



10. An inventory of useful learning strategies

Learning strategies are “specific actions, steps, or techniques used by students to enhance their own learning” (Oxford, 1992). When the learner consciously chooses strategies that fit his or her learning style and the L2 task at hand, these strategies become a useful toolkit for active, conscious, and purposeful self-regulation of learning.

In the introduction booklet *Working with Explorers* (p.22) learning strategies are classified into five groups: affective strategies, communication strategies, cognitive strategies, meta-cognitive strategies and social strategies. In Appendix 2 of *Working with Explorers* (p. 36-38) you will find a catalogue of learning strategies in alphabetical order and an indication in which Module and Scenario they are explicitly mentioned.

A given strategy is neither good nor bad; it is essentially neutral until the context of its use is thoroughly considered. A specific strategy is useful to the learner if it fits the particular student’s learning style preferences to one degree or another, and the student employs the strategy effectively and links it with other relevant strategies.

According to L2 research findings, so-called “good language learners” consistently used certain types of learning strategies, such as guessing meaning from the context, whereas less able learners used strategies in a random, unconnected, and uncontrolled manner. However, additional studies were not able to define a single set of “good strategies”. More effective learners know more strategies and are able to choose and apply suitable strategies in a conscious and systematic way. In another study more successful learners proved greater ability to reflect on and articulate their own language learning processes.



Finding suitable learning strategies

Often learners prefer learning strategies that are in line with their style of learning, thus e.g. for vocabulary learning, analytic learners prefer clearly structured word lists, which can be analysed according to different criteria (alphabetical order, ranking according to length of word etc.) whereas holistic learners might need a scenario (a story or picture) to link the vocabulary items which would be presented on a mind map. Teachers could consciously employ one or the other strategy and ask the pupils what they prefer.

Talking about different ways of learning or discussing how something could be practised, applying different language learning strategies and reflecting about their usefulness might help learners to develop an individual repertoire of language learning strategies. “Explorers” addresses this issue intentionally (see reference list p. 36-38 in “Working with Explorers” and dedicates a whole scenario, Scenario 4 in Module 3: My body, myself, to the topic “Ways of learning”).

Further, you find a collection of language learning strategies at the end of the page.

Teaching learning strategies

Mostly students are not aware of the power of consciously using L2 learning strategies for making learning quicker and more effective. Thus, teachers need to instruct their students how to use a wider range of appropriate strategies.

L2 strategy training is a long-term process and students need plenty of opportunities for strategy training during language classes.

Research reports about positive effects of strategy instruction in the development of speaking, although results of strategy training for listening were not significant. In other studies, strategy instruction led to increased EFL learning and greater strategy use and self-efficacy.

The most effective strategy instruction appears to include demonstrating when a given strategy might be useful, as well as how to use and evaluate it,



and how to transfer it to other related tasks and situations. So far, research has shown the most beneficial strategy instruction to be woven into regular, everyday L2 teaching.

Although we do not yet know all about optimal strategy instruction, there is growing evidence that L2 teachers can and should conduct strategy instruction in their classrooms. For some teachers it might be better to start with small strategy interventions, such as helping L2 readers learn to analyze words and guess meanings from the context, rather than with full-scale strategies-based instruction. Affective issues such as anxiety, motivation, beliefs, and should be directly addressed by L2 strategy training.

In evaluating the success of any strategy instruction, teachers should look for individuals' progress toward L2 proficiency and for signs of increased self-efficacy or motivation.

Below you will find the "Learning Strategies List for Students" that you can share with your students. This list outlines the language learning strategies discussed above; it provides names for the strategies, descriptions of strategies, a picture of a key concept related to the meaning of each learning strategy, and a keyword that might be used with students to help them remember the strategy. In addition you can find the same list in German as you might instruct and reflect on language learning strategies in the mother tongue. It might be that you need to adapt the idea to the level of the class.

Reference and recommended reading:

Oxford, R. L. (1990). Language learning strategies: What every teacher should know. Harper & Row, New York.

nclrc.org/ accessed Dec.2006





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METACOGNITIVE STRATEGIES		
Strategy	Description	
Organize / Plan	 Calendar	<ul style="list-style-type: none"> Plan the task or content sequence. Set goals. Plan how to accomplish the task.
Manage Your Own Learning	 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.
Monitor	 Check	While working on a task: <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?
Evaluate	 I did it!	After completing a task: <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		
Strategy	Description	
Use Background Knowledge	 I know.	<ul style="list-style-type: none"> Think about and use what you already know to help you do the task. Make associations.
Make Inferences	 Use Clues	<ul style="list-style-type: none"> Use context and what you know to figure out meaning. Read and listen between the lines.





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Make Predictions	 Crystal Ball	<ul style="list-style-type: none"> • Anticipate information to come. • Make logical guesses about what will happen.
Personalize	 Me	<ul style="list-style-type: none"> • Relate new concepts to your own life, that is, to your experiences, knowledge, beliefs and feelings.
Transfer / Use Cognates	 telephone/ telefono/ Telefon	<ul style="list-style-type: none"> • Apply your linguistic knowledge of other languages (including your native language) to the target language. • Recognize cognates.
Substitute / Paraphrase	 Spare Tire	<ul style="list-style-type: none"> • Think of a similar word or descriptive phrase for words you do not know in the target language.

TASK BASED STRATEGIES: USE YOUR IMAGINATION


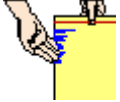




Strategy	Description	
Use Imagery	 Mirror, Mirror	<ul style="list-style-type: none"> • Use or create an image to understand and/or represent information.
Use Real Objects / Role Play	 Lights, Camera, Action!	<ul style="list-style-type: none"> • Act out and/or imagine yourself in different roles in the target language. • Manipulate real objects as you use the target language.

TASK BASED STRATEGIES: USE YOUR ORGANIZATIONAL SKILLS

Strategy	Description	
Find/Apply Patterns	 Pattern	<ul style="list-style-type: none"> • Apply a rule. • Make a rule. • Sound out and apply letter/sound rules.
Group/Classify	 Sort Suits	<ul style="list-style-type: none"> • Relate or categorize words or ideas according to attributes.



Primary English Community

Use Graphic Organizers/Take Notes	 Notepad	<ul style="list-style-type: none"> • Use or create visual representations (such as Venn diagrams, time lines, and charts) of important relationships between concepts. • Write down important words and ideas.
Summarize	 Main Idea	<ul style="list-style-type: none"> • Create a mental, oral, or written summary of information
Use Selective Attention	 Look for It	<ul style="list-style-type: none"> • Focus on specific information, structures, key words, phrases, or ideas.
TASK BASED STRATEGIES: USE A VARIETY OF RESOURCES		
Strategy	Description	
Access Information Sources	 Read all about it!	<ul style="list-style-type: none"> • Use the dictionary, the internet, and other reference materials. • Seek out and use sources of information. • Follow a model • Ask questions
Cooperate	 Together	<ul style="list-style-type: none"> • Work with others to complete tasks, build confidence, and give and receive feedback.
Talk Yourself Through It (SelfTalk)	 I can do it!	<ul style="list-style-type: none"> • Use your inner resources. Reduce your anxiety by reminding yourself of your progress, the resources you have available, and your goals.





LERNSTRATEGIEN




METAKOGNITIVE STRATEGIEN		
STRATEGIE	BESCHREIBUNG	
Organisieren / Planen	 Kalender	<ul style="list-style-type: none"> • Planen Sie die Aufgaben- oder Inhaltsreihenfolge. • Setzen Sie sich Ziele. • Planen Sie, wie Sie die Aufgabe vollenden wollen.
Verwalten Sie Ihr Lernen	 Das Tempo kontrollieren	<ul style="list-style-type: none"> • Stellen Sie fest, wie Sie am besten lernen. • Erschaffen Sie Bedingungen, die Ihnen beim Lernen helfen. • Suchen Sie Möglichkeiten zu üben. • Konzentrieren Sie Ihre Aufmerksamkeit auf die Aufgabe.
Überwachen	 Überprüfen	<p>Während Sie mit einer Aufgabe arbeiten:</p> <ul style="list-style-type: none"> • Überprüfen Sie Ihre Fortschritte mit der Aufgabe. • Überprüfen Sie Ihr Verständnis wenn Sie die Sprache benutzen. Verstehen Sie? • Überprüfen Sie Ihre Darstellung wenn Sie die Sprache benutzen. Machen Sie Sinn?
Auswerten	 Ich habe es geschafft!	<p>Nachdem Sie eine Aufgabe vollendet haben:</p> <ul style="list-style-type: none"> • Beurteilen Sie wie gut Sie die Lernaufgabe vollendet haben. • Beurteilen Sie wie gut Sie die Strategien angewandt haben. • Bestimmen Sie wie effektiv die Strategien darin waren, Ihnen bei der Vollendung der Aufgabe zu helfen.



AUFGABEN-BASIERTE STRATEGIEN NUTZEN SIE IHRE VORKENNTNISSE		
STRATEGIE	BESCHREIBUNG	
Hintergrundwissen nutzen	 Ich weiss.	<ul style="list-style-type: none"> • Denken Sie daran und nutzen Sie das, was Sie schon wissen als Hilfe bei der Aufgabenlösung. • Machen Sie Assoziationen.
Schlussfolgerungen ziehen	 Leitfäden nutzen	<ul style="list-style-type: none"> • Nutzen Sie den Zusammenhang und das, was Sie wissen, um die Bedeutung herauszufinden. • Lesen Sie zwischen den Zeilen.
Vorhersehen	 Kristallkugel	<ul style="list-style-type: none"> • Sagen Sie kommende Information voraus. • Machen Sie logische Vermutungen darüber, was passieren wird.
Personifizieren	 Ich	<ul style="list-style-type: none"> • Bringen Sie neue Begriffe in Beziehung mit Ihrem eigenen Leben, d.h. mit Ihren Erfahrungen, Ihrem Wissen, Ihren Vorstellungen und Ihren Gefühlen.
Verwandte Wörter nutzen	 House/Haus	<ul style="list-style-type: none"> • Verwenden Sie ihre Sprachkenntnisse in anderen Sprachen (einschließlich Ihrer Muttersprache) um die Zielsprache zu erlernen.-Erkennen Sie verwandte Wörter. • Erkennen Sie verwandte Wörter.
Ersetzen / Umschreiben	 Ersatzreifen	<ul style="list-style-type: none"> • Denken Sie an ein ähnliches Wort oder einen beschreibenden Ausdruck für Wörter in der Zielsprache, die Sie nicht kennen.

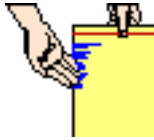






NUTZEN SIE IHRE VORSTELLUNGSKRAFT		
STRATEGIE	BESCHREIBUNG	
Bilder verwenden	 Spiegel, Spiegel	<ul style="list-style-type: none"> Nutzen Sie oder schaffen Sie ein Bild um Information zu verstehen und /oder darzustellen.
Wirkliche Objekte nutzen / Rollenspiel	 Licht, Kamera, Action!	<ul style="list-style-type: none"> Stellen Sie sich selbst in verschiedenen Rollen in der Zielsprache vor. Nutzen Sie wirkliche Objekte, wenn Sie die Zielsprache verwenden..

Nutzen Sie wirkliche Objekte, wenn Sie die Zielsprache verwenden.		
STRATEGIE	BESCHREIBUNG	
Muster finden und verwenden	 Muster	<ul style="list-style-type: none"> Verwenden Sie eine Regel. Schaffen Sie eine Regel. Lesen Sie vor und verwenden Sie Buchstaben-/Lautregeln.
Gruppieren/klassifizieren	 Farben sortieren	<ul style="list-style-type: none"> Gruppieren oder kategorisieren Sie Wörter oder Ideen nach Merkmalen.
Graphische Ordnungssysteme verwenden/Notizen machen	 Notizblock	<ul style="list-style-type: none"> Verwenden oder schaffen Sie visuelle Verkörperungen (z.B. Venn-Diagramme, Zeitlinien und Tabellen) für wichtige Beziehungen zwischen Begriffen. Notieren Sie wichtige Wörter und Ideen.



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Zusammenfassen	 Hauptidee	<ul style="list-style-type: none"> Erschaffen Sie eine mentale, mündliche oder schriftliche Zusammenfassung von Informationen.
Verwende selektive Aufmerksamkeit	 Suchen Sie es	<ul style="list-style-type: none"> Konzentrieren Sie sich auf spezifische Informationen, Strukturen, Schlüsselwörter, Ausdrücke oder Ideen.

VERWENDEN SIE EINE VIELFALT VON QUELLEN		
STRATEGIE	BESCHREIBUNG	
Informations- Quellen nutzen	 Informations- Quellen nutzen	<ul style="list-style-type: none"> Verwenden Sie das Wörterbuch, das Internet und andere Quellen. Finden Sie und nutzen Sie Informationsquellen. Folgen Sie ein Modell. Stellen Sie fragen.
Gruppenarbeit	 Zusammen	<ul style="list-style-type: none"> Arbeiten Sie mit anderen zusammen um Aufgaben zu lösen, Selbstvertrauen aufbauen und um Feedback zu geben und zu erhalten.
Sich selbst Mut zusprechen	 Sich selbst Mut zusprechen	<ul style="list-style-type: none"> Ermutigen Sie sich. Verringern Sie Ihre Angst dadurch, dass Sie sich selbst an Ihre Fortschritte, an die Ihnen zugänglichen Hilfsmittel und an Ihre Ziele erinnern.

Translation by Erin Webreck, NCLRC, and Anna Ohlsson, Institute for the International Education of Students.



LEARNING STRATEGIES: DEFINITIONS AND EXAMPLES

METACOGNITIVE STRATEGIES



1. ORGANIZE / PLAN

Purpose: Students make a plan of what they need to do and organize their thoughts and activities in order to tackle a complex task step-by-step. This preparation helps them complete more intricate tasks than would otherwise be possible.

Context: Organize/Plan is helpful before starting any large task that can be broken down into smaller parts to make it more manageable. It is an especially important strategy for target language writing tasks.

Example: A student wants to write a thank you letter to his teacher for tutoring him after school. He has lots of ideas about what to write, but he is not sure how to put them in order. He jots the ideas down on some index cards and organizes them (trying out different orders, eliminating less important ideas, etc.) before copying them onto clean paper.



2. MANAGE YOUR OWN LEARNING

Purpose: This strategy is central to problem solving. Students reflect on their own learning styles and strategies. They regulate their own learning conditions to maximize achieving their goals. Students determine how they learn best, they arrange conditions to help themselves learn, they focus attention on the task, and they seek opportunities for practice in the target language. Manage also refers to the self-regulation of feelings and motivation. Independent learners must have a sense of how to manage their own learning.

Context: Manage Your Own Learning is an important part of problem solving on any task.

Example: A Grade Six immersion French student is writing a science report for homework on the effects of pollution in the U.S. She decides that she will do her paper in her room where it is quiet because otherwise she could be distracted. She is not very interested in the topic, but her goal is to do well in science this year, so she motivates herself to do the task by reminding herself that she has done well so far, and that this topic is really very important. She does her research on the Web, and makes sure to do a search in French as well as English so that she will have exposure to the vocabulary and concepts she needs to write her paper in the target language. After working hard on the paper and doing a good job, she rewards herself with a break to call friends.



3. MONITOR

Purpose: Students question whether an idea makes sense in order to check the clarity of their understanding or expression in the target language. Students are aware of how well a task is progressing and notice when comprehension breaks down.

Context: Monitor is important for any task.

Example: If a student asks how to divide three in half and the teacher tells her, "Yes, you may get a drink from the water fountain," the student who is monitoring would realize that her question did not communicate her intended meaning!



4. EVALUATE

Purpose: Judging for themselves how well they learned material or performed on a task helps students identify their strengths and weaknesses so they can do even better the next time. Assessing how well a strategy works for them helps students decide which strategies they prefer to use on particular tasks.

Context: Evaluate can help students after completing a task.

Example: A student who finds writing in the target language difficult thinks about what makes it hard for her. She knows she is good at communication but makes a lot of mistakes in grammar. She decides to pay more attention to grammar in the future. In art class, a student uses Use Selective Attention to listen closely to directions while the teacher explains how to make a paper boat. She tries to do it herself but does not succeed. She decides to look at the teacher's book which has illustrations of the process. She tells her teacher that Access Information Sources worked better for her on this task than Use Selective Attention.

TASK-BASED STRATEGIES: Use What You Know



5. USE BACKGROUND KNOWLEDGE

Purpose: Students reflect on what they already know about a task or topic so that it is easier to learn and understand new information. The strategy helps them see the connection between what they know and what they are learning.

Context: Students can Use Background Knowledge whenever they know anything related to a task or topic.

Example: When beginning a Health lesson about public safety, students can tell each other what they already know about protecting themselves from strangers. They can describe how they recognize police officers and what they have been taught to do if they get lost.



6. MAKE INFERENCES

Purpose: Using context clues, students manage to decipher new vocabulary or figure out the meaning of a text or speech. They make guesses based on pictures, headlines, surrounding text, gestures and body language, or other information related to the task.

Context: Guess! That's right: it's a problem solving technique that works at any stage of the learning process and is useful in numerous contexts.

Example: To find the word for clean in German, a student reads the back of his classroom soap bottle instead of looking it up in the dictionary. He figures it will probably be on the "How to use this product" part of the label. Knowing it can be a verb, he finds clean easily. The time-honored traditions of "figuring it out from context" and "making educated guesses" are both examples of Make Inferences.



7. MAKE PREDICTIONS

Purpose: Students figure out what they can expect in a task based on their background knowledge and information about the task at hand. They prepare for the rest of the task and direct their efforts to completing it based on their predictions.

Context: Make Predictions can be used whenever students have enough relevant background knowledge to be able to make reasonable predictions about the task. As they learn new information, they may refine or modify previous predictions.

Example: A student chooses a book to read during silent reading time. The cover of the book shows a picture of a barn and some animals. Based on this picture, the student predicts that the story will take place on a farm.



8. PERSONALIZE

Purpose: Students relate information to their feelings, opinions or personal experiences in order to remember and understand it better. They may associate it with someone or something in their personal lives.

Context: This strategy is useful whenever a word or idea represents something personally important to students.

Example: A student's parents take her to an Italian restaurant for dinner. Later, when she is learning vocabulary items in Italian, she remembers many of the words from the menu at the restaurant.



9. TRANSFER /USE COGNATES

Purpose: By recognizing similarities between words or grammar in the target language and their native language, students can easily and quickly increase their



vocabulary and construct sentences.

Context: Transfer / Cognates can be used when words look or sound similar in the two languages or when knowledge of a language system, such as grammar, can aid in the understanding of the new language.

Example: A student reading a worksheet encounters the Spanish word telefono for the first time. She recognizes that it looks like the English word telephone and thinks it probably means that same thing. In context, it makes sense. The two words sound alike, too. She decides telefono and telephone are probably cognates.



10. SUBSTITUTE/PARAPHRASE

Purpose: Rather than stopping at a dead end, students find different ways to say the same thoughts. Beginners may use simple words or structures instead of more complex ones they do not know yet. More advanced learners may replace a term with its description or by explaining it in the target language.

Context: Substitute/Paraphrase helps at those otherwise awkward moments when students realize they do not know how to say exactly what they would like to say. It can also prove useful when writing as an alternative to constant reference to the dictionary.

Example: A student cannot think of the word la dinde (turkey) while he is speaking, so he says in French, "the big bird that Americans eat."

TASK-BASED STRATEGIES: Use Your Imagination



11. USE IMAGERY

Purpose: Students use or create an image that helps them remember information. It can be as simple as a pencil drawing, or as complex as a "mental movie." An image also helps students recall vocabulary without translating from their native language. Complex images can help students check their comprehension; if there are inconsistencies, then they may need to review the information.

Context: Use Imagery is well suited to any task that involves vivid images or where it is useful to put abstract ideas in concrete form.

Example: To remember idiomatic expressions, students create funny pictures that illustrate them.



12. USE REAL OBJECTS/ROLE PLAY

Purpose: By acting out a concept with props or role-playing with a partner, students can get a better feel for the situational uses of language. Associating words and expressions with an object, a context and an experience helps students recall them - what is more, they have fun!

Context: This strategy can be used with concrete concepts or with abstract concepts to make them more concrete. It can evoke daily situations and show the practical



side of language learning.

Example 1: A student has been studying environmental conservation at school and notices that his parents recycle many items, including plastic containers. He explains to his teacher how to decide what to recycle by showing her some sample containers that can be recycled.

Example 2: Example 2: After learning food and restaurant vocabulary, students take turns playing the parts of customer and waiter at a restaurant in the target culture.

TASK-BASED STRATEGIES: Use Your Organizational Skills



13. FIND/APPLY PATTERNS

Purpose: Students either use a rule they already know or create a new rule that helps them learn new information.

Context: Find/Apply Patterns is useful in situations where students can generalize about a language structure, procedure or concept.

Example: A student who knows how to conjugate the verb *mettre* in French wants to conjugate *permettre*. Since these verbs have the same ending, she decides that they conjugate the same way.



14. GROUP / CLASSIFY

Purpose: Grouping or classifying items according to their attributes helps students organize their thoughts and/or remember the items.

Context: Group / Classify applies any time that a number of items share the same attributes and can be put into meaningful groups. It can serve to organize students' thoughts as they begin a writing or speaking task.

Example: A student has a hard time remembering the names of furniture in Spanish, so she groups them according to where each item belongs in a house.



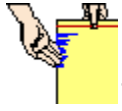
15. USE GRAPHIC ORGANIZERS/TAKE NOTES

Purpose: By writing down important words, students can remember key concepts and note their own ideas about information in a lesson alongside its new information.

Context: Use Graphic Organizers/Take Notes is especially useful on tasks that involve listening since, without notes, students would not be able to keep a record of what they hear. It can also help students while they read and before they write.

Example 1: After watching a video on the history of Germany, students take time to draw a timeline listing all the events they can remember, including pictures, people, places, and dates they associate with the events.

Example 2: An astronomer from Argentina comes to talk to a class about constellations in the Southern Hemisphere. She describes what types of stars make up the constellations and tells Argentine folktales about them. Students take notes while she speaks so that they can remember the important points after her presentation.



16. SUMMARIZE

Purpose: Making a mental, oral or written summary guarantees that students understand the gist of a task. It not only helps them judge how well they have understood and completed the task, but also helps them learn more from it.

Context: Summarize is helpful periodically throughout a task or upon its completion.

Example: When a student listens to a song in the target language, she pauses her CD before each chorus so she can think about and summarize in her head the main point of the stanza she just heard.



17. USE SELECTIVE ATTENTION

Purpose: Concentrating on specific aspects of language or content makes it easier for students to find the information that is important to complete their task. They may concentrate on information they already know in order to understand or communicate better, or they may concentrate on key information such as times or dates.

Context: Use Selective Attention proves particularly useful when the task requires students to sift through large quantities of information. It can also help when students need to give or acquire precise details to complete a task.

Example: It is a classic technique for students to underline words they do not know in a text so they can look them up or ask the teacher about them later. For a new twist on this technique, students can underline sentences in challenging documents that they are sure they understand.

TASK-BASED STRATEGIES: Use a Variety of Resources



18. ACCESS INFORMATION SOURCES

Purpose: Using reference materials such as dictionaries, textbooks, periodicals and the Internet, students can solve complex problems and complete difficult tasks independently. Students can look up words or expressions they do not know, as well as find target language cultural information.

Context: Access Information Sources is especially handy when crucial information does not make sense to the student. However, it can be helpful any time students encounter questions, large or small, whose answers are found in reference materials.

Example: A fifth grade student in a Spanish immersion school loves popular music and wants to learn more about popular music in Latin America. He listens to music broadcasts on Latino radio stations in the U.S., looks up information on the Web, and, in a letter to his Mexican pen pal, asks about what music is popular with young students in Mexico.



19. COOPERATE

Purpose: Working together, students gain confidence, share their strengths and complete tasks more easily. Most students enjoy the chance to work with a partner or in a group and friendly competition between groups often brings out top-notch work.

Context: Cooperate can be used while students work on a specific task or during part of a larger task where students work separately. It can allow students to give each other feedback on their individual work and complete new tasks together.

Example: Two students decide to work together to create a poster with zoo animals. They make a joint list and decide which ones to include. They then agree on the materials to use and collaborate on the artwork. They take turns drawing the animals and writing the names.



20. TALK YOURSELF THROUGH IT

Purpose: Students tell themselves they are doing a good job and that they are capable of completing a task. This self-encouragement helps keep them motivated even when facing obstacles. While they work, students may explain to themselves, silently or out loud, exactly what steps they are taking to achieve their goals.

Context: This strategy can help throughout any tricky or daunting task. It is especially useful on tasks that can be divided into parts tackled one at a time.

Example: When reading an entire book in the target language for the first time, students can reassure themselves that they are good readers. Though a bit intimidated, they may tell themselves, "It's just like reading three short stories in a row," or, simply, "I know I can do it!"