn’t as hard as I had first thought…

   (3) Practice
   The teacher tells the students that it might seem overwhelming at first but they should stop and focus. What do they already know? What might they guess based on what they know? What resources are available to them in the classroom? What resources might they find outside of the classroom? If they talk themselves through the task, they will find it less overwhelming.
As Principais Exportações e Importações do Brasil

O que exporta o Brasil?

equipamento para transportes
minério de ferro
rebetos de soja
calçado
café
automóveis

O que importa o Brasil?

maquinaria
equipamento eléctrico
equipamento para transportes
produtos químicos
petróleo

Explique como fez para encontrar esta informação.


2. Depois perguntei a mim próprio que recursos podia consultar. Uma enciclopédia provavelmente teria a informação. Eu sei usar uma enciclopédia. Também sou bom a fazer pesquisa informática. Eu podia ir ao Google.com e escrever 'Brasil' e 'importações' e 'exportações'.

3. Depois da escola eu fui à biblioteca e encontrei a informação numa enciclopédia. Também usei o computador para poder imprimir a informação. Fiquei feliz por conseguir fazer este trabalho sozinho!
Name: Mary Johnson

**Brazil’s Major Exports and Imports**

**What does Brazil export?**

- transport equipment
- iron ore (minério de ferro)
- soybeans (rebentos de soja)
- footwear (calçado)
- coffee (caf)
- autos

**What does Brazil import?**

- machinery
- electrical equipment
- transport equipment
- chemical products
- oil

**Explain the steps you followed to find this information.**

1. I asked myself what I knew about Brazil. Brazil is famous for its coffee so coffee is probably a major export. Brazil is a very large country. It probably has some natural resources such as minerals. It probably also exports some food. Imports? Perhaps clothing? I was beginning to feel as if I could accomplish this task by myself.

2. Then I asked myself what resources I could consult. An encyclopedia would probably have the information. I’m good at using an encyclopedia. I am also good at doing computer searches. I could go to google.com and put in ‘Brazil’ and ‘Imports’ and ‘exports’.

3. I went to the library after school and found the information in an encyclopedia. I also used the computer so that I could print out some information. I was happy that I could do this assignment on my own!

**Expansion:**

1. Have learners research the same information about US products and create a similar worksheet.

2. Remind students that inner resources can help us accomplish almost anything!

*The Portuguese version of the worksheet was prepared by Teresa D’Eca, Lisbon, Portugal.*