

Teaching Language Learning Strategies

Anna Uhl Chamot, Ph. D.

The George Washington University, Washington D.C. USA.

What is a learning strategy?

“Learning strategies are special ways of processing information that enhance comprehension, learning, or retention of the information.”

O'Malley, J.M. & Chamot, A.U. (1990). *Learning Strategies in Second Language Acquisition*. P.1. New York: Cambridge University Press.

“Learning strategies are steps taken by students to enhance their own learning.”

Oxford, R. (1990). *Language Learning Strategies; What Every Teacher Should Know*. P.1. New York: Newbury House Publishers.

“Learner strategies includes any set of operations, steps, plans, routines, used by the learner to facilitate the obtaining, storage, retrieval and use of information (after O'Malley *et al.* 1983; and Brown *et al.*, 1983), that is, what learners do to learn and do to regulate their learning.”

Rubin, J. (1987). Learner strategies. Theoretical assumptions, research history and typology. In A. Wenden & J. Rubin (Eds.) *Learner Strategies in Language Learning*. P.19. Englewood Cliffs, NJ: Prentice-Hall International.

“Language learning strategies can be defined as the specific behaviors, steps, and actions taken to enhance one's own learning, through the storage, retention, and use of new information about the

target language. They are conscious thoughts and behaviors used by learners with the explicit goal of improving their knowledge and understanding of a target Language. They facilitate Language tasks, represent goal – directed behavior, and personalize the language learning process.”

Weaver, S. & Cohen, A. (1997): strategies – based Instruction: A Teacher – Training Manual. CARLA Working Papers Series #7, September, 1997, p. vi. Minneapolis, MN:Center for Advanced Research of Language Acquisition.

“The goal of strategy use is to affect the learner's motivational or affective state, or the way in which the learner selects, acquires, organizes, or integrates new knowledge.”

Weinstein, C.E. & Meyer, R.E. (1986). The teaching of learning strategies. In M.R. Wittrock (Ed.) *Handbook of Research on Teaching*. Third Edition. p.315. New York: Macmillan.

“The term learner strategies refers to language learning behaviors learners actually engage in to learn and regulate the learning of a second language.”

Wenden, A. (1987) Conceptual background and utility. In A. Wenden & J. Rubin (Eds.) *Learner Strategies in Language Learning*. p.6. Englewood Cliffs, NJ: Prentice – Hall International.

Learning Strategies			
STRATEGY	DEFINITION	OTHER POSSIBLE TERMS	METACOGNITIVE PROCESSES
Set Goals	Develop personal objectives; identify the purpose of the task	Determine destination, Establish purpose, Plan objectives	Planning
Directed Attention	Decide in advance to focus on particular tasks and ignore distractions	Pay attention	Planning Monitoring, Problem - Solving, Evaluating
Activate background knowledge	Think about and use what you already know to help you do the task	Use what you know Elaborate on prior knowledge	Planning, Monitoring, Problem - Solving Evaluating
Predict	Anticipate information to prepare and give direction for the task	Anticipate, Guess outcome	Planning
Organizational Planning	Plan the task and content sequence	Outline, Brainstorm, Priority list	Planning
Self - Management	Arrange for conditions that help you learn	Know yourself, plan how to study	Planning
Ask if it Makes Sense	Check understanding and production to keep track of progress and identify problems	Monitor comprehension and production, Self-monitor	Monitoring
Selectively Attend	Focus on key words, phrases, and ideas	Scan, Find specific information	Planning Monitoring
Deduction/ Induction	Consciously apply learned or self - developed rules	Use a rule, Make a rule	Monitoring

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From: Chamot, A.U., Barnhardt, S.,
El Dinary, P.B. & Robbins, J. (1999)
The Learning Strategies Handbook
Metacognitive Model of Strategic Learning
White Plains, NY: Addison Wesley Longman

Metacognitive Model of Strategic Learning

STRATEGY	DEFINITION	OTHER POSSIBLE TERMS	METACOGNITIVE PROCESSES
Personalize/ Contextualize	Relate information to personal experiences	Relate information to your experiences	Monitoring, Remembering information
Take Notes	Write down important words and concepts	T List, Semantic webs, Idea maps, Flow charts, Outlines	Planning, Monitoring, Problem- solving, Evaluating
Use Imagery	Create an image to represent information	Visualization Mental picture, Draw a picture	Planning, Monitoring, Problem- solving, Evaluating, Remembering information
Manipulate/ Act Out	Handle tangible objects, role – play, and pantomime	Pantomime, Use objects, Role-play	Monitoring, Evaluating, Remembering information
Talk yourself Through It (Self – Talk)	Reduce anxiety by reminding self of progress, resources available, goals	Positive thinking, Build confidence	Planning Monitoring, Problem-solving, Evaluating
Cooperate	Work with others to complete tasks, build confidence, and give and receive feedback	Work together, Peer coaching	Planning, Monitoring, Problem-solving, Evaluating, Remembering information
Inference	Make guesses based on previous knowledge	Logical guessing, Use context clues	Problem-solving
Subtitute	Use a synonym or descriptive phrase for unknown words	Paraphrase, Circumlocute	Problem-solving
Ask Questions to Clarify	Ask for explanation, verification, and examples; Pose questions to self	Questioning	Planning Monitoring, Problem-solving Evaluating

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STRATEGY	DEFINITION	OTHER POSSIBLE TERMS	METACOGNITIVE PROCESSES
Use Resources	Use reference materials about the language and subject matter	Look it up	Problem-solving
Verify Predictions and Guesses	Check whether your predictions/guesses are correct	Verification	Evaluating
Summarize	Create a mental, oral, or written summary of information	Make a summary	Evaluating
Check Goals	Decide whether goal was met	Keep a learning log, Reflect on progress	Evaluating
Evaluate Yourself	Judge how well you learned the material/did on the task	Self-evaluate Self-assess, Check yourself	Evaluating, Remembering information
Evaluate your Strategies	Judge how you applied strategies and the effectiveness of strategies	Learning reflections, Assessing techniques	Evaluating
Imagine with Keyword	Create a visual and personal association between meaning and sound	Keyword Imagery method	Remembering information
Group/Classify	Relate or classify words according to attributes	Ordering, Categorizing, Labeling material	Remembering information
Transfer/Cognates	Use previously acquired linguistic knowledge; Recognize words that are similar in other known languages		Monitoring, Problem-solving, Remembering information

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Metacognitive Model of Strategic Learning

Anna Uhl Chamot

How to Teach Learning Strategies to English Language Learners

HOW TO TEACH LEARNING STRATEGIES TO ENGLISH LANGUAGE LEARNERS

Anna Uhl Chamot

The George Washington University
Washington, DC

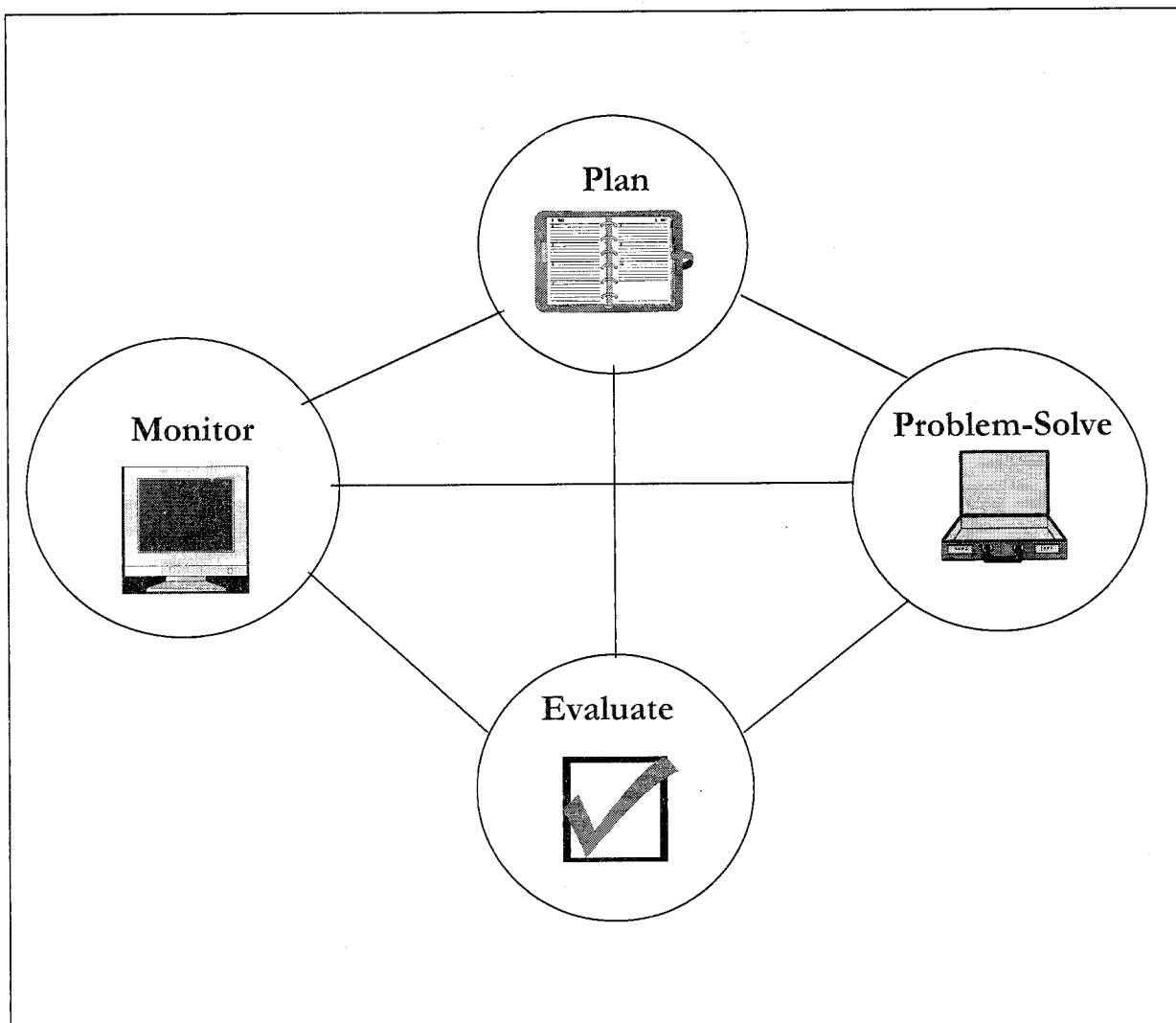
WHAT ARE LEARNING STRATEGIES?

- What students do to learn more effectively.
- Can be taught - and learned.
- Need explicit instruction.
- Metacognitive awareness is key.

METACOGNITIVE FRAMEWORK

- **Planning**
- **Monitoring**
- **Problem-solving**
- **Evaluating**

Metacognitive Model of Strategic Learning



Chamot, A.U., Barnhardt, S.B., El Dinary, P.B., & Robbins, J. (1999). *The Learning Strategies Handbook*. White Plains, NY: Addison Wesley Longman

PLANNING STRATEGIES

- Understand task requirements
- Set goals
- Identify prior knowledge
- Select learning strategies

MONITORING STRATEGIES

- Monitor sense
- Attend selectively
- Use imagery
- Relate to prior knowledge
- Self-talk for confidence

PROBLEM-SOLVING STRATEGIES

- Question for clarification
- Make inferences
- Substitute or paraphrase
- Classify and represent information
- Use resources
- Cooperate with classmates

EVALUATING STRATEGIES

- Check goals
- Summarize
- Assess comprehension or production
- Identify strategies used
- Reflect on own learning

LEARNING STRATEGY INSTRUCTION

- Build on current learning strategies
- Model how to use the learning strategy
- Name the strategy
- Explain why, when, and how the learning strategy can be used
- Provide practice and discussion opportunities

PREPARATION

- Find out what strategies students are already using through:
 - Interviews
 - Diaries and Logs
 - Think - alouds

PRESENTATION

- Show students how to use a new strategy by:
 - Modeling
 - Naming
 - Explaining when and how
 - Asking for examples

PRACTICE

- Choose a challenging task, then:
 - Suggest
 - Remind
 - Ask
 - Identify

EVALUATION

- Students evaluate strategies through:
 - Discussion
 - Learning Logs
 - Comparison

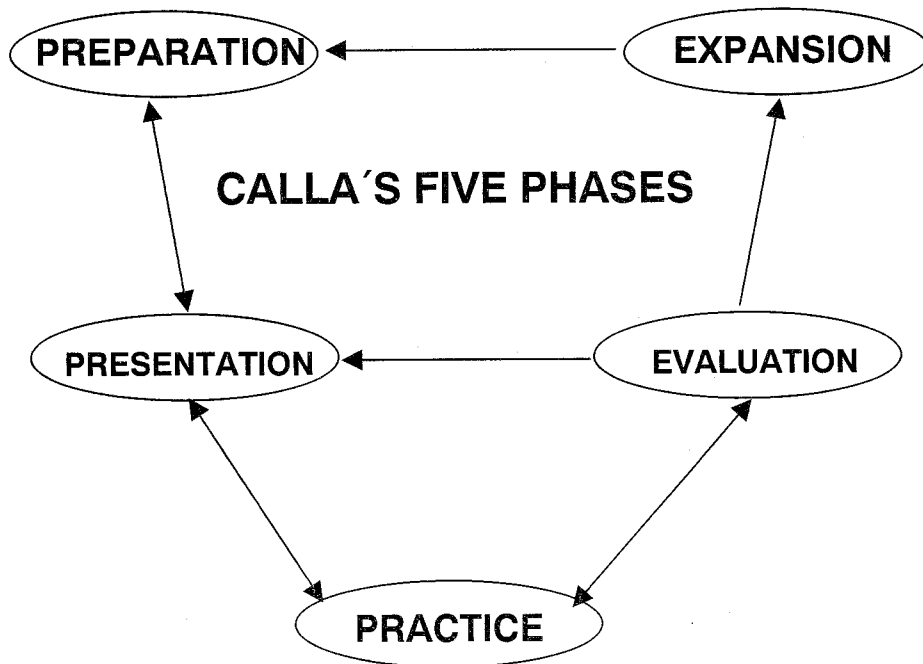
EXPANSION

- Transfer strategies to new tasks through:
 - Specific assignments
 - Surveys
 - Teaching to others
 - Sharing ideas

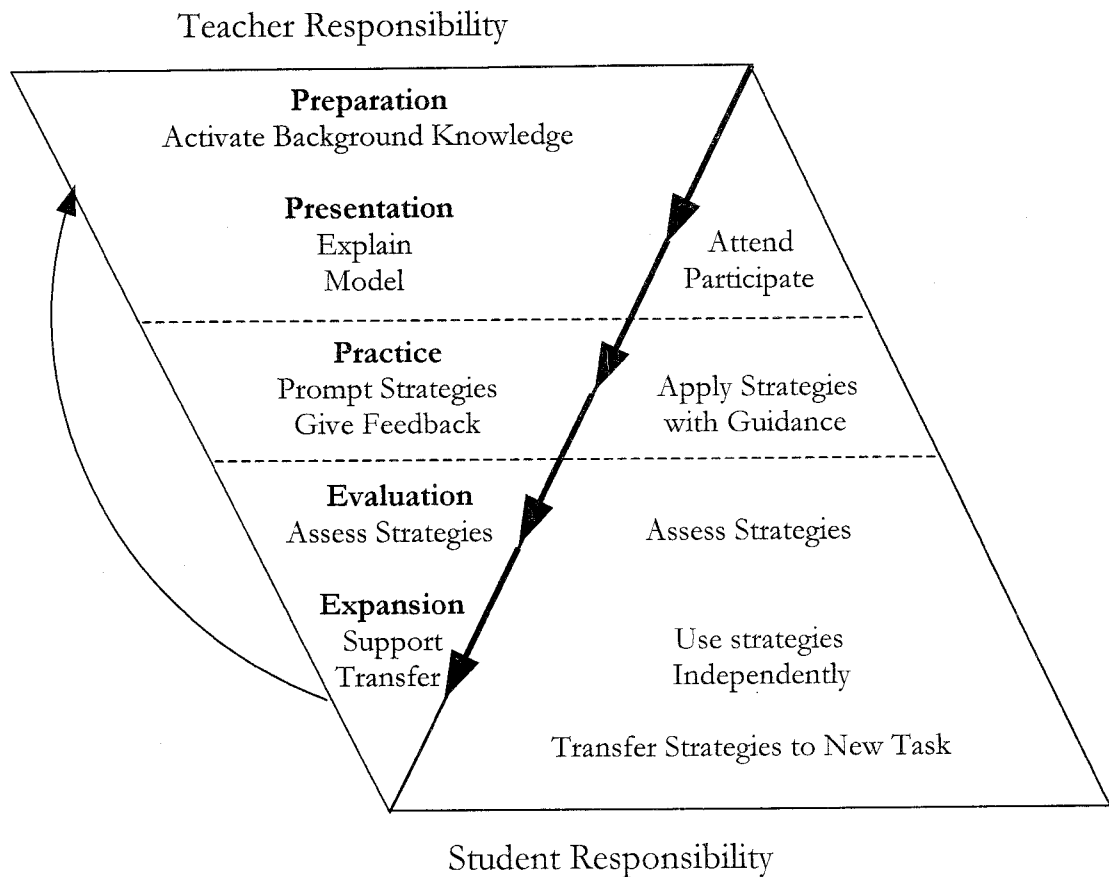
DEVELOPING METACOGNITION

- Thinking about thinking
- Self-regulated learning
- Motivational correlates

CALLA Instructional Sequence: Five Recursive Phases



Framework for Strategies Instruction



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Adapted by El-Dinary (1994) from Bergman (1992), Chamot & Malley (1993), and Pearson & Gallagher (1983). From Chamot, A.U., and J.M. O'Malley (1993), *Teaching for Strategic Learning: Theory and Practice*. In J.E. Alatis (Ed.), *Georgetown University Round Table on Languages and linguistics*, 1993. Washington, DC: Georgetown University Press.

The Learning Strategies Handbook

Self-Reflections on Language Learning

HOW DO YOU LEARN A LANGUAGE?

① How do you like to learn a language? What is successful for you?

- | | |
|---|---|
| <input type="checkbox"/> Reading with a dictionary | <input type="checkbox"/> Reading without a dictionary |
| <input type="checkbox"/> Reading a textbook | <input type="checkbox"/> Reading authentic materials
(stories, ads, and so on) |
| <input type="checkbox"/> Making vocabulary lists | <input type="checkbox"/> Learning songs |
| <input type="checkbox"/> Watching TV | <input type="checkbox"/> Speaking with classmates |
| <input type="checkbox"/> Listening to the radio | <input type="checkbox"/> Speaking with native speakers |
| <input type="checkbox"/> Listening to tapes and repeating | <input type="checkbox"/> Using a computer |
| <input type="checkbox"/> Learning dialogues | <input type="checkbox"/> Translating |
| <input type="checkbox"/> Studying grammar | <input type="checkbox"/> Videotaping yourself |
| <input type="checkbox"/> Writing letters | <input type="checkbox"/> Studying with friends |
| <input type="checkbox"/> Writing stories | <input type="checkbox"/> Focusing on pronunciation
and intonation |
| <input type="checkbox"/> Studying by yourself | |

OTHER WAYS

② What do you like best: reading, listening, writing, or speaking? Why?

③ What do you like least: reading, listening, writing, or speaking? Why?

④ Imagine your friend is planning to study (target language). Write a letter giving advice about the best ways to learn. Include at least five specific things your friend should do.

Dear _____,

Personal Language Goals and Self-Assessment

SHORT-TERM GOALS

Please rate your current ability in English (0 = no ability, 5 = excellent ability)

Reading:	0	1	2	3	4	5
Listening:	0	1	2	3	4	5
Speaking:	0	1	2	3	4	5
Writing:	0	1	2	3	4	5

Realistically, what are your goals for this term?

Reading:	0	1	2	3	4	5
Listening:	0	1	2	3	4	5
Speaking:	0	1	2	3	4	5
Writing:	0	1	2	3	4	5

What aspect of the language do you think you need to focus on this semester/year?

LONG-TERM GOALS

How do you want to be able to use English in your life?

What ability level do you need for your goal?

Reading:	0	1	2	3	4	5
Listening:	0	1	2	3	4	5
Speaking:	0	1	2	3	4	5
Writing:	0	1	2	3	4	5

Strategies: Brainstorming

Directions: Think about the strategies you use for each of the skill areas and jot down your ideas. Prepare to participate in a class discussion about useful strategies.

Reading: What do you do to help yourself read in English?

Strategy Description	Why Is This Strategy Useful?	When Is This Strategy Useful?

Listening: What do you do to help yourself in English?

Strategy Description	Why Is This Strategy Useful?	When Is This Strategy Useful?

Writing: What do you do to help yourself write in English?

Strategy Description	Why Is This Strategy Useful?	When Is This Strategy Useful?

Speaking: What do you do to help yourself speak in English?

Strategy Description	Why Is This Strategy Useful?	When Is This Strategy Useful?

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A Folktale Illustrating the Metacognitive Model

THE MAN WHO STOLE FIRE

This is the story of how the Ojibwa people got fire.

Many, many years ago, when the Ojibwa first lived in Canada, they had no fire. They could not cook their food or get warm in the cold winters. Life was very difficult without fire. At that time the Ojibwa heard about an old man and his daughter who lived very far away. It was said that the old man and his daughter were warm in winter and could cook delicious food. They had fire, but they would not give any of their fire to the Ojibwa.

A young Ojibwa boy named Nanabozho lived with his grandmother because his parents were dead. Nanabozho loved his grandmother dearly, and she loved him. But his grandmother was old, and she began to lose her teeth. It was very hard for her to eat raw meat because she could not chew it. And in the winter she was so cold that she shivered, even though Nanabozho put warm blankets around her shoulders. Nanabozho looked at his cold and hungry grandmother. He knew he had to help her. Then he remembered that the old man and his daughter had fire. He decided to steal some fire from them. He thought about how he could get fire from the old man and his daughter, and he made a plan.

Nanabozho walked many days and finally he got to the house of the old man and the daughter. When Nanabozho saw the young girl, he changed himself into a little rabbit. The young girl saw the rabbit and picked it up. She petted the rabbit, then took it into the house. She stirred the fire and began to make soup for dinner. Nanabozho thought to himself, "My plan is working. Everything is going well"

But when the old man came home and saw the rabbit sitting under the table, he thought the rabbit would make the soup even more delicious. He told his daughter to get a knife to kill the rabbit. Now Nanabozho (who was changed into the rabbit) did not expect this problem.

He knew he had to do something to solve his problem. He thought of a way to get the fire and save himself from the knife.

When the young girl took a sharp knife and tried to catch the rabbit, the rabbit jumped towards the fire. As he jumped, Nanabozho quickly changed himself back into a boy. He grabbed a burning stick from the fire and ran as fast as he could. The old man chased him, but Nanabozho had an idea how to escape. He set fire to the grass behind him, and soon there was burning grass between Nanabozho and the old man. The old man could not follow him because of the fire, so Nanabozho got home safely. That is how he solved his problem.

When Nanabozho got to his grandmother's house, he built a fire to keep her warm. Then he cooked meat and made soup for her to eat. Nanabozho took good care of his grandmother and he gave fire to all other Ojibwa. He was happy. He thought, "My plan worked. Now all the Ojibwa homes are warm in winter and glowing with fire."

And that is how the Ojibwa got fire.

Adapted from "The Fire Stealer," retold by Pat Rigg in *Voices in Literature*. Copyright © 1996 by Heinle and Heinle.

Reciprocal Teaching Strategies for Reading

ENGLISH: READING STRATEGIES

STRATEGY NAME	PROMPTS TO ELICIT THE STRATEGY
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Use what you know	I remember . . .
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Summarize	This is about . . .
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Ask and clarify	Where . . . ?
-----------------	---------------

Who . . . ?

When . . . ?

What happened . . . ?

Why . . . ?

How do you know . . . ?

What's the reason . . . ?

What does it mean . . . ?

What would have happened if . . . ?

Predict	I think what's going to happen is . . . ?
---------	---

Questions for Reader's Response

- ① What is your favorite part of the story? What strategy or strategies did you use to understand the story?
- ② What character in the story would you like to be? Can you visualize this character? Describe the character, or draw a picture.
- ③ Does this story remind you of anything in your own life? What? Did you use background knowledge while you were reading?
- ④ Could this story happen today in our school, town, or country? What might happen differently here?
- ⑤ Can you think of a different ending for the story? Tell it !
- ⑥ Are there any new words in this story? What strategy can help you figure out what they mean?
- ⑦ Did you use the strategy prediction while you were reading this story? Find the places in the story where you used this strategy.
- ⑧ Pretend you are a character other than the protagonist in the story. Tell the story from this character's point of view. What learning strategies can help you?

Learning Strategies Questionnaire

(The teacher may read the questionnaire to students and explain items as necessary. Part A should be completed immediately after reading the folktale. Part B should be completed after students have written their own folktales.)

Name _____ Date _____

READING STRATEGIES

Part A We have just read an African folktale about Anansi the Spider. Think about how you read the folktale. Answer the questions about the strategies you used. And remember- There are no right or wrong answers ; (For the sake of space the reading is not provided. Nevertheless this model may be used with any reading selection).

- ① Before starting to read, I thought about what I already know about stories like Anansi.
No, I didn't do this. I did this a little I did this a lot!
- ② I looked at the title and illustrations and predicted what the story might be about.
No, I didn't do this I did this a little I did this a lot!
- ③ As I was reading, I pronounced each word in my head.
No, I didn't do this I did this a little I did this a lot!
- ④ I used the context (other parts of the story) to make a good guess about the meaning of new words. (Skip this question if there were no new words.)
No, I didn't do this I did this a little I did this a lot!
- ⑤ As I was reading, I tried to focus on what the characters did and said.
No, I didn't do this I did this a little I did this a lot!
- ⑥ I made predictions about how Anansi would solve the problem.
No, I didn't do this I did this a little I did this a lot!
- ⑦ When there new words in the story, I asked a friend or the teacher what they meant. (Skip this question if there were no new words).
No, I didn't do this I did this a little I did this a lot!
- ⑧ After reading the story, I thought about the most important points.
No, I didn't do this I did this a little I did this a lot!

WRITING STRATEGIES

Part B. After reading the story about Anansi the Spider, we wrote our own folktales. Think about how you wrote your folktale. Answer the questions about the strategies you used. And don't forget- there are no right or wrong answers!

10. Before starting to write I brainstormed ideas for my folktale.
No, I didn't do this. I did this a little I did this a lot!
11. I planned my story by thinking about (or making notes about) the characters, plot, and where the story would happen.
No, I didn't do this I did this a little I did this a lot!
12. I didn't need to brainstorm or plan before writing; I just started writing.
No, I didn't do this I did this a little I did this a lot!
13. While I was writing, I thought about the people who would read my story.
No, I didn't do this I did this a little I did this a lot!
14. While I was writing, I tried to remember what I already know about the parts of a story.
No, I didn't do this I did this a little I did this a lot!
15. When I couldn't think of a word I wanted, I looked in the dictionary.
No, I didn't do this I did this a little I did this a lot!
16. When I couldn't remember a word I wanted, I just used a different word.
No, I didn't do this I did this a little I did this a lot!
17. When I finished my first draft, I asked a classmate to read it and make suggestions.
No, I didn't do this I did this a little I did this a lot!
18. I revised my story to make it better
No, I didn't do this I did this a little I did this a lot!
19. I made the changes needed for my final draft.
No, I didn't do this I did this a little I did this a lot!
20. What other strategies did you use to write your own folktale?

Adapted from Chamot, A.U. and O'Malley, J.M. (1994). The CALLA handbook; Implementing the Cognitive Academic

Are You Your Own Boss?

USING SELF-MANAGEMENT IN WRITING

Directions: Make a check mark in the appropriate box each time you use one of the self-management strategies.

SELF-MANAGEMENT STRATEGIES	1	2	3	4	EVALUATE: DID IT HELP YOU?
Check on yourself Manage your time					
Get right to the job Work and write in English without translating					
Limit your breaks Stay focused and eliminate distractions					
Support yourself Tell yourself that you have great ideas. Write as much as you can, and edit later					

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Teacher's Checklist for Learning Strategies. Instruction

PREPARATION	Often	Sometimes	Rarely
1. I ask students to describe the strategies they already use.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I include activities such as think-alouds and discussions to help students become aware of their strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PRESENTATION	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I select strategies to teach that are appropriate for the task.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I give the strategy a name and explain it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I tell students why and when to use the strategy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I model how to use the strategy with the same kind of task	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PRACTICE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I choose challenging tasks for students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I provide activities for students to practice the strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I remind students to use the strategy or strategies I've taught.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I encourage students' thought processes by asking them how they figured something out.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I point out any strategies I see students using.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I praise good thinking more than right answers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
EVALUATION	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I encourage students to evaluate their own use of strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. I discuss with students which strategies they find most useful for the tasks they have just completed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. I encourage student to choose the strategies they prefer.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. I promote student autonomy by fading cues to use strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. I evaluate how I teach strategies and revise as necessary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
EXPANSION	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. I suggest to students how they can use the strategies in other subjects and in daily life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Cooperative Group Activity (Advanced Students)

INTERVIEWING PEOPLE IN THE COMMUNITY

Directions: Divide students into groups and have them interview community members about a topic, such as an aspect of local history, a current issue in the community, or the environment. Each group first chooses strategies from a chart of the Metacognitive Model of Strategic Learning. Then group members comment on how they used the strategies, as illustrated below.

STRATEGIES WE CHOSE TO USE	WHEN AND HOW WE USED THE STRATEGIES
----------------------------	-------------------------------------

Planning Strategies

- Think of what I know about the subject
- Predict what people will say
- Set a goal

Before we planned our questions, we thought of what we knew.
 We didn't use predicting because we didn't know enough to predict.
 We want to interview four people by next week.

Monitoring Strategies

- Using what I know
- Cooperation
- Self-talk
- Visualizing
- Self-questioning (Am I understanding? Am I being understood?)

We need to use what we know in order to understand the answers people give us.
 We have to cooperate to make sure our group is successful.
 We didn't visualize or self-talk for this project.
 When we are talking to people, we need to see if they are understanding us, when we listen to them, we need to be sure we are understanding them.

Problem-Solving Strategies (complete this after you have found some problems)

- Inferencing
- Substitution
- Questioning for clarification

We had to guess what some words meant.
 We didn't need to use substitution.
 Sometimes the interviewer had to ask a question to make sure what a person said.

Evaluating Strategies

- Goal-Checking
- Self-evaluation
- Strategy evaluation

We checked that we met our goal.
 We talked about what strategies helped us to finish this project.

Chamot, A.U., Barnhardt, S.B., El Dinary- P.B. & Robbins, J. (1999) The Learning Strategies Handbook. White Plains, NY: Addison Wesley Longman

Cooperative Group Activity (Intermediate Students)

ACTING OUT A STORY

Directions: Assign students to groups, have them read a simple story, and then act it out with their group. Have each group decide which strategies they will use and then report on the strategies they actually used, as in the example in the following chart.

STRATEGIES WE CHOSE TO USE	WHEN AND HOW WE USED THE STRATEGIES
Planning Strategies	
<input type="checkbox"/> Think of what I know about the subject	We didn't know the subject of the story, so we couldn't think about what we knew about the subject..
<input checked="" type="checkbox"/> Predict what people will say	We looked at the title and the pictures to predict what the story was about.
<input checked="" type="checkbox"/> Set a goal	Our group wants to make a funny skit about this story.
Monitoring Strategies	
<input checked="" type="checkbox"/> Using what I know	We need to use what we know to understand the story and to think how to act it out.
<input checked="" type="checkbox"/> Cooperation	We help each other to understand the story.
<input type="checkbox"/> Self-talk	We didn't need to use self-talk.
<input checked="" type="checkbox"/> Visualizing	Some of the group members drew a picture of things in the story.
<input type="checkbox"/> Self-questioning (Am I understanding? Am I being understood?)	We didn't use self-questioning.
Problem-Solving Strategies (complete this after you have found some problems)	
<input checked="" type="checkbox"/> Inferencing	We guessed at some of the words we didn't know in the story.
<input checked="" type="checkbox"/> Substitution	To make our play, we had to use different words that were easier for us to say.
<input checked="" type="checkbox"/> Questioning for clarification	We asked the teacher a question about some things we wanted to say.
Evaluating Strategies	
<input checked="" type="checkbox"/> Goal-Checking	When our classmates laughed, we knew we had met our goal.
<input checked="" type="checkbox"/> Self- evaluation	Everybody thought they had done a good job in our play.
<input checked="" type="checkbox"/> Strategy evaluation	We thought the strategies we checked were helpful.

Expanding Strategies Use

Part A Use one of the strategies you learned in class at home. Look at the example. Then complete this worksheet.

Example

I used inferencing in class to help me with reading in English.

At home, I will try to use it for listening to the radio in English.

I used _____ in class to help me with _____

At home, I will try to use it for _____

Part B At home, after using the strategy to meet your goal, write about how you used it and whether it helped.

Tomorrow, I will be ready to tell

- . how I used the strategy.
- . whether it helped me.

TEACHING LEARNING STRATEGIES

Explicit Explanation

Across the Curriculum

Related to Prior Knowledge

Integrated into Lessons

Scaffolded Instruction

**Evaluated by Teachers
--- and Students**

Transfer to New Tasks

