














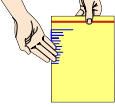






Student Learning Strategies

*Chamot & O'Malley

| STRATEGY | DESCRIPTION | |
|--|--|---|
| METACOGNITIVE STRATEGIES | | |
| <p>Organize / Plan</p> |  Calendar | <ul style="list-style-type: none"> -Plan the task or content sequence. -Set goals. -Plan how to accomplish the task. |
| <p>Manage Your Own Learning</p> |  Pace Yourself | <ul style="list-style-type: none"> -Determine how you learn best. -Arrange conditions that help you learn. -Seek opportunities for practice. -Focus your attention on the task. |
| <p>Monitor</p> |  Check | <p>While working on a task:</p> <ul style="list-style-type: none"> -Check your progress on the task. -Check your comprehension as you use the language. Are you understanding? -Check your production as you use the language. Are you making sense? |
| <p>Evaluate</p> |  I did it! | <p>After completing a task:</p> <ul style="list-style-type: none"> -Assess how well you have accomplished the learning task. -Assess how well you have applied the strategies. -Decide how effective the strategies were in helping you accomplish the task. |
| TASK-BASED STRATEGIES “Use What You Know” | | |
| <p>Use Background Knowledge</p> |  I know | <ul style="list-style-type: none"> -Think about and use what you already know to help you do the task. - Make associations. |
| <p>Make Inferences</p> |  Use Clues | <ul style="list-style-type: none"> -Use context and what you know to figure out meaning. -Read and listen between the lines. |
| <p>Make Predictions</p> |  | <ul style="list-style-type: none"> -Anticipate information to come. |

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| | Crystal Ball | -Make logical guesses about what will happen. |
| Personalize |  Me | -Relate new concepts to your own life, that is, to your experiences, knowledge, beliefs and feelings. |
| Transfer / Use Cognates |  House/House | -Apply your linguistic knowledge of other languages (including your native language) to the target language. -Recognize cognates. |
| Substitute / Paraphrase |  Spare Tire | -Think of a similar word or descriptive phrase for words you do not know in the target language. |
| USE YOUR IMAGINATION | | |
| Use Imagery |  Mirror, Mirror | -Use or create an image to understand and/or represent information. |
| Use Real Objects / Role Play |  Lights, Camera, Action! | --Act out and/or imagine yourself in different roles in the target language. -Manipulate real objects as you use the target language. |
| USE YOUR ORGANIZATIONAL SKILLS | | |
| Find/Apply Patterns |  Sound Out | -Apply a rule. -Make a rule. -Sound out and apply letter/sound rules. |
| Group/Classify |  Sort Suits | -Relate or categorize words or ideas according to attributes. |

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| <p>Use Graphic Organizers/ Take Notes</p> |  <p>Notepad</p> | <p>-Use or create visual representations (such as Venn diagrams, time lines, and charts) of important relationships between concepts. -Write down important words and ideas.</p> |
| <p>Summarize</p> |  <p>Main Idea</p> | <p>-Create a mental, oral, or written summary of information.</p> |
| <p>Use Selective Attention</p> |  <p>Look for It</p> | <p>-Focus on specific information, structures, key words, phrases, or ideas.</p> |
| <p>USE A VARIETY OF RESOURCES</p> | | |
| <p>Access Information Sources</p> |  <p>Read all about it!</p> | <p>-Use the dictionary, the internet, and other reference materials. -Seek out and use sources of information. -Follow a model -Ask questions</p> |
| <p>Cooperate</p> |  <p>Together</p> | <p>-Work with others to complete tasks, build confidence, and give and receive feedback.</p> |
| <p>Talk Yourself Through It (Self-Talk)</p> |  <p>I can do it!</p> | <p>- Use your inner resources. Reduce your anxiety by reminding yourself of your progress, the resources you have available, and your goals.</p> |