

# **TEACHER RESOURCE CARDS**

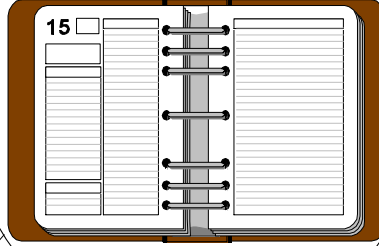
## **MODEL OF STRATEGIC COMPREHENSION AND PRODUCTION**

### **Definitions and Examples**

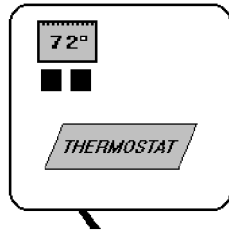
### **STRATEGIES FOR UNDERSTANDING AND PRODUCING INFORMATION**

### **STRATEGIES FOR REMEMBERING INFORMATION** (Vocabulary, Grammar Rules, etc.)

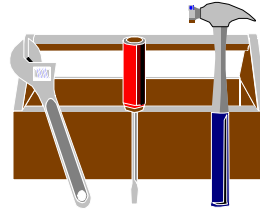
**Plan**



**Regulate**



**Problem-  
solve**



**Evaluate**



## SET GOALS

(What is my goal for this task? What do I want to be able to do?)

Understanding the task and deciding what I should get out of it

**Example:** If you're going to see a video of a reporter interviewing people about a social issue, your goal might be to understand each person's opinion.

**Why:** Identifying your purpose gives you direction and allows you to plan appropriate and effective strategies.

**When:** For all types of tasks

## ACTIVATE BACKGROUND KNOWLEDGE

(What do I already know about this?)

Bringing to my mind information I know about the topic, the world, and the language to help me do the task

**Example:** If you are asked to read a fairy tale in the target language, think about what you know about typical characters, settings, and plots used in fairy tales.

**Why:** Thinking about what you already know helps you get ready for the task by familiarizing yourself with it. By having in mind what you already know, it will be easier to understand and learn new information by relating it to your background knowledge.

**When:** Whenever you know what the topic is and you have adequate knowledge of the topic or of related information; whenever new information comes up in the task

## PREDICT / BRAINSTORM

(What do I think will happen? What might I need to do?)

Thinking of the kinds of words, phrases, and information that I can expect to encounter or to use, based on my background knowledge and/or on information I encounter in the task

**Example:** If you want to buy a concert ticket, think about what you will need to say to the cashier; for example, you will want to know how to ask about dates, times, and prices in the target language.

**Why:** Anticipating information gives you direction for doing the task because you will be attuned to certain types of information when reading or listening, or you will already have certain words or phrases you can use when speaking/writing.

**When:** When you have knowledge of the topic; when new information is presented that allows you to refine or modify previous predictions or make new predictions

Keep in mind that due to cultural differences, predictions based on knowledge of your own culture may not always be accurate or appropriate for the target culture.

### SELECTIVELY ATTEND

(What parts should I pay most attention to? Is this information important?)

Choosing to focus on specific aspects of language or situational details that will help me perform the task

**Example:** If you have to read a train schedule to get to Munich, you might choose to focus on finding departure times and platform numbers.

**Why:** Deciding to focus on specific information makes it easier to identify the critical information for your goal because you can give it full concentration and ignore distractions. You can also choose to focus on information you know, to help you understand/communicate better. Focusing on information you don't know can help you pinpoint problems and expand your learning.

**When:** Useful for a variety of tasks, especially if your goal requires you to understand or give specific information

Regulate Strategy 1

### ASK MYSELF IF IT MAKES SENSE

(Do I understand this? Am I making sense?)

Checking my understanding by asking, "Is this making sense to me?"

Checking my clarity by asking, "Am I making sense?"

**Example:** If you're telling a friend a humorous story and she doesn't laugh, she might have misunderstood you.

**Why:** Asking yourself if everything makes sense helps you keep track of how you're doing and helps you identify problems.

**When:** For all types of tasks, especially more challenging ones

Regulate Strategy 2

### USE BACKGROUND KNOWLEDGE

(How does this fit with what I know?)

Comparing the message to my background knowledge to see if it makes sense

Focusing on what I know how to say, including language structures, topics, and personal experiences

**Example:** If you're talking about pastimes, you may choose not to mention rollerblading because you don't know how to say it. Instead, you may focus on soccer, for which you know the target vocabulary.

**Why:** Checking what you're reading/hearing against what you know helps you insure that it makes sense. Connecting information to your experiences makes it more meaningful to you and thus more memorable. When speaking/writing, focusing on what you know helps insure that you will be understood.

**When:** For comprehension--when you have adequate knowledge of the topic  
For production--when you have limited knowledge of the language for the topic

**VISUALIZE**

(Can I imagine or draw a picture or situation that will help me understand?)

Creating an image that represents the message

**Example:** If you read a story with a change of seasons, your "mental movie" could depict changing scenery.

**Why:** Forming pictures is a way to check if the information makes sense; you can watch for inconsistencies in your "mental movie." Mental links with images also help you remember the information.

**When:** Whenever the content lends itself to vivid visual images

**MANIPULATE / ACT OUT**

(Can I use real objects or act out the situation to help me do this?)

Manipulating tangible objects, role-playing, or pantomiming the situation to contextualize language

**Example:** If you are practicing phrases regarding health, you could role-play a visit to a doctor's office.

**Why:** Objects/actions help you create mental links with information; these links help you learn and remember.

**When:** Whenever available; easiest for concrete concepts/situations; can make abstract concepts more concrete

**TALK MYSELF THROUGH IT**

(I can do this! What strategies can I use to help me?)

Making positive statements such as "I can do it" to help myself get through challenging tasks

**Example:** If you're reading a scientific article in the target language, you could tell yourself, "Don't give up on this!" or "It's okay that I don't understand the whole thing."

**Why:** Reassuring yourself while doing difficult tasks may enable you to do more than you thought you could because even if you can't do the task perfectly you can probably do some of it.

**When:** For all types of challenging tasks; helpful if you tend to get nervous when speaking in the target language

**COOPERATE**

(How can I work with others to do this?)

Working with classmates to complete tasks and/or to give and receive feedback

**Example:** If you have to give a speech in class, practice with a peer and have him ask questions that he thinks the teacher or other students might ask.

**Why:** Working with other people gives you a chance to share your strengths so that you all can do a better job.

**When:** When classmates are available or the task requires group work; whenever you need feedback. Be sure to choose a partner who keeps you on task (not somebody who you tend to goof off with). Also choose a partner who often gives you new ideas or helps you clarify your thinking. Remember that sometimes it helps to have somebody explain something to you; other times you need a chance to try to explain to somebody else so you can be sure you really understand it yourself.

Problem-Solve Strategy 1

**INFERENCE / SUBSTITUTE**

(Can I guess what this might mean? Is there another word that might fit?)

Guessing the meaning of unfamiliar language, filling in missing information, and substituting known language structures for unknown, based on:

• what I know      • the content      • language

• other context clues (e.g., nonverbal cues, pictures, etc.)

**Example:** If you are talking about favorite foods and you can't remember how to say "orange juice," you could describe it by saying, "It's orange in color; it's a fruit; you drink it."

**Why:** Often, the information you need to solve problems is already available if you just look at other parts of the task and at your own resources. Drawing inferences and making substitutions can help you quickly solve problems yourself without having to go to another person or reference material.

**When:** When something doesn't make sense to you or when you don't know how to say something; when necessary context is available, or when you know another way to communicate what you want to say

Problem-Solve Strategy 2

**ASK QUESTIONS TO CLARIFY**

(What help do I need? Who can I ask? How should I ask?)

Asking for explanation, verification, rephrasing, or examples

**Example:** If your teacher says an unfamiliar word, such as *albañil*, when you're studying professions, you could figure out the meaning by asking questions such as: "Does the person work in the city or country? Is it an indoor or outdoor job?" Specific questions like this can give you the information needed to figure out the word without just asking, "What does that mean?"

**Why:** Pinpointing and communicating your problems by asking specific questions can help you solve comprehension and communication problems.

**When:** Whenever something important doesn't make sense to you or you don't know how to say something and other people who can put you back on track are available

**USE RESOURCES**

(What information do I need? Where can I find more information about this?)

Using reference materials such as dictionaries, textbooks, and computer programs

**Example:** If you get confused when reading a novel, and you notice an unfamiliar verb structure, you could look in your textbook index to locate information on the structure.**Why:** Looking up unfamiliar information in a reference source can help you solve complex problems, especially if no one is available to help you.**When:** When something crucial doesn't make sense to you or you don't know how to say something crucial to your message

Evaluate Strategy 1

**VERIFY PREDICTIONS & GUESSES**

(Were my predictions and guesses right? Why or why not?)

Checking whether your predictions/expectations were met in the task

**Example:** If you predicted that you might hear words for temperature, precipitation, sunny, cold, etc., in a weather report, think about which of these words you actually heard.**Why:** Evaluating the appropriateness of your predictions/expectations helps you decide how well you've related your background knowledge to new information. It also reinforces your understanding of the information.**When:** After getting new information about a prediction or after completing the task

Evaluate Strategy 2

**SUMMARIZE**

(What is the gist of this? What is the main idea?)

Creating a mental, oral, or written summary of information

**Example:** If you watch a television program in the target language, you could periodically think about the gist or main points of the program to see if you really understand it.**Why:** Restating the gist of the message helps you decide how well you understood or did. It also reinforces your learning of that message.**When:** Whenever you want to check your understanding/communication

Evaluate Strategy 3

**CHECK GOALS**

(Did I meet my goal?)

Deciding whether I met my goal for the task

**Example:** If you are writing a letter to a pen pal, read it over to see if it communicates the information you wanted to share.**Why:** Asking yourself "Did I accomplish what I set out to do?" tells you if you need to go back and rephrase, add additional information, reread a text, or ask the speaker for more information.**When:** At the end of a task or whenever you aren't sure how well you're meeting your goal

**EVALUATE MYSELF**

(How well did I do?)

Evaluating how well I understood or used the language in the task

**Example:** If you're reading a newspaper article for class, you could mentally give yourself a grade that represents how well you understood it.

**Why:** Self-evaluating helps you identify your strengths and weaknesses so that you can do better next time.

**When:** At the end of a task or whenever you aren't sure how well you're using/understanding the language

**EVALUATE MY STRATEGIES**

(Did I choose good strategies? What could I do differently next time?)

Judging how well I applied the strategies to the task; judging how effective and appropriate my strategies were for that particular task; identifying WHY a strategy was helpful/not-so-helpful for the task; comparing the usefulness of various strategies on the same task; thinking about better strategies I could have used

**Example:** If you made predictions based on your knowledge of Japanese foods, but you still didn't understand a restaurant video, think about why predicting didn't help. Maybe your knowledge of Japanese foods is more limited than you thought, and your predictions were incorrect. You could also think about other strategies that would be more helpful, such as paying attention to names that are given to specific dishes shown in the next restaurant video.

**Why:** Assessing strategy use helps you decide when certain strategies work the best so that you can choose appropriate strategies in the future.

**When:** For all types of tasks

**MANIPULATE / ACT OUT**

(USE REAL OBJECTS OR ACT OUT INFORMATION/WORD OR PHRASE)

Moving or holding related or symbolic objects while talking or thinking about the information

Role-playing or pantomiming the meaning of the word or phrase

**Example:** If you're trying to learn the word for pencil, hold a pencil as you say it.

**Why:** Acting out or using real objects increases your level of concentration and helps you associate words with their concrete meanings, without having to translate into your native language.

**When:** Whenever appropriate materials are available; easiest for more concrete concepts, but can also help make abstract concepts more concrete

**VISUALIZE**  
(IMAGINE OR DRAW A PICTURE)

Creating an image that represents the definition of the word and associating this image when I encounter the word

**Example:** If the word means apple, imagine a big, red apple.

**Why:** Associating a word with a picture creates a mental link that helps you learn the word without having to translate into your native language.

**When:** Whenever the word lends itself to a vivid image

**IMAGINE WITH KEYWORD**  
(USE KEYWORD IMAGERY METHOD TO REMEMBER VOCABULARY)

Step 1: Think of a "keyword" that sounds like the new word, and imagine it as a picture.

Step 2: Think of a picture that describes the meaning of the new word or information.

Step 3: Link the pictures together in my mind. Crazy linking pictures are easy to remember.

**Examples:** Spanish word--*pato*      Definition--duck      Keyword/image--a cooking pot  
Interactive image--a duck wearing a cooking pot on its head

**Why:** Using the keyword method creates a visual and personal association between meaning and sound, and these mental links help you remember the vocabulary item.

**When:** Whenever you can think of an appropriate keyword that sounds like the target word and you can imagine pictures that represent the keyword and target word

**PERSONALIZE**  
(RELATE INFORMATION TO SOMETHING/SOMEBODY I KNOW)  
(FOCUS ON INFORMATION THAT RELATES TO MY LIFE)

Making a personal association to the word

**Example:** Think of a person or place this word reminds you of. If the word means mountain, think of a mountain you've been to. This works especially well with nouns and adjectives. For example, if the word means witty, think of a person in your life who fits that description.

**Why:** Personalizing helps make new vocabulary more meaningful and easier to remember by creating a mental link with something familiar to you.

**When:** Whenever the word represents something important to you, or reminds you of someone/something you know; especially good for descriptive words; could also relate to something/someone in the media, a historical figure, or any person/thing you are likely to associate with that word

**GROUP**  
(CREATE CATEGORIES)

Relating or classifying words according to attributes

**Example:** If the word means sun, think of words that are associated with it, like hot, suntan, beach, etc.

**Why:** Grouping vocabulary creates mental links between words, and these links help you recall related words.

**When:** Whenever you are trying to remember a set of words that are somehow related or that can be categorized into meaningful groups

**COOPERATE**  
(COOPERATE WITH CLASSMATES)

Working with a classmate to learn new words and phrases

**Example:** Quiz each other to review new words and phrases.

**Why:** Learning vocabulary with classmates allows you to share ideas for learning and makes the process less stressful because you can work together and encourage each other.

**When:** Whenever classmates are available; effectiveness depends on your partner--Is this someone who keeps you on task and either gives you new ideas or helps you clarify your own thinking?

**TRANSFER/COGNATES**  
(USE MY KNOWLEDGE OF THIS LANGUAGE OR OTHER LANGUAGES)  
(USE COGNATES FROM ENGLISH OR OTHER LANGUAGES)

Using what you already know about language (prefixes, suffixes, and roots; verbs, nouns...) to help you recognize and remember new words

Recognizing words in the target language that are similar to words in English or other languages you know, and thinking about how the meanings are related (cognates)

**Example:** The Spanish word *teléfono* is a cognate for telephone. The words sound alike.

**Why:** Focusing on language structures helps you deductively figure out/remember meaning.  
Learning cognates (words that sound similar in different languages) is an easy and quick way to increase your vocabulary.

**When:** When you recognize the meaning of a language structure or know a rule that applies.  
Cognates--For words that have obvious parallels to words in your native language, when the words have similar meanings; beware of "false cognates"! If the meanings aren't related, making a wrong connection may just confuse you.

**SELF-EVALUATE**  
(TEST MYSELF)

Testing yourself to see if you have learned the words or phrases

**Example:** Using a blank calendar, see if you can correctly spell the names of the months, days of the week and numbers for the dates; if you're more advanced, write descriptions of the activities you will be doing on different dates. You also could create a set of flashcards to test whether you have learned new words or phrases.

**Why:** Self-evaluating how well you have learned new vocabulary tells you if you need to review again; it also reinforces what you have learned.

**When:** Whenever you need or want to learn a new set of vocabulary; especially before a test in class or before a task in which you will be required to use the vocabulary

# FRAMEWORK FOR STRATEGIES INSTRUCTION

