

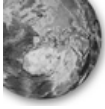
Learning Strategies Teacher's Notes

WorldView is designed to help students enjoy learning and become more independent learners. The first eight pages of each *WorldView* Workbook present 24 suggested learning strategies—new ways of improving students' language skills—in four areas, listed below.

WorldView Workbook 3 Learning Strategies

Listening (Workbook 3 pages 4-5)	Vocabulary (Workbook 3 pages 6-7)	Grammar (Workbook 3 pages 8-9)	Pronunciation (Workbook 3 pages 10-11)
<ol style="list-style-type: none"> 1. Find new sources. 2. Predict words and ideas. 3. Listen for a specific purpose. 4. Use key words and images. 5. Use dictation for intensive listening. 6. Keep a listening notebook. 	<ol style="list-style-type: none"> 1. Add "shared" words to your vocabulary. 2. Make word cards to learn new vocabulary. 3. Make word webs. 4. Narrate in English. 5. Use a memory technique. 6. Read for pleasure. 	<ol style="list-style-type: none"> 1. Get feedback from a conversation partner. 2. Say it in different words. 3. Imagine the conversation. 4. Do a grammar search. 5. Play it back. 6. Keep a journal. 	<ol style="list-style-type: none"> 1. Make a list of target phrases. 2. Shadow what you hear. 3. Say it with emotion. 4. Mark the rhythm. 5. Speak in phrases. 6. Find your own voice.

These Teacher's Notes offer a plan for you to incorporate Learning Strategies training into your class. The plan is designed to give students maximum exposure to new ways of learning, a chance to try out different strategies, and an opportunity to discuss their ideas about language learning with each other. You should allow 10-15 minutes of class time for this plan, once a week.



WorldView 3

LEARNING STRATEGIES

TEACHER'S NOTES

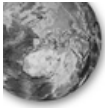
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Week 1

Suggested time: 15 minutes

This first session is an orientation session to Learning Strategies. It is best to do this during the first week of class (or as soon as students have the Workbook). For this session, have students bring the Workbooks to class so they will have written reinforcement of what Learning Strategies are after you have presented the concepts.

- Write the following on the board in four columns: Listening, Vocabulary, Grammar, Pronunciation.
- Tell students that these are different “skills” in language learning.
- Explain that a strategy is a special technique or learning aid. Explain that since we all learn differently, different people may find different strategies more effective. Emphasize that students will be trying out new strategies and then talking about what works best for each individual student.
- Start with Vocabulary Strategies because most students are aware of some techniques, or “tricks,” they use to learn new vocabulary.
- Ask students to think of some methods they may already use to remember new words (for example, making index cards with the vocabulary words on one side and a definition on the other).
- Call on several students to give additional ideas, or let the students work first in small groups to brainstorm ideas, and then share them with the whole class.
- Have students open their Workbooks and look at page 6, Strategy 1. Read the Strategy label: *Add “shared” words to your vocabulary.*
- Ask the students to contribute some examples of “shared” words from their own language if possible; for example, if they speak Spanish, they might come up with *musica* and music. Point out that all they have to do in order to add this “new” vocabulary word is to learn the pronunciation and spelling in English. You can tell them that it’s like getting new vocabulary for free!
- With the whole class, read over the other Learning Strategies for Vocabulary just to make sure that all of the students understand them.
- Ask students to put check marks next to any strategies they currently use.
- Have students pick a strategy they would like to try during the coming week. Have them turn to their partners and say which strategy they will be trying out. Encourage the students to choose different strategies, so everyone is not doing the same thing.
- Tell students that the following week, you will ask them about the learning strategy they used, and that they will be reporting back.



Weeks 2 and thereafter

Suggested time: 10 minutes per class

For weeks two and thereafter, it is important to instill in your students a sense of responsibility. The students should begin to develop new, personal ways for “learning how to learn.” The classroom discussion and pair work plan described below focuses on this goal, reminding students that learning is a dynamic process that can change over time. The aim is to have students reflect on the strategy they have just used, and then decide on a strategy for the upcoming week. They may choose either to try out another strategy with Vocabulary or to move on to one of the other skills (Listening, Grammar, Pronunciation). If you feel that your students would benefit from working in one particular skill area, you can encourage them to do so.

- Pair students. Have them ask each other these questions:
 - Which strategy did you use? Was it helpful to you? Why?
 - Is there a way to improve the strategy that you used? (For example, if you made vocabulary cards, did you draw pictures? Translate?)
- If students have not already done so, have them fill out the “Notes” section in their Workbooks next to each strategy. Tell them to write their reaction to the strategy, with the date.
- Call on several students to report to the class.
- Pair students again, this time with a new partner. Have students choose which strategy, in which skill, they would like to try out in the upcoming week, and tell their partners what it is.

Further resources

Incorporating variations in learning styles in our classroom activities and providing direct presentation of learning strategies are expanding areas of teaching methodology. Here are some online resources that you can check out to explore these areas further:

(1) Examples of Learning Strategies

Ohio University’s Faculty Learning Community (website maintained by Jackie Glasgow); the final link on the page gives some clear examples of active learning strategies

<http://scope.citl.ohiou.edu/FLC/ActiveLearning/readings.html>

(2) Examples of Active Learning Strategies

Center for the advancement of teaching

<http://www.cat.ilstu.edu/additional/active.php>

(3) Issues in Learning Strategies Research

Article by Anna Chamot

<http://e-flt.nus.edu.sg/v1n12004/chamot.htm>