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A Teacher's Guide for Using Learning Strategies in English-as-a-Second-Language Instruction

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EXECUTIVE SUMMARY

A Teacher's Guide for Using Learning Strategies in English as a Second Language Instruction

InterAmerica Research Associates, Inc. has been contracted by the U.S. Army Research Institute (ARI) to develop and operate the Basic Skills Resource Center (BSRC). The BSRC project has two interfacing components: the design, implementation, and operation of an information service; and the implementation and monitoring of an applied research agenda related to the instruction of learning strategies. This guide is a product of one of the five research studies undertaken through the BSRC research component.

The BSRC research agenda includes a study designed to identify and evaluate the effects of learning strategy training on the development of language skills in the acquisition of English as a second language (ESL). This study completed a review of the literature on learning strategies in second language acquisition and in basic skills education. In addition, this research effort included the conduct and synthesis of ESL teacher and student interviews as well as classroom observations. Together this information provides the data sources for the development of the Teacher's Guide.

The Teacher's Guide is designed to demonstrate how learning strategy instruction can be integrated into ESL curricula. The Guide provides ESL teachers with a description of selected learning strategies and examples of how they can be used in teaching ESL. The Guide, presented in two parts,

concentrates on the application of learning strategies to listening and speaking skills in English. First, definitions are provided for various types of metacognitive and cognitive learning strategies with examples of how they are used by students. Second, detailed examples of how these learning strategies can be taught in the context of an ongoing ESL instructional program are provided.

The Guide is to be used by ESL teachers to extend their familiarity with the ways in which students organize and manipulate ESL learning materials and information they encounter outside the classroom. The illustrative examples and lesson plans enable teachers to specify strategy instruction for beginning, intermediate, and advanced level activities through which students can be taught to apply strategies to their learning of English and thus become more independent and self-directed learners.

A TEACHER'S GUIDE FOR USING LEARNING STRATEGIES
IN ENGLISH AS A SECOND LANGUAGE INSTRUCTION

I. INTRODUCTION

One of the ways in which teachers can be of most assistance to their students is to teach them how to become independent learners. Independent learners actively assimilate information provided by the teacher and then continue learning on their own. Teaching students how to become independent learners involves giving the student special strategies for learning a variety of important skills. It also involves assuring that the strategies continue to be applied during additional learning opportunities. These strategies can be taught to students through adaptations of teaching techniques without changing the curriculum content. In learning English as a second language, learning strategies can be taught for both receptive and productive skills at all levels of proficiency.

What are learning strategies?

Learning strategies are self-directed activities students perform that help them learn and remember important information. These strategies may involve organizing and elaborating new information to make it more meaningful, or planning and evaluating learning activities to assure their success. Most importantly, the strategies can be applied to a number of areas, including learning second languages in general, but more specifically to learning English as a second language. Learning strategies can be used by students before, during, and after all of their exposure to English. Students can use learning strategies while listening to the teacher, studying, participating in conversations, listening to TV, watching movies, or even thinking about the English language and its uses.

The learning strategies described in this Guide are applied to a variety of cognitive activities in English as a second language. The strategies involve thinking about, learning, or actively manipulating English language materials to facilitate acquisition or recall. Cognitive strategies can be contrasted with motivational strategies, which concern one's attitudes toward the material, toward learning, or toward one's self as a learner. Learning strategies are different from teaching strategies, which are the techniques teachers use to present, practice, and review material. Learning strategies are learner-initiated and, although they can be taught, they also can be used independently of the teacher.

Why are learning strategies important?

Learning strategies are important in second language learning for several reasons. First, successful language learning students use such strategies regularly. Good learners, like good teachers, know how to organize and use information most effectively for acquiring new skills. Another reason why learning strategies are important in second language learning is that many students who do not use the strategies by themselves can be taught how to use them. A third reason is that students who have been taught to use learning strategies can improve their ability to store and retrieve vocabulary and important concepts in the new language. Finally, the use of effective learning strategies can help overcome the frustration experienced by students when a teaching strategy is not working or the material is too difficult.

The use of learning strategies can give students a new way of organizing or approaching difficult tasks, provide them with additional resources for

gaining greater competency in important skill areas, help them remember important information, or simply focus their attention on the learning tasks.

Purpose of the Teacher's Guide

The purpose of this Guide is to demonstrate how learning strategy instruction can be integrated into a secondary level ESL curriculum. It provides a description of selected learning strategies and examples of how they can be used in teaching ESL.

This Guide can be used by teachers to extend the ways in which students organize and manipulate ESL learning materials and information they assimilate outside the classroom. Teachers can present relevant strategies for students by interweaving the strategy examples we provide within the courses they teach. The examples suggested are illustrative only, and we teachers will think of many additional examples. Students can be used as an excellent resource for additional examples.

Assumptions

This teacher's Guide is based on the assumption that learning strategies are important for effective learning, that the strategies can be taught, and that students taught how to use them will learn more effectively and will apply them in other language learning situations outside the classroom. It also assumes that good learners are active learners, but that most learners need to be taught how to be active. Active learning is the key to the effectiveness of learning strategies. The learning

strategies help students to become active learners by teaching them ways to organize new information, to transform it in ways that are meaningful, and to relate it to their current knowledge. These actions help the student learn the new information and retain it over a longer period of time. Knowing these strategies helps students take responsibility for their own learning because they can see clearly the relationship between the activities and the learning they produce. In addition, it assumes that teachers can play an instrumental role in encouraging active learning by demonstrating and supporting the use of learning strategies while they are presenting the required content of their course.

Overview of the Teacher's Guide

This guide concentrates on the applications of learning strategies to oral English skills. Although we do not believe in the artificial separation of language skills, we focus on listening comprehension and speaking for a number of reasons. First, listening and speaking skills are conceptual and developmental antecedents to reading and writing. Consequently, they are of prime importance as prerequisite language skills for later learning. Second, students and teachers alike view these skills as extremely important in all stages of language learning but especially in earlier phases where language learning needs to be accelerated to be most useful for students who find themselves immersed in a second language environment. And third, listening comprehension and speaking production may need to be emphasized in classroom instruction because textbooks and tests at the secondary level tend to emphasize reading and writing skills. Some of the activities described do, however, integrate some reading and writing activities into a lesson plan. Teachers will find that many of the

learning strategies described for listening can be applied to reading, and that those described for speaking can also be used for writing.

Examples of learning strategy applications are provided for beginning, intermediate, and advanced levels of ESL instruction. Although designed primarily for high school students, most of the sample lessons can be used equally successfully with older learners, and some lessons are also suitable for younger learners. The strategies suggested can be applied to typical activities which occur in the ESL classroom and also to language interactions that occur outside the classroom in acquisition environments.

The Teacher's Guide is divided into two parts in addition to this introduction. In the next part, definitions are provided of various types of learning strategies with examples of how they are used by students. We discuss two types of strategies -- metacognitive strategies, and cognitive strategies. Metacognitive strategies involve thought about the learning process or the regulation of learning and may entail the use of planning, monitoring, or evaluation of a learning activity. Cognitive strategies involve the direct application of a strategy to the information to be learned. As will be seen, there are many examples of each type of strategy, and numerous opportunities for students to control their own learning.

In the final part, we present specific examples of lesson plans on how the learning strategies can be taught in the context of the teacher's ongoing instructional program. We differentiate language learning into a series of representative activities that often occur in the typical ESL classroom, and have identified a number of learning strategies that can be used with

each activity. The emphasis throughout the discussion is on motivating students to become actively involved in their own learning by applying the strategies wherever they see opportunities to do so. Through this effort, the teacher may realize an important goal of instruction -- for learners to be independent of the specific teaching approach used in the classroom.

Sources of Information about Learning Strategies

Learning strategies presented in the Teacher's Guide were drawn from two major sources: a review of the literature on learning strategies in reading and in second language acquisition (O'Malley, Russo, and Chamot, in press), and a study conducted with ESL students and teachers in secondary schools (O'Malley, Russo, Chamot, Stewner-Manzanares, and Kupper, in press).

The literature review describes studies in which students have been taught effective learning strategies for both reading and second language vocabulary learning (Wittrock, 1983; Levin, in press). In addition, studies of successful second language learners indicate that these students possess a range of strategies and use them in a variety of language learning settings (Nalman, Frohlich, Stern, and Todesco, 1978; Rubin, 1981; Wenden, 1983).

The study with ESL students was designed specifically to identify the learning strategies that appear in this Teacher's Guide. The strategies were identified through interviews with teachers and students and through observations in ESL and other classrooms containing ESL students. In the interviews, we asked what procedures students followed in learning during the following activities: pronunciation, oral grammar drills, vocabulary,

following directions, participating in social communication, participating in operational communication, listening for facts and principles, listening to draw inferences, and making an oral presentation to a class.

The results from this study indicate that students employed a wide range of learning strategies in the various language learning activities in which they were involved. They used a far greater variety of learning strategies than had been identified in the literature review, and considerably more than were identified in the observations. Teachers expressed an interest in learning strategies and the ways in which they can be used in classrooms and gave numerous examples from their own experience.

Limitations

There are a few notes of caution in our enthusiasm about the improvements that active learning and the use of learning strategies can make in classrooms. Learning strategies have been resistant to transfer across learning tasks in some of the studies performed. There are two ways suggested for overcoming this. One is to accompany any cognitive strategy applied to an activity with companion metacognitive strategies so that the student plans for the use of the cognitive strategy while learning and appraises its success. This could encourage refinements in the subsequent application of the strategy. The second way for overcoming resistance to transfer is to provide students with varying examples of learning activities in which the learning strategies can be applied. We encourage both approaches strongly and expect each teacher will experience success in these efforts.

A second note of caution is that certain strategies may be most useful only with certain types of learning activities or individual learning styles. In our examples of teacher activities, we allow for this in part by suggesting the use of learning strategies only with certain language learning activities. Teachers may wish to experiment with the types of student learning styles for which particular learning strategies are most appropriate; the results of such experimentation will lead to a greater understanding of how to use these important concepts.

Much additional research is needed before we can speak confidently about the effectiveness of learning strategies for all skills and activities. This is particularly true in second language learning. Although studies in the use of learning strategies with language acquisition are somewhat limited, the studies which have been performed are highly promising and suggest that future applications of learning strategies in language classes may improve student learning and facilitate the task of the teacher.

II. DEFINITIONS OF LEARNING STRATEGIES

This section provides definitions of learning strategies and some examples of how they are used by students. The definitions emphasize that students who use learning strategies are actively involved in seeking ways of organizing, transforming, or associating new information during learning. The examples suggest that each learning strategy may be represented in a variety of ways, and that students often have interesting and unique ways of learning that may be useful for other students.

The examples presented serve as a guide to the range and use of these strategies and are not meant to be exhaustive. It is quite possible that students will imagine other examples or even other strategies not represented here. Further examples are provided in Chapter III along with *suggested activities* that promote student use of the strategies.

This list of learning strategies is intended as a reference for teachers-- as a sort of dictionary of terms to be used in conjunction with the list of suggested activities. The strategies are divided into two types: metacognitive and cognitive. Metacognition refers to knowledge about learning and regulation of learning. That is, the learner is aware of and has control over the domain of cognition. Metacognition occurs when learners "step back and consider their own cognitive processes as objects of thought and reflection" (Brown et al., 1983, p. 87). Students use metacognitive strategies to control their own thought process by (1) planning, (2) monitoring, or (3) evaluating a learning activity. Cognitive strategies involve direct manipulation or transformation of learning materials in order to enhance learning or retention. Learners using

cognitive strategies are applying specific techniques to particular learning tasks. A cognitive strategy appropriate for one type of learning task may not necessarily be equally appropriate for a different task, whereas metacognitive strategies can be applied to a wide variety of learning tasks and situations.

The first eight strategies on the list are metacognitive strategies.

They are:

- o Self-Management
- o Functional Planning
- o Advance Organization
- o Directed Attention
- o Selective Attention
- o Delayed Production
- o Self-Monitoring
- o Self-Evaluation

Each of these strategies involves planning, monitoring, or evaluating in some way. For example, Self-Management involves all three, while Self-Monitoring involves monitoring only.

The remaining sixteen strategies are cognitive strategies. They are as follows:

- | | |
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| o Resourcing | o Repetition |
| o Grouping | o Translation |
| o Notetaking | o Deduction |
| o Imagery | o Recombination |
| o Auditory Representation | o Contextualization |

- o Transfer
- o Key Word
- o Inferencing
- o Elaboration
- o Questions for Clarification
- o Cooperation

The cognitive/metacognitive distinction is important to remember for at least two reasons. First, as previously mentioned, metacognitive strategies can be applied over a greater range of learning activities, while the cognitive strategies tend to be limited to certain types of activities. For example, those strategies involving planning can be used for almost any activity, while inferencing, or figuring out unknown material by using clues found in known materials, can only be used for receptive activities such as listening and reading. Second, cognitive strategies should always be accompanied by metacognitive strategies. For example, it is likely that students who use a metacognitive strategy to reflect upon the progress and success of their learning will be more successful learners than users of cognitive strategies alone.

There is a third type of strategy use likely to promote student learning, namely affective strategies that may increase the student's motivation to learn. An example of an affective strategy is "self-reinforcement", where students arrange to reward themselves when a language learning activity has been accomplished successfully. As these strategies correspond largely to the affective domain, they will not be addressed in depth in this guide. However, motivational factors are mentioned here because they play a pivotal role in learning.

The most promising aspect of learning strategies is that students, with some overt guidance, can use them independently to meet their individual

needs. With learning strategies, students can take responsibility for their own learning.

The following list of strategies will provide the teacher with a set of special techniques for learning that can be taught to students. The organization of the list is as follows: the eight metacognitive strategies are presented first, and because of their global importance, are each explained on a separate page. Immediately following are the sixteen cognitive strategies, divided into two groups depending on the degree of active engagement with the material to be learned. The first group, represents many of the more familiar strategies used by successful language learners. These are: Repetition, Translation, Deduction, Recombination, Contextualization, Elaboration, and Questions for Clarification. Since the use of these strategies is already familiar to ESL teachers, only brief definitions are presented.

Each of the remaining cognitive strategies is presented on a separate page. As a group they relate directly to the classroom activities outlined in Chapter III. Each strategy proposed for use in a Chapter III language lesson is first explained in depth in this section of the Guide, in order to ensure a comprehensive understanding of the strategy and its range of applications. Specific examples of strategy use, as cited by individual students during interviews, are also included. While many of these cognitive strategies will already be familiar to the classroom teacher, they have the potential for novel applications. Thus, a more detailed explanation of their use is provided. The strategies to be presented one to a page are: Resourcing, Grouping, Notetaking, Imagery, Auditory Representation, Transfer, Key Word, Inferencing, and Cooperation.

THE METACOGNITIVE STRATEGIES

"Stepping back and thinking about your own learning" or how to plan, monitor, and evaluate your learning activities.

SELF-MANAGEMENT

Understanding the conditions that help you learn and arranging for the presence of those conditions.

- o At a very basic level, this strategy can involve arranging the physical environment to promote learning, e.g., searching for a quiet room to study in, or practicing in front of a mirror.
- o Students may seek opportunities to interact in English, such as asking native speakers for information or directions, recognizing that such practice will enhance further learning and confidence.
- o Students identify learning preferences such as listening to and speaking on favorite topics and directing conversations to their own areas of interest.

Examples From Students:

- o "I sit in the front of the class so I can see the teacher's face clearly."
- o "It's a good idea to mix with non-Hispanics, because you're forced to practice your English. If you talk with a Chinese who is also studying English you have to practice the language because it's the only way to communicate."
- o To facilitate social communication, "I try to choose the topic of the conversation. For instance, I know a lot about football, so I choose this as a topic for conversation with friends. I can have a friendly conversation when I initiate the theme of it."

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FUNCTIONAL PLANNING

Hypothesizing, identifying, and organizing the language functions necessary to carry out an upcoming language task.

- o Students prepare for future language tasks by:
 - 1) considering the purpose of the communication
 - 2) identifying the language functions that are necessary to accomplish the task, e.g. greeting, small talk, complimenting, stating business, requesting information, thanking, leave-taking, etc.
 - 3) checking internal resources for available language.
- o This strategy may be used both for listening and speaking activities.
- o Students can formulate hypotheses concerning the linguistic components necessary to carry out a given task, e.g., imagining the structure of an upcoming interview and the possible questions and answers that may occur.
- o Students can speculate on the possible structure and vocabulary of an upcoming lecture.
- o Students can check their internal resources for available language and develop strategies for learning additional language called for in the task if necessary.

Functional planning is always followed by the use of a cognitive strategy for rehearsal once specific language has been chosen for a task. The advantages of pairing this strategy with a cognitive strategy for language rehearsal are (1) enhanced confidence, (2) greater awareness of language functions which draws students away from translating directly from their first language, (3) adjustment of internal grammars according to new information, and (4) greater fluency in pairing intention with internal resources.

Four language lessons using this metacognitive strategy are presented in Chapter III. Please refer to Activities 8, 11, 12, and 13.

ADVANCE ORGANIZATION

Making a general but comprehensive preview of the organizing concept or principles in an anticipated learning activity.

- o With this strategy, either the teacher or the student can preview an UPCOMING lecture or other oral presentation through the explanatory concepts in the materials.
- o Students can review materials or mentally consider a task in advance by looking for the principles underlying a forthcoming lecture, orally presented lesson, or communication task (e.g., an interview).
- o Students may also initiate discussions on the topic with other students or with the teacher in order to grasp the principles.

Advance organization has been used often with written materials but may also be applied to oral interactions. The focus here is on the subsuming principles or relationships in new information rather than a simple outline or overview of the material. The purpose is to give the student general and inclusive ideas to which new material can be meaningfully related. This can be through a narrative, question-based, visual, or schematic presentation. It can also be obtained by the student independently through review of reference materials or discussions with others in which these forms of representation are used.

Examples From Students:

- o "You review before you go into class. You at least look through each lesson. I don't try to totally understand it, I look over it. If we're learning the future tense, I'll look at the future tense and get an idea in my head about it, how to use it, when to use it."

Three language lessons using this metacognitive strategy are presented in Chapter III. Please refer to Activities 3, 7, and 11.

DIRECTED ATTENTION

Deciding in advance to attend in general to a learning task and to ignore irrelevant distractors.

- o Students can train themselves to focus full attention on the learning task by:
 - 1) Deciding that an upcoming activity will require full attention;
 - 2) Telling themselves that focusing attention will aid *their learning*;
 - 3) Consciously avoiding distractions such as looking out the window and listening to extraneous conversation.

While teachers routinely require students to concentrate and focus attention, many students reported using this strategy to facilitate learning both in and out of the classroom.

Examples From Students:

- o "I try to listen very carefully to what the P.E. teacher is saying. I'm the only Spanish speaker in the class, so my friends can't explain to me in Spanish. I pay attention to the teacher and try to understand."
- o "Think only of what the teacher is saying and put other things out of your mind."

SELECTIVE ATTENTION

Deciding in advance to attend to specific aspects of language input or situational details.

- o Students actively listen for specific sounds, structures, meanings, and pieces of information to enhance learning and retention.
- o Students listen for the way a particular English sound is made in various contexts and situations.
- o In conversation, students listen for the recurrence of an unknown item to verify the meaning.
- o Students focus on certain details to aid in later recall of the item, e.g. actively taking note of the situation in which new items are heard such as noting that a new word was heard in a restaurant.
- o By searching for specific pieces of information, students can focus on certain details and ignore others, e.g., the current temperature in a weather forecast.

While this strategy typically has been teacher-induced, students reported actively using it as a way of furthering comprehension and learning of new linguistic forms and vocabulary.

Examples from Students:

- o Students reported that they listen for specific phrases that organize material, such as "This is important" and "An important point to remember is ...".
- o To learn how to pronounce a word correctly, one student indicated that she looks at the teacher to see "what her mouth does to pronounce the word."
- o To determine the main idea of a lecture, one student related this: "she repeats the same word everytime, that's where I get the main idea. Names are important".

Five language lessons using this metacognitive strategy are presented in Chapter III. Please refer to Activities 5, 6, 8, 9, and 10.

DELAYED PRODUCTION

Consciously deciding to postpone speaking and learn initially through listening comprehension.

- o Students may choose complete postponement of any speaking in the target language until they have acquired enough knowledge of the second language to begin conversing. Students who sense themselves "ready" to speak may do so with much more willingness and involvement than if they had begun to speak earlier.
- o Students may delay speaking at certain times only, e.g. at the store or in class until they feel confident enough to speak in such a situation.

The period of delay should be filled with opportunities for learning or else the postponement will not be fruitful.

Examples From Students:

- o "I can more or less understand whatever is said to me now, but the problem is in talking. I need to study more so that I can talk better. I talk when I have to but I keep it short and hope I'll be understood."
- o Many students indicated that in the beginning they were silent and preferred not to speak. One said she definitely was not shy but had decided not to speak because she was not ready. However, now she has become a chatterbox all of a sudden because she knows enough English, and her classmates think she has had a personality change.
- o "I have some American friends, and I play with them and they invite me to go places with them. What I do is to be quiet and listen because I imagine that I might say something wrong, and they might laugh at me. I understand a lot of what they say, but as for speaking, I'm afraid of speaking."

One language lesson using this metacognitive strategy is presented in Chapter III. Please refer to Activity 6.

SELF-MONITORING

Correcting one's own speech for accuracy in pronunciation, grammar, vocabulary, or for appropriateness related to the setting or to the people who are present.

This strategy includes self-correction while spontaneously speaking. Students may make corrections in their speech upon hearing themselves mispronounce a word or use incorrect grammar.

Self-monitoring occurs while production is taking place. In some cases, excessive use of this strategy during speech may be more disruptive of communication than permitting a larger percentage of errors to go uncorrected, as discussed in Krashen (1978).

Examples From Students:

- o One student reports that he checks his speech for errors and makes a mental note of problem words.
- o Many students were observed, both in the classroom and in the interviews, to correct their own speech. "They was dancing - were dancing."
- o "Read out loud so you can hear your own errors. Then you can improve your pronunciation."
- o "I don't prepare in advance, and I don't write anything down, I just start talking. What happens is that sometimes I cut short a word because I realize I've said it wrong. Then I say it again, but correctly."

Two language lessons using this metacognitive strategy are presented in Chapter III. Please refer to Activities 1 and 4.

SELF-EVALUATION

Checking the outcomes of one's own language learning against an internal measure of completeness and accuracy. This includes reviewing strengths and weaknesses, and redirecting learning based on results of the review.

- o Students examine the results of their own production and decide which elements can be improved, e.g. "The store clerk did not understand me when I said 'X'. I should find out how to say it better."
- o Students review their capabilities after completing a lesson, determine which skill areas are in need of improvement, and use this information in scheduling further study.
- o Students can also use this strategy while formally preparing for some future performance such as an oral presentation. Students record a monologue or dialogue and play back the tape to review and to correct oral production.
- o Students analyze an oral presentation they have made to the class, identify areas that need improvement in pronunciation, grammar, or other aspects of the presentation and then arrange for study opportunities where these skills can be refined.
- o Students periodically take stock of their progress as language learners by comparing what they could accomplish in the language at earlier stages with what they can accomplish now and by thinking of future language learning goals.

Examples From Students:

- o "After I have talked, I start remembering everything I have said and I see what were my mistakes."
- o Several students reported that they remembered the reactions of others to certain phrases or words they have used to make sure of their appropriateness to the situation.
- o One student prepares for oral reports by speaking into a tape recorder and carefully listening to the result. She works on the speech until she feels her presentation is good.

Four language lessons using this metacognitive strategy are presented in Chapter III. Please refer to Activities 2, 5, 12, and 13.

THE COGNITIVE STRATEGIES

"The action itself" or directly manipulating
the learning materials.

The following seven cognitive strategies requiring less engagement with the material to be learned are presented only briefly because their common usage by language learners is familiar to second language teachers.

- o Repetition: Imitating a language model orally, mentally or in writing.
- o Translation: Using the first language as a base for understanding and/or producing the second language.
- o Deduction: Consciously applying rules to produce or understand the second language.
- o Recombination: Constructing a meaningful sentence or longer language sequence by combining known elements in a new way.
- o Contextualization: Placing a word, phrase, or other language element in a meaningful setting such as a sentence, conversation, or longer language sequence.
- o Elaboration: Relating new information to other concepts already in memory.
- o Questions for Clarification: Asking a teacher or other native speaker for repetition, paraphrasing, explanation, and/or examples.

Remaining cognitive strategies are presented in greater detail on the following pages and also appear in the lesson plans outlined in Chapter III.

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RESOURCING

Using target language reference materials.

- o The student uses dictionaries, encyclopedias, and any written materials in the target language that enhance comprehension and further learning.

Examples From Students:

- o "I have both an English and Spanish dictionary because there are also a lot of words I don't know in Spanish."
- o "The English dictionary can be very good, if you are interested in additional meanings or variations of the word in English."
- o "It is better to use an English dictionary because it gives you all the other meanings of the word. Then you can use the word in more than one way."
- o "First you have to investigate the topic in books. Look up the words you don't know, write the information down, underlining the words you don't know so you can find a synonym to use that you do know and are comfortable with using."

This cognitive strategy is used as part of Activity 13 in the language lessons presented in Chapter III.

GROUPING

Reordering or reclassifying and perhaps labelling the material to be learned based on common attributes.

- o With this strategy the student:
 - 1) finds common aspects in large amounts of material, and
 - 2) rearranges the material according to common aspects.
- o This may be as simple as grouping vocabulary items by a common attribute of meaning (zebra, giraffe, elephant--animal); function (items used in a kitchen), or sound (ball, call, fall).
- o It may be as complicated as grouping phrases according to linguistic function (compliment, request, condolence).

Examples From Students:

- o To aid in learning new vocabulary: "If the list is too long, break it up into sections of about 5 words at a time. One way to do this is by arranging them in alphabetical order."
- o To aid in following directions: "If it's complicated, break it into individual steps or groups of steps so it's easier to remember."

This cognitive strategy is used as part of Activity 2 in the language lessons presented in Chapter III.

NOTETAKING

Writing down the main idea, important points, outline, or summary of information presented orally or in writing.

- o Notetaking can be as simple as writing down a new word or phrase to aid retention of those items.
- o It can be as complex as following a lecture by outlining main points.

Students reported using this strategy often to aid comprehension and retention of new items and important information.

Examples From Students:

- o "I take notes in English on what the teacher is saying. I listen to what is being said and try to find the easiest way to write it down that will refer back to the material."
- o "I keep a notebook in which I write down words, what they mean, and also how they're pronounced - I write down how they sound to me."
- o To aid in following directions: "I write down the steps as the teacher says them aloud."
- o "I always take notes in English instead of Spanish because then you think in English about what the teacher said."

This cognitive strategy is used as part of Activities 5, 6, 9, 10, 11, 12, and 13 in the language lessons presented in Chapter III.

IMAGERY

Relating new information to visual concepts in memory via familiar, easily retrievable visualizations, phrases, or locations.

- o Students can visualize a picture or the image of the written item to aid retention and recall.
- o Actions, people, and settings in dialogues can be actively visualized by the student for study in class and at home.

Teachers have traditionally made use of visuals in their classrooms, but students also can generate images on their own to enhance comprehension and retention of new material.

Examples From Students:

- o For vocabulary learning: "Pretend you are doing something indicated in the sentences you make up about the (new) word. Actually do it in your head."
- o "Sometimes I imagine what the word represents so that I can remember it."
- o "We make a log of drawings in class to illustrate what we are studying, writing in the dates of each event. We have made a whole series of pictures to illustrate an idea, and this helps communicate the meaning. Looking at the pictures helps us recall the meaning - just like the Walt Disney films. If there's a drawing on the board, we take it in, and it stays."
- o To facilitate making an oral presentation, "I make pictures of the information I will present, and I follow them to help me remember what to say and to help my audience understand what I am saying."

This cognitive strategy is used as part of Activities 2, 4, 5, and 11 in the language lessons presented in Chapter III.

AUDITORY REPRESENTATION

Retention of the sound or similar sound for a word, phrase, or longer language sequence.

- o This strategy involves storing words or phrases by how they sound.
- o Students may learn a song phonetically with no regard for meaning. What is recalled is sound alone.
- o Students may store new words or phrases with familiar items that sound similar, e.g. familiar sounds like family or carta (Spanish) sounds like cart (English).

Examples From Students:

- o "When you are trying to learn how to say something, speak it in your mind first. Then say it aloud. If it is correct you can keep it in your mind forever."
- o "Music helps us remember new words. Somehow remembering the tune helps you associate the words or sentences that go with it."
- o In a social situation when one student hears a new word, "I retain the word by the sound so that I can look it up later."

This cognitive strategy is used as part of Activities 1, 4, and 13 in the language lessons presented in Chapter III.

TRANSFER

Using previously acquired linguistic and/or conceptual knowledge (whether acquired in the first or second language) to facilitate a new language learning task.

- o Students relate similarities in the first and second languages, e.g. English insolent sounds like and means roughly the same as Spanish insolente, and Spanish word order is generally the same as English word order.
- o Students relate knowledge of functional language to their present language needs, e.g., they use courtesy formulas found in the first language for situations requiring courtesy formulas in the second language.
- o Students relate previous training to present activity, e.g., using rote memorization as a strategy for studying language.

This strategy can be used in a positive way, e.g. for producing and comprehending the second language by capitalizing on similarities found between the first and second languages. In some cases, however, this strategy results in the over-generalization of a rule or phrase resulting in the learner not being understood.

Examples From Students:

- o "Some words are similar to words with the same meaning in Spanish, so I can use them and more or less be understood."
- o "Many times the word endings are the same as in my language and it makes it easier to understand the word."
- o "I remember how I learned French and use the same techniques for learning English."
- o "I get presentations in math class. I understand because I was more advanced in math in my country, so what I already know helps me understand what the teacher is explaining. For instance, in geography class, if they're talking about something I have already learned (in Spanish), all I have to do is remember the information and then try to put it into English."

This cognitive strategy is used as part of Activity 3 in the language lessons presented in Chapter III.

INFRENCING

Using available information to guess meanings of new items, predict outcomes, or fill in missing information.

- o The student guessed the meaning of unknown items by using the surrounding words or sentences as clues.
- o Students use knowledge of the topic or situation to guess the meaning of unknown material in a conversation or lecture.

Examples From Students:

- o "Sometimes all the words of the sentence make (create) the meanings of the new word. I think of the whole of the sentence, and then I can get the meaning of the new word."
- o "More than anything else it's logic that helps you figure out what the teacher means, even if you can't understand all the words. At least you can use logic to get the main idea."
- o "I identify what the sentence is talking about. I look at the words around the one I don't know. Figure out if the word is a noun, a verb, etc. That gives a clue to its meaning."
- o "Watch TV in English. Remember what you understand, for example, the character says "go outside" and you see him go outside. You can hear something on TV and then the same thing in school and figure it means the same thing."

This cognitive strategy is used as part of Activities 7 and 8 in the language lessons presented in Chapter III.

COOPERATION

Working with one or more peers, family members or other individuals to obtain feedback, pool information, or model a language activity.

- o Students ask a peer for clarification of what the teacher said.
- o Students pool information and give each other feedback on assignments done at home.
- o One student models pronunciation, structure, or an appropriate phrase for another student in class or out of class.
- o Students ask a family member to quiz them on material to be learned.
- o Students work together in class to create a joint product which will receive a group grade.

Examples From Students:

- o "When I say something in a conversation that isn't right, my friends say it correctly in a different sentence, and this helps me learn how to say it correctly the next time. They don't exactly correct me, but they say it the right way, and I listen and say it better the next time."
- o "Make your presentation to a friend or someone else who will listen and give you feedback."
- o "If you don't understand the directions, either watch your friends or ask them to help you."

This cognitive strategy is used as part of Activities 3, 7, 8, 9, 10, and 13 in the language lessons presented in Chapter III.

III. TEACHING LEARNING STRATEGIES

This section provides teachers with specific language lessons that illustrate how learning strategies can be taught to students. Students who have a varied repertoire of strategies to apply to a wide range of language learning tasks are far more likely to be effective language learners. The language lessons in this section are designed to assist teachers in helping students develop such a repertoire so that they can become more independent language learners.

The sample activities that follow are designed to illustrate a variety of possible uses of learning strategies. In every case we have paired a cognitive with a metacognitive strategy. This combination provides students with an approach that is both task specific and generalizable to other tasks. Further, using a metacognitive strategy will help the student to become aware of the process of language learning and to regulate the use of cognitive strategies for language learning activities.

Fourteen strategies have been chosen as examples of the use of strategies in language learning activities familiar to both teachers and students. Eight of the strategies are cognitive and six are metacognitive. This choice of strategies is based on anticipated usefulness and effectiveness for students. A strategy that may be widely used by students but which is viewed as ineffective for language learning tasks, such as translation, is not included because other strategies show far more potential for success. The strategies we have included have wide application, yet teachers may

wish to experiment with different combinations of strategies for individual students.

The format for each activity is the same: strategies, identifying information for the activity, classroom procedures, assignment, followup, student-initiated use of the strategies, and comments. This sequence illustrates the progression from teacher-initiated use of strategies to student-initiated use of strategies. First, the procedures outline ways of incorporating the use of strategies into classroom lessons. Second, they are followed by specific assignments which reinforce the use of strategies outside of the classroom by the students. Third, a follow-up activity is always included to enable teachers to check on the independent use and success of strategies, as suggested below in the general procedures for teaching learning strategies. Finally, examples of how students can use the strategies independently are provided.

As with any new idea, students have to be reminded to use strategies until they have experienced success and feel comfortable with them. Students may resist giving up habitual rote strategies that they have been using for many years. Teachers will find it useful to check the success of the use of strategies with students. If certain strategies prove unsuccessful, teachers can suggest others in different combinations. Individual learning styles of students also need to be considered in selecting appropriate strategies. The important thing is that students feel that study is not a haphazard process, that strategies exist that can be used in a systematic way and that the likelihood of successful language learning will be improved if strategies are consciously applied.

General Procedures for Teaching Learning Strategies

This section provides ways of introducing and checking for use of learning strategies.

1. Explain to students that you will be showing them specific techniques that they can use on their own to improve their English. Inform them that many of these techniques were suggested by successful language learners, and that if they use them, they too will be successful language learners.
2. Teach the strategy in conjunction with a typical class activity, such as listening comprehension, pronunciation drills, grammar practice, or reading and writing lessons.
3. After the strategy has been practiced in class, ask students to practice it on their own outside of class. Suggest specific situations in which they could practice the strategy, and ask for their own suggestions for additional situations.
4. Have students report on their use of the strategy outside of class.
5. Remind students about using a learning strategy when you introduce new material and make assignments.
6. Check with students after an exercise or assignment to find out if they remembered to use a learning strategy.

The following table lists the activity number at the far left followed by the type of activity illustrated (e.g., listening comprehension) and the level for which the activity is appropriate (Beginning, Intermediate, or Advanced). Then the metacognitive strategies to be used are listed, followed by the cognitive strategies incorporated into the lesson. In general, the activities are listed from a lesser degree of complexity to a higher degree in terms of strategy use and student level.

| ACTIVITY NUMBER | ACTIVITY | LEVEL | METACOGNITIVE STRATEGIES | COGNITIVE STRATEGIES |
|-----------------|-----------------------------------|---------|---|--|
| 1 | Pronunciation Drill | B | Self-monitoring | Auditory Representation |
| 2 | Vocabulary Building | B | Self-evaluation | Imagery/Grouping |
| 3 | Vocabulary Building | B | Advance Organization | Transfer/Cooperation |
| 4 | Oral Drill (Dialogue) | B | Self-monitoring | Imagery/Auditory Representation |
| 5 | Following Directions | B, I | Selective Attention Self-evaluation | Imagery/Note-taking |
| 6 | Listening Comprehension (Social) | B | Selective Attention Delayed Production | Note-taking |
| 7 | Listening Comprehension (Lecture) | B, I, A | Advance Organization | Inferencing/Cooperation |
| 8 | Listening Comprehension (Social) | I | Functional Planning Selective Attention | Inferencing/Cooperation |
| 9 | Listening Comprehension (Lecture) | I | Selective Attention | Note-taking/Cooperation |
| 10 | Listening Comprehension (Lecture) | A | Selective Attention | Note-taking/Cooperation |
| 11 | Self-Generated Dialogue | B, I | Functional Planning Advance Organization | Note-taking/Imagery |
| 12 | Operational Communication | B, I | Functional Planning Self-evaluation | Note-taking |
| 13 | Oral Presentation | A | Functional Planning Self-evaluation | Note-taking Auditory Representation Resourcing/Cooperation |

Key to Level
 B = Beginning Students
 I = Intermediate Students
 A = Advance Students

ACTIVITY 1

METACOGNITIVE STRATEGY: SELF-MONITORING

COGNITIVE STRATEGY: AUDITORY REPRESENTATION

ACTIVITY NAME: PRONUNCIATION DRILL

LEVEL: BEGINNING

TIME: 10 minutes

OBJECTIVE: Recall and produce previously heard material.

MATERIALS: Lists of phrases/sentences prepared by teacher.

CLASSROOM PROCEDURES:

1. Teacher provides a model of a word/phrase/structure/sentence and asks students to replay the model mentally, as if they were listening to an internal tape recording (auditory representation). Students may close their eyes during this portion of the exercise.
2. Teacher asks students to imitate model individually, taking time to backtrack and correct any part (self-monitoring) that does not match their mental auditory image.

ASSIGNMENT:

Students are to listen to several phrases/utterances heard on TV or radio, note them down (phonetically), and report on them in class.

Students are to:

- a) Name program.
- b) Listen for several phrases and repeat them immediately.
- c) Note down phrase (phonetically).
- d) Repeat the phrases.
- e) Close eyes, repeat by referring back to the auditory representation.

FOLLOW UP:

In class, students read phrases, then close eyes and try to remember them in order to produce the phrases without notes.

Teacher may record this or provide an additional model of the phrases.

Students then work in pairs to check each other's pronunciation by using a tape recording as a model. Students check for comprehensibility.

ON THEIR OWN:

Students can listen to records, tapes or T.V. programs, repeat after they hear a phrase, note it down, and repeat it again with eyes closed. They can correct themselves by looking at their notes and replaying their mental auditory representation.

ACTIVITY 2

METACOGNITIVE STRATEGY: SELF EVALUATION

COGNITIVE STRATEGY: IMAGERY/GROUPING

ACTIVITY NAME: VOCABULARY BUILDING

LEVEL: BEGINNING

TIME: 1/2 hour

OBJECTIVE: Recall new vocabulary items in a recall test.

MATERIALS: Lists of vocabulary items that relate to specific domains such as household items.

CLASSROOM PROCEDURES:

1. Teacher asks students to imagine a domain, e.g., rooms in a house.
2. Teacher asks students to imagine objects in a specific room.
3. Students report to the teacher what they are imagining using paraphrases and familiar language to explain, if specific labels are not know.
4. Teacher puts items on board according to room label, e.g., kitchen, bedroom, bathroom.
5. Teacher then asks students to close eyes and to imagine the room and the objects as teacher reads each group from the board.
6. Teacher then calls for comprehension/recall by naming the item, and having a student say in which room the object is found.
7. Teacher then gives label of room and students supply the list of objects found in that room.
8. Teacher asks students to write down the number of vocabulary items that they answered correctly and to list those items that they missed in a diary or journal. These items may be put under appropriate titles and may even be accompanied by a small illustration.

ASSIGNMENT:

Students are to take a list of domains and vocabulary items home to group under titles. They are to learn the lists by following the same procedures outlined above.

FOLLOW UP:

The teacher gives a short quiz on the vocabulary items by (1) giving a title and having students list the vocabulary that relates to it and (2) giving a vocabulary item and having students name the domain. Students then write the words they had difficulty remembering in a diary under the appropriate title.

ON THEIR OWN:

Students listen to a specific TV program and note down new vocabulary items as they hear them.

Students put new items under situational titles, e.g. news program, military, economy, weather.

They look up items for meanings.

As they look over the list, they imagine the specific situation for each.

Students look over groups of items and think of titles for each group. Then they look at titles and think of groups of items as a self check for memory of items. They can write difficult items in their personal diaries along with small illustrations that will help them remember the meaning.

ACTIVITY 3

METACOGNITIVE STRATEGY: ADVANCE ORGANIZATION

COGNITIVE STRATEGY: TRANSFER/COOPERATION

ACTIVITY NAME: VOCABULARY BUILDING

LEVEL: BEGINNING

TIME: 5-10 minutes

OBJECTIVE: Increase awareness and ability to produce English language functions appropriate to a situation.

MATERIALS: Teacher has list of English language functions and as much information as possible about similarities and differences between them and similar functions in students' first language(s).

CLASSROOM PROCEDURES:

Teacher points out similarities between language functions in the students' first language and English, e.g., greetings, requests, apologies, acknowledgements, thanking, and leavetakings, and asks students to describe the similarities and differences in one of these language functions (advance organization, transfer). Teacher (with student contributions) provides English phrases/sentences that express the *function discussed and describes social situations in which it is appropriate.*

ASSIGNMENT:

Students make a list of functions for different situations that are similar in their own culture.

FOLLOW UP:

Students report on their lists explaining to the class the similarities between the language functions in English and their first language (transfer). Students sit in small groups and, concentrating on a single language function (e.g., apologies) at a time, pool their information on how this function is expressed in English (cooperation). Teacher circulates to answer questions and check appropriateness of English expressions for function under discussion.

ON THEIR OWN:

Students find other examples of similarities and differences in language functions between their own language and English through television, movies, and observation of interchanges between English speakers. Students can be encouraged to keep a notebook in which they put down their observations of English language functions and the social situations in which they occur. At the beginning level a large part of this type of journal will naturally be written in the first language, but as students learn more English they will be able to take their notes on language functions in English.

ACTIVITY 4

METACOGNITIVE STRATEGY: SELF-MONITORING

COGNITIVE STRATEGY: IMAGERY/AUDITORY REPRESENTATION

ACTIVITY NAME: ORAL DRILL (Dialogue)

LEVEL: BEGINNING

TIME: 2 15-20 minute segments

OBJECTIVE: Demonstrate oral production of a dialogue.

MATERIALS: Teacher or commercially prepared dialogue.

CLASSROOM PROCEDURES:

1. Teacher briefs students on what happens in the dialogue.
2. Teacher has students close their eyes and formulate their own images (imagery) as teacher says dialogue or plays tape. Teacher can encourage this by asking for details of specific images from individual students.
3. Teacher then says dialogue and pauses after each speaker in dialogue. During the period of silence teacher has students mentally replay sounds of dialogue (auditory representation). This encourages students to form auditory representations of the lines.
4. Teacher then displays script of the dialogue on the board and students follow as teacher reads. Students are instructed to imagine the action as the teacher reads (imagery).
5. Teacher erases part of the script so that a partial script with missing words or phrases remains on the board.
6. Students read these aloud and supply missing parts, either individually or as a group, pausing to correct themselves when they make errors or omissions (self-monitoring).
7. Teacher erases additional words and phrases for dialogue on board.
8. Students read dialogue and fill in missing parts, pausing to correct themselves when necessary (self-monitoring).
9. Finally, teacher erases board completely.

10. Teacher has students close their eyes, imagine the scenes in the dialogue (imagery), and mentally hear the dialogue lines (auditory representation).
11. Finally, the students reproduce the dialogue on their own.

ASSIGNMENT:

Students take a dialogue script home to study as they have done in class--by covering up more and more of the script, imagining the action, and mentally replaying the lines until they can reproduce the script smoothly.

FOLLOW UP:

Teacher checks dialogue production for comprehension, fluency and accuracy.

ON THEIR OWN:

Students can take a script home and read through it several times aloud. Then students cover up various parts of the dialogue and try to fill in missing parts. They successively cover up more and more parts until they can produce the dialogue without the aid of cues. Each time the dialogue is repeated, they are to imagine the action in the dialogue and refer back to the script to correct themselves (self-monitoring).

COMMENTS:

This technique is good for the very early stages when student have little or no knowledge of English. To convey the concept of producing images to follow the action, the teacher may have to use visuals in the beginning. While we feel that dialogues are useful for modelling the language and culture, we do not encourage dialogue memorization per se. We have found that self-generated dialogues are more meaningful to the student (see Functional Planning--SelfGenerated Dialogues), particularly after some language acquisition has taken place.

ACTIVITY 5

METACOGNITIVE STRATEGY: SELECTIVE ATTENTION/SELF-EVALUATION

COGNITIVE STRATEGY: IMAGERY/NOTETAKING

ACTIVITY NAME: FOLLOWING DIRECTIONS

LEVEL: BEGINNING/INTERMEDIATE

TIME: 30 minutes

OBJECTIVE: Retain and recall directions given in English.

MATERIALS: Teacher prepared lesson on "how to do something".
Suggestions: a recipe, a model plane or car to be assembled, a collage, a Lego model, a science experiment, a dance.

CLASSROOM PROCEDURES:

1. Teacher demonstrates a process while giving verbal instructions and asks students to imagine doing the same things during the demonstration (imagery).
2. Student are asked to concentrate on words which indicate sequence of steps (e.g., first, second, then, finally, etc.) (selective attention). Students take notes during demonstration (note-taking).
3. The notes may be quite abbreviated, perhaps as simple as an object and verb, e.g., put sugar in bowl; unscrew cap; take 5 steps. Depending on the activity, some notes may be graphic (e.g., diagrams) rather than verbal.
4. Students then perform the same actions using notes as an aid.
5. Teacher has students say how accurately they carried out the instructions, and describe any problem encountered (self-evaluation).

ASSIGNMENT:

The teacher gives students directions to carry out at home, making sure that each student can work with either another student or a family member who reads the instructions aloud while the student takes notes and then carries out the instructions from the notes.

FOLLOW UP:

Students discuss their experiences and the teacher checks the notes and possibly the product.

ON THEIR OWN:

Students select a process, e.g., following a recipe, repairing a lamp, hanging a picture, playing a game. While a peer or a family member reads instructions, the student takes notes of key concepts. The student then attempts to follow instructions according to notes. The student can ask clarification questions of the person with the written instructions. Success is measured by the product and by checking back to written instructions.

ACTIVITY 6

METACOGNITIVE STRATEGY: SELECTIVE ATTENTION/DELAYED PRODUCTION

COGNITIVE STRATEGY: NOTETAKING

ACTIVITY NAME: LISTENING COMPREHENSION

LEVEL: BEGINNING

TIME: 10-15 minutes

OBJECTIVE: Demonstrate recognition and comprehension of socially useful language.

MATERIALS: Notebooks.

CLASSROOM PROCEDURES:

1. The first semester might be devoted to preparing for social interaction (delayed production).
2. Students keep a journal in which they note down social interactions they hear (note-taking). They should pay attention to such key components as: greetings, introductory phrases, compliments, politeness, leave-taking (selective attention).
3. Once a week the teacher devotes 10 or 15 minutes to students presenting phrases they have heard, contrasting this with similar phrases that accomplish the same function. The class repeats after the model presented (teacher corrects mistakes the students have made in noting down what they have heard).

ASSIGNMENT:

1. Outside of the class students are responsible for attending to social interactions they hear on the part of native speakers (selective attention).
2. They should take notes on what they hear as accurately as possible (note-taking).

FOLLOW UP:

Once a week they are responsible for handing in their notes on a short interaction they have observed (note-taking).

ON THEIR OWN:

Students can keep the journal of useful phrases, noting down the place, general situation, and any details that will help them remember how the phrases were used.

COMMENTS:

The emphasis here is not on whether they have spelled the words correctly or even heard them correctly, for the teacher will make necessary adjustments before presenting them to class. The emphasis is on learning to discriminate English sounds, as well as the actual phrases and tone used to accomplish specific functions.

ACTIVITY 7

METACOGNITIVE STRATEGY: ADVANCE ORGANIZATION

COGNITIVE STRATEGY: INFERRING/COOPERATION

ACTIVITY NAME: LISTENING COMPREHENSION

LEVEL: ALL

TIME: 10-30 minutes

OBJECTIVE: Use previous knowledge to understand new material.

MATERIALS: . Written, taped, or videotaped short lecture.

CLASSROOM PROCEDURES:

1. Teacher briefs students on topic of upcoming lecture and asks them to mentally review all they know about the topic and the structure of a lecture (advance organization). Teacher instructs students to guess unknown material from known material (inferencing). Students can use:
 - a) structural clues--Is the item a subject, verb, object?
 - b) semantic clues--If the item is a noun, is it animate or inanimate?
 - c) topical clues--Does this detail fit in with overall topic?
 - d) visual/auditory clues--Does the speaker's face or tone indicate he is persuading or reporting?
2. After the teacher's oral presentation, students pool known information and guesses (cooperation).
3. Teacher discusses group consensus and checks for comprehension. (If students find this too difficult, the teacher can put bits of known material on board and lead students in making logical connections with questions.)

For the BEGINNING LEVEL:

1. Teacher plays videotape of a news program once with no sound. Students are asked to outline overall topic--What kind of program is this and what type of information does it probably contain? (advance organization).

2. Teacher plays videotape a second time with sound and asks students to guess which portions are international, national, and local news, weather, finance, and human interest (inferencing).
3. Teacher plays videotape a third time, singling out international news. Students guess the country, who is involved, and possibly the main issue (inferencing).
4. Students pool information guessed to produce the main points covered in the videotape (cooperation).

ASSIGNMENT:

Students are to watch or listen to a news program at home and to note down (1) the type of news, (2) who is involved, (3) where, and (4) a main idea if possible.

FOLLOW UP:

Students report in class on what they found out from the news program.

ON THEIR OWN:

Students can listen to a conversation or watch a program where they have to guess unknown items. By using previous knowledge and meaning found in the context of a program, for example, they can guess the meanings of new words, and by pooling information with someone else who has watched the same program, they can understand the main ideas.

ACTIVITY 8

METACOGNITIVE STRATEGY: FUNCTIONAL PLANNING/SELECTIVE ATTENTION

COGNITIVE STRATEGY: INFERRING/COOPERATION

ACTIVITY NAME: LISTENING COMPREHENSION

LEVEL: INTERMEDIATE

TIME: 30 minutes

OBJECTIVE: Demonstrate understanding of natural conversation in social settings by a comprehension check.

MATERIALS: Taped conversation involving social (informal) settings.

CLASSROOM PROCEDURES:

1. Teacher has students discuss what might happen at a given social event, e.g., range of topics, greetings, small talk, attention getting, story telling, arguing, complimenting, cheering, etc. (functional planning).
2. Teacher has students speculate on specific lines that fulfill the functions, or on phrases that introduce such functions, e.g., something happened the other day, did you hear the one about... (functional planning).
3. Teacher has students listen to several social conversations. Students listen for specific functions and phrases identified in (1) and (2) (selective attention). Using this basis, they then guess unknown material (inferencing).
4. Students pool information as a group (cooperation) and discuss their impressions of the conversations with the teacher.

ASSIGNMENT:

Students are to attend a social event of their choice, e.g., baseball game, dance, club meeting. They listen to a conversation and use inferencing to understand the main idea.

FOLLOW UP:

Students report on conversation in class.

ON THEIR OWN:

Students think of what may happen at a given event. They listen to a conversation at the event, e.g., party, sport event, or on T.V. Using their hypotheses and knowledge of the topic, they guess unknown material. They may compare observations with a peer or family member who is more proficient, e.g., did they say X? Is that what you say when you are complimented by someone?

ACTIVITY 9

METACOGNITIVE STRATEGY: SELECTIVE ATTENTION

COGNITIVE STRATEGY: NOTE-TAKING/COOPERATION

ACTIVITY NAME: LISTENING COMPREHENSION

TIME: 30 minutes

OBJECTIVE: Recall main points of a short lecture.

MATERIALS: Teacher-prepared lecture, audiotape or story.

CLASSROOM PROCEDURES:

1. Teacher has students review the reasons why note-taking is useful: i.e., note-taking helps you follow and organize what is said and it helps you remember.
2. Teacher presents the T-list method to the students as a useful means for taking notes. Teacher emphasizes that main points are written on the left of the center line and corresponding details or examples are recorded on the right (Please refer to Appendix A for a sample T-list).
3. Teacher has students review methods of taking notes, focusing on recording main points and examples in abbreviated form, using key words and short phrases.
4. Teacher has students review all they know about the structure of a lecture: introduction, body (containing main points and examples), and conclusion. Teacher explains one method used to identify main points and examples (selective attention): listening for expressions (linguistic markers) that signal that a main point or example is about to be introduced, such as "The first main point is ..." or "as an example...". Teacher supplies a list of commonly used markers to the class (please refer to Appendix B for a list of markers).
5. Teacher has students practice note-taking by listening to a short lecture. They are to attend to the special expressions used to signal an introduction, a main point or example, and the conclusion (selective attention) and take notes on the lecture using the T-list method (note-taking).
6. Immediately following the lecture, students are to pool their notes as a group to clarify any confusion regarding the lecture or to fill in any missing information (cooperation).

7. Depending on the difficulty of the lecture, the teacher can either repeat the lecture so that the students can verify their notes, or test the students on the content of the lecture.

ASSIGNMENT:

Students are to listen to a science, news, or other informative program on TV that is presented in a lecture format. Using a T-list, they are to note down the main points presented in the program, the markers used to introduce the main points, and any new marker expressions that they hear.

FOLLOWUP:

Students report in class on what they have heard in the programs.

ON THEIR OWN:

Students listen to any informative program or class and take notes to relate to another person or to promote their own learning.

ACTIVITY 10

METACOGNITIVE STRATEGY: SELECTIVE ATTENTION

COGNITIVE STRATEGY: NOTETAKING/COOPERATION

ACTIVITY NAME: LISTENING COMPREHENSION

LEVEL: ADVANCED

TIME: 30-45 minutes

OBJECTIVE: Retain main points and demonstrate ability to communicate the main points in an interaction.

MATERIALS: Teacher-prepared lecture or story.

CLASSROOM PROCEDURES:

(This activity is for more advanced students who have been introduced to notetaking skills)

1. Teacher provides oral passage to half of class only, e.g., lecture, short story, current events. The rest of the class is given an assignment that either involves head sets or study in another room.
2. Students listen for the main idea, principal points, sequence, comparison/contrast (selective attention) and take notes using the T-list method (see Appendix A) or outline form (notetaking).
3. Students are then paired with those that did not hear the presentation.
4. Students with notes recount the main idea, principal points, sequence, and comparison/contrasts to students with no notes (cooperation).
5. Teacher gives the entire class a quiz to check for listening comprehension, understanding of the main points, and communicative ability.

ASSIGNMENT:

Half of the class listens to a taped lecture or program and takes notes on the main ideas.

FOLLOW UP:

The students with the notes pair up with the students with no notes to communicate main ideas. The teacher then spot checks the accuracy of main ideas.

ON THEIR OWN:

Students listen to the news or a short story and take notes to relate main ideas to peer or family member who has not heard.

ACTIVITY 11

METACOGNITIVE STRATEGY: FUNCTIONAL PLANNING/ADVANCE ORGANIZATION

COGNITIVE STRATEGY: NOTETAKING/IMAGERY

ACTIVITY NAME: SELF-GENERATED DIALOGUE

LEVEL: BEGINNING/INTERMEDIATE

TIME: 3 one-hour segments

OBJECTIVE: Demonstrate comprehension and comprehensible production in a speaking task.

MATERIALS: Teacher-prepared dialogues of natural conversations that are functionally similar and scripts for those conversations.

CLASSROOM PROCEDURES:

1. Students are given the topic of a dialogue--e.g., in the restaurant--task: order meal (advance organization).
2. Students think about what might take place and be said in general terms, e.g., greetings, request for information, request for items, ordering, complimenting, complaining, thanking, and leave-taking. They think about what they want to accomplish in such an exchange, what is required for the task, the best approach, etc. (functional planning).
3. Teacher then plays an example of such a conversation and checks for comprehension. Student ask teacher for clarification of unknown material.
4. Teacher has students discuss what the speakers accomplished in the conversation, e.g., The customer ordered a meal, waited a half hour, complained to the waiter, etc.
5. Teacher then gives students the script and has students identify functions of certain lines, e.g., complaint: I waited here for 30 minutes! request: I'd like the soup please.
6. Teacher has students think of additional lines that fulfill same function, e.g., We're very hungry and don't want to wait any longer. Students note phrases in notebook (note-taking).
7. Student imagine themselves in a restaurant and anticipate different problems (imagery), and repeat phrases and lines that seem most appropriate.

8. Student think of possible problems that might come up in such situations and ask teacher to provide them with additional lines.

ASSIGNMENT:

Students repeat lines as homework--teacher may suggest use of IMAGERY (see use of IMAGERY in dialogue learning).

FOLLOW UP:

Selected students then simulate a conversation at the restaurant with the teacher individually.

Teacher records conversations and has the class give feedback. Teacher uses slightly different lines in the simulation--the student must ask for clarification of unknown material during conversation--using COMMUNICATION STRATEGIES.

ON THEIR OWN:

Students can prepare for future tasks by:

- a) considering what must be accomplished.
- b) identifying the functions needed to accomplish the task.
- c) checking their internal repertoire of language to see if internal language is available (can they say what they want to say?).
- d) seeking help from a native speaker or a more proficient friend or family member to supply missing information.
- e) mentally rehearsing a possible dialogue.

COMMENTS:

This concept of "dialogue" is quite different from the usual use of the term. We feel that dialogues, or prepared scripts, serve as models of the language only and that students should use them as a reference. The idea behind self-generated conversations is that students pair intention with available language and that teachers function as a resource to supply missing information. This tactic enhances both motivation and examination of internal resources.

While this activity is somewhat complex, early knowledge of language functions will enable students to carry out the more complex activities later in the year. The students can begin by analyzing the functions found in simple dialogues at the beginning of the year. Comprehension of functions can be established by presenting dialogues that are functionally equivalent and having students compare the dialogues. The students will gradually understand what a "greeting" or a "request" is.

ACTIVITY 12

METACOGNITIVE STRATEGY: FUNCTIONAL PLANNING/SELF-EVALUATION

COGNITIVE STRATEGY: NOTETAKING

ACTIVITY NAME: OPERATIONAL COMMUNICATION

LEVEL: BEGINNING/INTERMEDIATE

TIME: 3 one-hour segments

OBJECTIVE: Demonstrate comprehension and production in a communication task.

MATERIALS: Audio tapes and scripts of teacher-prepared conversations.

CLASSROOM PROCEDURES:

1. Teacher has students think about what is required to accomplish a given task, e.g., making a doctor's appointment over the telephone-- greetings, requests, giving biographical information, describing symptoms, getting directions, thanking, leave-takings, etc. (functional planning).
2. Teacher has students listen to several samples of such conversations.
3. Students analyze scripts of conversation by identifying words, phrases, and sentences that accomplish the various functions.
4. Teacher has students think of more specific lines fulfilling functions for the specific situation. Students also speculate on possible problems and corresponding lines. Students take notes on additional lines (notetaking).

ASSIGNMENT:

Students rehearse aloud the lines that they developed from sample conversations and discussions (students may try imagery to aid in learning lines).

FOLLOW UP:

Teacher simulates a telephone conversation with several students and varies each conversation. The student has been briefed for each case beforehand with specific instructions, e.g., Your mother has had severe headaches for the last two days. She has been taking aspirins only. You want an appointment made for her for as early as possible and directions to the doctor's office.

Students discuss each simulation, e.g., what was effective, what was not understood and why (self-evaluation). The student that simulated the conversation with the teacher can make notes of the comments and devise a plan of action for problem areas, e.g., certain sounds, word order, specific expressions of politeness.

ON THEIR OWN:

Students can consider tasks, possible functions, lines to fulfill the functions, and make notes of important items they will need to express. The students can rehearse any lines they feel are important and then make the call. They can ask a more proficient speaker of English or native speakers for help with missing information. After the task is accomplished, students can record problem areas and general progress in a personal journal (self-evaluation).

ACTIVITY 13

METACOGNITIVE STRATEGY: FUNCTIONAL PLANNING/SELF-EVALUATION

COGNITIVE STRATEGY: NOTETAKING/AUDITORY REPRESENTATION/RESOURCING/
COOPERATION

ACTIVITY NAME: ORAL PRESENTATION

LEVEL: ADVANCED

TIME: 45 minutes

OBJECTIVE: Demonstrate fluency, clarity, and confidence in formal oral presentations.

MATERIALS: Teacher-prepared lectures that are functionally similar (tape and script).

CLASSROOM PROCEDURES:

1. Teacher has students consider the task of the oral presentation (lecture, commentary, briefing, report) and what must be accomplished, e.g., opening, introductory remarks, number of points to be covered, points and subpoints, examples, conclusions, summary, implications, closing (functional planning).
2. Teacher elicits expressions designed to mark points clearly in the presentation, e.g., I want to thank you for, there are three important points to remember, first, I will review, for example, the most important point, finally, in conclusion, thank you for coming.
3. Teacher plays tape of several examples for students. Students are to identify parts of presentation and the expressions that mark each part.
4. Teacher has students examine scripts of oral presentations. Students discuss parts, the expressions that mark each part, and the functions that each line fulfills (functional planning).
5. Teacher asks students for additional expressions that might also be used to mark the sections of the presentation.
6. Students take notes on these additional expressions (note-taking).

ASSIGNMENT:

To assist students in preparing their oral presentations, the teacher can provide a list of possible topics (see Appendix C), information to be outlined (an article, chapter, etc.), a model and/or the list of special expressions or linguistic makers.

SAMPLE:

Outline the three main points found in this article. Each main point should be supported by two details or examples. Now arrange the main points in a logical order. Look up any items that you do not understand. Add an introduction and a conclusion to summarize the points. From your list of markers, find expressions that introduce each part and tie the main ideas to the examples. Write those at the side of your outline where you can see them easily. Mentally imagine what you might say as you look at each point on your outline. Try to rehearse. (You may write the presentation in full if you feel that this will give you more confidence. Otherwise, try to rehearse from your outline.) Now rehearse aloud and tape the rehearsal. Listen to your own tape and make notes of any changes that you want to make in the next rehearsal (Self-Evaluation). Study the notes you have made and mentally rehearse the presentation again. Then rehearse aloud and have a peer critique your performance (cooperation). Make notes of the comments to incorporate into the final performance.

Mentally rehearse your report, concentrating on the opening lines just before you present it to the class (auditory representation).

FOLLOW UP:

Students present report orally in class. Teacher can check the outline beforehand for accuracy.

ON THEIR OWN:

Students can perform the above steps on their own for any oral presentation. A peer or family member can critique the performance.

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APPENDIX A

A Sample T-List

T LIST .

TAKING NOTES

| (Main Points) | (Examples or Details) |
|--------------------|--|
| usefulness | understand, remember lecture |
| ways to take notes | lists outlines |
| how to take notes | get main ideas show importance of parts write short phrases reorganize notes <u>after</u> lecture |

APPENDIX B

Markers Found in Lectures

MARKERS FOUND IN LECTURES

INTRODUCTION:

First, to begin with, first of all
second, next
finally, last
I will speak on three main points
Today I will tell you about

BODY:

The main thing is, the most important thing is
There are two important things to remember

Another thing is
For two reasons; one is, the other is
The first is

for example, as an example
the reason why is
as a result

On one hand... on the other hand
However, but

So the point is
This brings us to the third point
So, to summarize
Now we come to the fourth important point

CONCLUSION:

To summarize, in sum
In short
In conclusion, finally
I have covered the following points

APPENDIX C

Topics for Speaking

TOPICS FOR SPEAKING

1. Traditional food from my country
2. Traditional clothes from my country
3. What a tourist should see in my country
4. Two differences between the people of my country and the people of the U.S.
5. A famous historical event of my country
6. A school project that I have worked on and enjoyed
7. A famous author from my country
8. What I do in my job
9. Traditional dances of my country
10. My first day in the United States
11. The marriage ceremony in my country
12. The difference between houses in my country and houses in the U.S.
13. The different sports of my country
14. My favorite school subject and why I like it
15. My favorite television program
16. A comparison of the family in my country and the family in the U.S.
17. What I like to do on the weekends and why
18. The major products of my country
19. The most interesting person I have ever met
20. Shopping in the United States - the good and bad aspects
21. An unusual place to visit -- a description and the reasons to visit
22. Two famous people
23. The dating customs of my country
24. The most beautiful city I have ever visited
25. The happiest moment of my life
26. Two school systems - the American school system and the school system of my country
27. Space travel -- a famous space voyage
28. The different religions of my country
29. The system of government in the United States