

INTEGRATING LANGUAGE SKILLS

CHAPTER 10.



LEARNING ABOUT:

- communicative Competence.
- “forced” vs “natural” skills integration.
- approaches that help integrate skills.

LEARNING HOW TO:

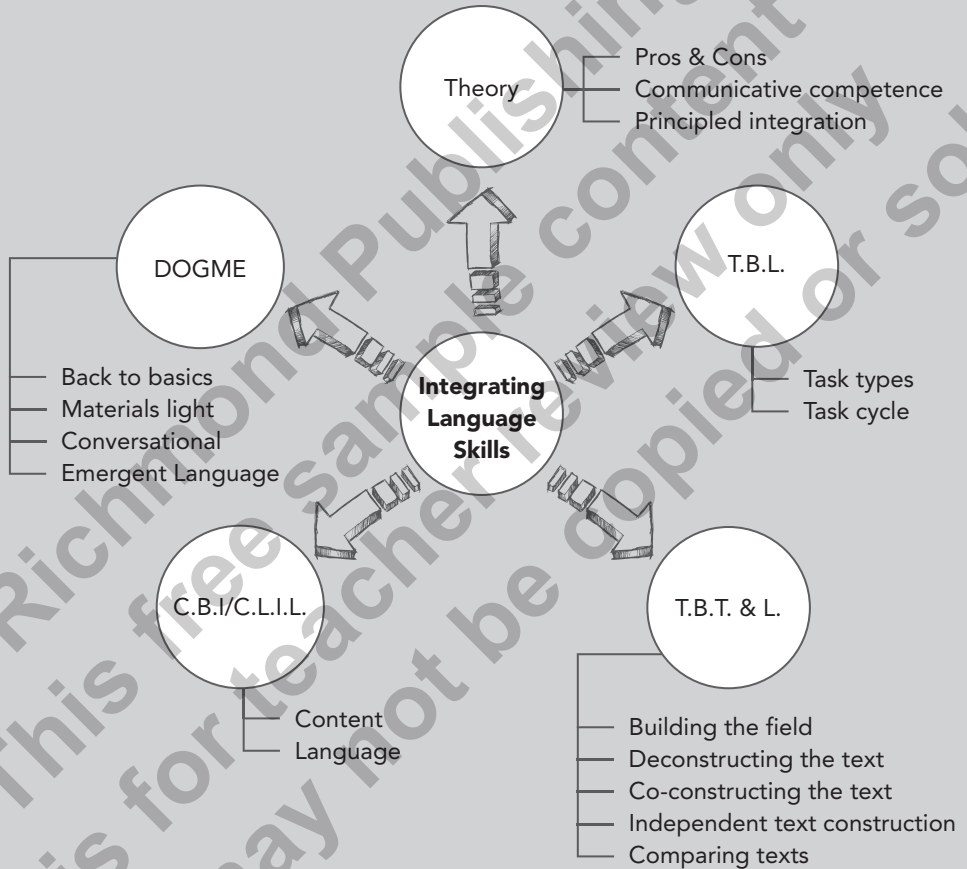
- integrate skills using different approaches.
- teach learning strategies.

Cooking is an important activity in human life. It can provide a pleasurable nourishing moment, or it can destroy our chances of eating a particular food. How do you face the task of cooking? Do you use recipes? Do you improvise? What is your primary consideration when cooking?

Some cooks need to follow recipes to the letter, measuring and observing all the advice given in them. Others focus on the ingredients and estimate how much of each and do not care much for measurements. In either case, the results can be two: either you end up with a delicious plate, or you have to throw away your creation because it tastes awful. The final result of any cooking effort depends on a host of external factors: the freshness of the ingredients, the cooking temperature, the cook’s natural talents or the guests’ likes and dislikes.

Integrating language skills is not unlike producing a culinary masterpiece in that you may have control over the ingredients but not necessarily over how they will fit together. In the same way as putting ingredients together does not guarantee a satisfactory culinary experience, bundling up skills does not mean that they are integrated. In this chapter we are going to explore what it takes for skills to be truly integrated, as well as discover ways in which integration can result in productive, efficient language learning.

THE CHAPTER AT A GLANCE



What do you already know about integrating skills?

What do you expect to learn in this chapter?

What issues about skills integration have you heard your colleagues/ cooperating teacher discuss? Why are they important/relevant?

STARTING OUT

Read the following comments about integrating language skills. Which ones resonate with your experience either as a teacher or as a student?

Teachers say...

- I make sure to include all four skills in every lesson.
- My lessons are varied but I am careful not to fall prey to the “false” integration of skills. Just because students are doing everything it does not mean the skills are integrated.
- It is difficult for me to integrate skills because our curriculum separates them. We have a Listening and Reading class and then a Reading and Writing class taught by another teacher.
- I cannot integrate all the skills in every class so, I go for the ones, which are naturally integrated: Listening and Speaking and Reading and Writing.
- I integrate what needs to be integrated. In that sense, I keep true to real-life situations and I put together tasks that lend themselves to use integrated skills.



Students say...

- I like it when we do just one thing in class. For example, if we do a speaking lesson, I can concentrate and do better than if we do many other things.
- My teacher’s classes are always the same: first we listen, then we speak, then we read and finally, we write. It is boring!



- My teacher always makes sure that we do a little bit of everything in class. I like that variety because I can always be good at something.
- I hate writing, simply hate it! I can never do well. Fortunately, we do not do much writing in class. The teacher assigns it for homework.
- There are too many activities in every class. The teacher wants us all to do everything: reading, listening, speaking and writing. And only in 50 minutes! It is sometimes overwhelming!

How would you respond to these teachers' and students' comments?

SKILLS INTEGRATION: PROs AND CONs

We have so far looked at oracy and literacy skills individually in order to understand what processes are involved in expression and production. However, in real life, skills do not occur in isolation from one another. What is more, the skills of reading and writing and those of speaking and listening are naturally integrated in real life interaction. For example, whenever you are conversing with another person, you are both listening and speaking. Whenever you are writing, you are also reading what you write. There are exceptions to this natural integration as when you are listening to a lecture or watching a film and you remain silent as speaking is done by others.

If we look at language teaching textbooks, skills also tend to be presented one by one, and are generally sequenced starting from comprehension (reading or listening) with expression coming later (speaking and writing). In all fairness, we should also acknowledge that many modern coursebooks have an integrated skills section towards the end of each unit in an attempt to bring real-life situations into the classroom.

The tendency to separate, sequence or pair up skills is not a recent one, and its origins can be traced to the heyday of the Audiolingual

approach. In this approach, the goal was to develop good language habits (i.e. error-free reproduction of the new language). In order to achieve this goal, Audiolingualism used skills as reinforcement for linguistic development and prescribed a skills sequence of listening → speaking → reading → writing as the ideal one leading to successful language learning. The name of the approach, “Audio” and “lingual,” says it all. This particular method prioritized listening and speaking over the other skills and also used a fixed-step method for introducing new language consisting of three steps: presentation (where students encountered the new language for the first time), followed by controlled and semi-controlled practice (where students manipulated the new language in order to get control over it) ending up in production (where students actually used the new language in pseudo-authentic situations).

It was not until the early 1980’s with the publication of Canale and Swain’s seminal article *Theoretical bases of communicative approaches to second language teaching and testing* (Canale and Swain, 1980), that skills began to be perceived under a new light. In their empirical study, these two authors broadened the original definition of Communicative Competence provided by Hymes (1966), that moved away from the Chomskyan notion of “competence” referencing only linguistic aspects (form) by including also functional (actual use) aspects. Canale and Swain define communicative competence as comprising three distinct domains:

- a. *grammatical competence* (knowledge of syntax, lexis, morphology, phonology, semantics, etc.),
- b. *sociolinguistic competence* (the knowledge of the sociocultural norms that regulate language use), and
- c. *discourse competence* (the knowledge of how grammatical forms and meanings are combined in order to achieve different genres in speaking and writing).

The authors recognized that there might be breakdowns in each of these three competences and added a fourth one, *strategic competence*, to account for the knowledge of how to overcome problems in actual communication when the three other competences fail

Their research showed that the individual treatment of skills provided inferior language learning results than when skills were taught

simultaneously. What is more, they found that the communicative competence of those students who learned and practiced skills in interactive, integrated ways far exceeded that of those students who were taught in non-integrative ways.

One logical basis for the need to integrate skills is the realization that language is enacted via discourse that is relevant to specific contexts and communicative situations. As such, isolating skills will contribute little to a student's ability to use them naturally in the real world, as much of the development of skills stems from the knowledge gained through their being integrated. A clear example is writing. When taught simply letters, words, and discrete sentences, expression suffers. However, if provided with opportunities for writing, accompanied by reading of similar texts, and discussion of how these texts happen in real life, then expression improves.

In fact, these rewards stem from the fact that integrated instruction effectively combine bottom-up and top-down process through interaction in realistic settings. In these scenarios, students will use the language resource in all its possibilities in order to achieve a communicative outcome. Hence, they will potentially resort to and exploit all levels of language, from the morpho-graphophonic, to the functional and discursal. This allows for more realistic language use, thus helping bridge the gap between the artificiality of the classroom and the authenticity of real-life communication.

Given the reasons above, it is not strange that skills integration is a common staple of communicative methods and approaches. However, skills integration also has its detractors who identify limitations in such an approach.

The world of English Language Teaching is a very diverse one. There are places in the world where the teaching of discrete skills is the norm and, because of this, an integrated approach may cause prompt resistance from teachers and learners. Also, given that mastery of the different skills may imply the mastery of the macro and microskills associated with it, a lack of opportunities to focus on these features may impair proper skills development. Lastly, it is a fact that students do not master all skills at the same time (e.g. they may be very proficient in reading and listening but not in speaking and writing) hence, it stands to reason that attention to particular skills when there

is a deficit in their mastery, appears to be a reasonable option. Lastly, this situation can also be extrapolated to the teacher, who may not be equally proficient at all skills. An integrated approach would place extra demands on such teachers with the consequence that students' learning may also be affected.

These criticisms notwithstanding, we agree with Oxford (2001, p. 5) that

“[An integrated skills approach] stresses that English is not just an object of academic interest not merely a key to passing an examination; instead, English becomes a real means of interaction and sharing among people. This approach allows teachers to track students' progress in multiple skills at the same time. Integrating the language skills also promotes the learning of real content, not just the dissection of language forms.”

If Oxford's assertions are true, then we need to explore the conditions for skills integration that would best result in the learning of both language and content.

PRINCIPLED INTEGRATION



As you read the situation, make a note of the skills being used

Imagine the following situation:

You are attending a language teaching conference. You get to the conference site and receive a program, which you read in order to decide which presentation to attend. You arrive in the room, see the presentation, take notes and, at one point, take out your cellphone and tweet a quotation that impressed you. After the talk is over you approach the presenter and ask questions. You go back home and write a summary of the presentation in your blog. You also search for material by the presenter online and incorporate some of his/her ideas into your teaching.

This is an example of how all four skills can be naturally integrated with one another in real life, as well as how each skill can form the basis for the development of the others given a communicative situation

and a communicative purpose to be achieved. However, note how the integration explained above is neither predictable, nor forced. For example, you may not have a blog or use Twitter. While note taking is considered to be a form of listening, you may have your own system that involves not just taking notes but writing your own side comments to your notes as the presenter speaks. Here, you are writing. Finally, maybe there is nothing in the presentation that calls your attention and you choose to stand up and leave. In what respects how skills are integrated, again, there is no prescribed sequence. It will all depend on how you are interacting with the ideas of the speaker, as well as the opportunities for interaction at your disposal. For instance, you may choose not to ask questions, then speaking opportunities are lost. All in all, it appears that what is needed for natural integration is a unifying purpose or outcome.

In this respect, the situation above shows how skills are integrated in real life, while the commentary stresses the fact that integration is more than just the bundling up of skills. If you analyze the situation in depth, you can see how skills are used in order to fulfill different tasks. It is the outcome of the task that will guide both the way in which skills are used as well as which of the four skills will be put to play.

McDonough, Shaw and Masuhara (2013) indicate that this approach to skills integration has the potential to lead students to the development of the notion of appropriacy in language learning. That is to say, when learners see how skills can be used in appropriate contexts, they are more likely to develop communicative competence.

In contrast, however, they also note that most current materials seem to eschew this kind of integration and instead tend to use a system of skills integration that is heavily dependent on how each skill can reinforce the target language which constitutes the focus of the lesson or unit. In this sense, and according to Masuhara, et al. (2008) the lack of a unifying task that would give rise to natural skills integration can jeopardize authenticity in language learning. We move on to explore some approaches that promote this kind of integration.

APPROACHES THAT PROMOTE NATURAL SKILLS INTEGRATION

We have seen that natural skills integration leads not only to enhanced student motivation, but can also be instrumental in promoting authentic language learning. One way of bringing this perspective into the classroom is to work from a unifying concept that prompts learners to enact language so as to fulfill one or more of the three macro functions of language: interpersonal, ideational and textual.

There are various approaches to language teaching that lend themselves to this exploration. Each has its own unifying concept for integrating skills. We will explore each of these approaches individually and see how they can encourage natural skills integration.

Task-based learning

The most frequently cited approach that promotes naturalistic language use is Task-based Learning (TBL). Developed first in India by Prabhu, and extended in its application through the work of Willis (1996), Nunan (2004), Ellis (2008), and Long (2015), this approach focuses on engaging students in solving tasks that imitate what they will have to deal with outside the classroom in order to promote language learning.

A task is any language learning activity in which students use language in order to achieve a concrete, communicative outcome. Examples of tasks are: listing; comparing & contrasting; prioritizing; classifying; categorizing; doing a project; or problem-solving. Tasks present students with a gap they need to bridge by using the language. The gap can be related to information (some students have information that other do not and they work together in order to share what is needed to complete the task), reasoning (students work together in order to solve a real or imaginary problem) or opinion (students share personal experiences in order to exchange opinions about a topic).

While each of the authors mentioned above specifies a particular way of doing task-based learning, the most popular model is the framework developed by Jane Willis (1996). Borrowing the idea of flowcharts to exemplify teaching procedures from the work of Wright and Rebuffet-Broadus (2013) we will now present a diagram that makes explicit how a typical task-based sequence can be enacted in

the classroom. While you follow the sequence pay attention to how different skills are introduced and implemented.



As you read, make a note of the skills being used and consider how they are being integrated. Can you think of a similar adaptation you can make to one of the last classes you have taught or seen?



Figure 10.1 - A possible Task-based lesson

The unifying concept for skills integration in TBL is the notion of “task” as explained above. The point of departure for task design and/or selection, as it can be seen from the flowchart above, is a topic that is relevant or interesting to students. In this sense, the progression in planning is from topic to task. Notice also, that the topic is chosen for its potential to generate tasks that students are likely to have to perform in real life. Even though there are allowances for a focus on form (step 8 above), all along the process of task-based learning the focus remains on meaning. This is because, as Willis (1996) explains, there are four conditions for language learning: three obligatory and one desirable. The three obligatory conditions for language learning include:

- exposure to varied input of authentic language in use.
- motivation to use that input in reading or writing.
- opportunities to put the input to use.

The desirable condition is a focus on form. We have already seen the difference between *focus on form* and *focus on forms* in Chapter 5. Here we have focus on form, which is how particular language features contribute to express the meanings required for the solving of the task.

One frequent mistake teachers make is to break this topic → task → language logic. In this scenario, teachers frontload the language and design instruction based on which tasks help teach the target structure. Researchers have found (Ellis, 2008; Long, 2014) that this doing away with the logic of TBL leads to over-reliance on accuracy to the detriment of fluency and breaks the necessary balance between the two that the TBL framework promotes.

Lastly, it should be noted that TBL promotes the cyclical development of each skill while integrating them. So, by engaging with different tasks along the course, students will have the opportunity to develop all the different macro and microskills required for communicative competence in an incremental way.

Text-based teaching and learning

Previously, we introduced you to the Teaching and Learning Cycle for the development of Literacy skills. This framework has become a recent approach to language instruction which is generally

referred to as Text-Based Teaching (TBT) or Genre-based teaching. In that same chapter we made reference to the fact that this particular approach to language instruction can be successfully implemented for the development of all language skills and not just the ones pertaining literacy development.

TBT is an approach to teaching languages that uses the concepts of register and genre to engage students and teachers in working together to analyze real-life texts (oral or written) so as to co-construct understandings of how each genre is used in real life by participants within a particular discourse community (Feez, 1998). In this way, it naturally integrates the four macroskills by focusing on authentic communication in real-life settings.

The diagram below exemplifies how the teaching and learning cycle are put to use in order to help learners master a particular kind of text. Notice how the teacher plays a pivotal role in the process as he continuously scaffolds students' evolving understanding of the text and its features. Also, notice how listening, speaking, reading and writing are orchestrated as tools that help disclose the characteristics of the text, providing highly interactive negotiation of meaning situations that culminate with the students actually producing their own individual texts. In doing so, students are learning the language, learning through the language and learning about the language.



As you read, make a note of the skills being used and consider how they are being integrated. Can you think of a similar adaptation you can make to one of the last classes you have taught or seen?



Figure 10.2 - A possible Text-based lesson

The unifying concept for skills development in TBT is the notion of “text” (any stretch of language that holds together through meaning). Notice how, again, there is a progression from topic to text to language (Feez, 1998). While the goals of both TBL and TBT are the same, the methodology used to achieve those goals is different. For example, language in TBT is understood as a resource for making meaning (Christie, 1990). Hence, students are engaged first in activating their prior knowledge about the topic and the text and then, the teacher focuses on making salient for students those language features that contribute to the register and genre. This is done, bearing in mind at all times that texts are the product of social conditions and conventions that require certain rhetorical moves in order to accomplish the intended communicative outcome.

There are plenty of opportunities along the cycle for students to resort to various scaffolds (Gibbons, 2014). These include the original text that is deconstructed (Step 3) as well as other model texts that helped this deconstruction (Step 5) and the students’ collectively constructed text (Steps 6 and 7) that is generated before the students engage in individual construction (Step 8). Notice also, how students get a further scaffold after writing their individual texts, when they have one more chance to access a model text (Step 9) prior to submitting their final version (Step 10).

Throughout the curriculum cycle, students are engaged in highly interactive negotiation of meaning. This includes talking to peers, working together, listening to others and the teacher, reading and writing around a common topic and genre and sustaining their own choices in text development.

Just as was the case with TBL, the TBT framework promotes the cyclical development of texts and genres and the ongoing awareness raising and development of mastery over different texts over time in an incremental way.

Content-based instruction / Content and language-integrated learning

Though *Content and Language Integrated Learning* (CLIL) is often mistakenly oversimplified as being the European version of *Content-*

based Instruction (CBI), these two approaches have both similarities and differences. They are approaches to teaching where an additional language is used for the learning and teaching of both content *and* language. In these approaches, the content is the vehicle through which language is learned. CLIL is a cognitively driven approach with a dual focus in the learning of language and content as learners develop learning skills. The focus of CBI, however, is in the use of language to master a particular kind of content (Mathematics, Science, Social Studies, etc.). Both approaches are similar to the TBT approach in that students learn the language while learning (content) *through* the language. In this process they also learn about the language.

CBI and CLIL are very popular in elementary and secondary education, although the main impetus for the development of CBI in the United States came from university courses that paired a content specialist with a second language specialist. Over the years, both CBI and CLIL have been adapted to a number of situations, from immersion programs, to international bilingual schools and also to schools with a high number of hours of English per week. While each of these approaches has its own unique characteristics, there is a general procedure that can be deemed and that both implement. The following diagram exemplifies a CLIL sequence, as interpreted by Wright and Rebuffet-Broadus (2013), using our own ideas.



As you read, make a note of the skills being used and consider how they are being integrated. Can you think of a similar adaptation you can make to one of the last classes you have taught or seen?

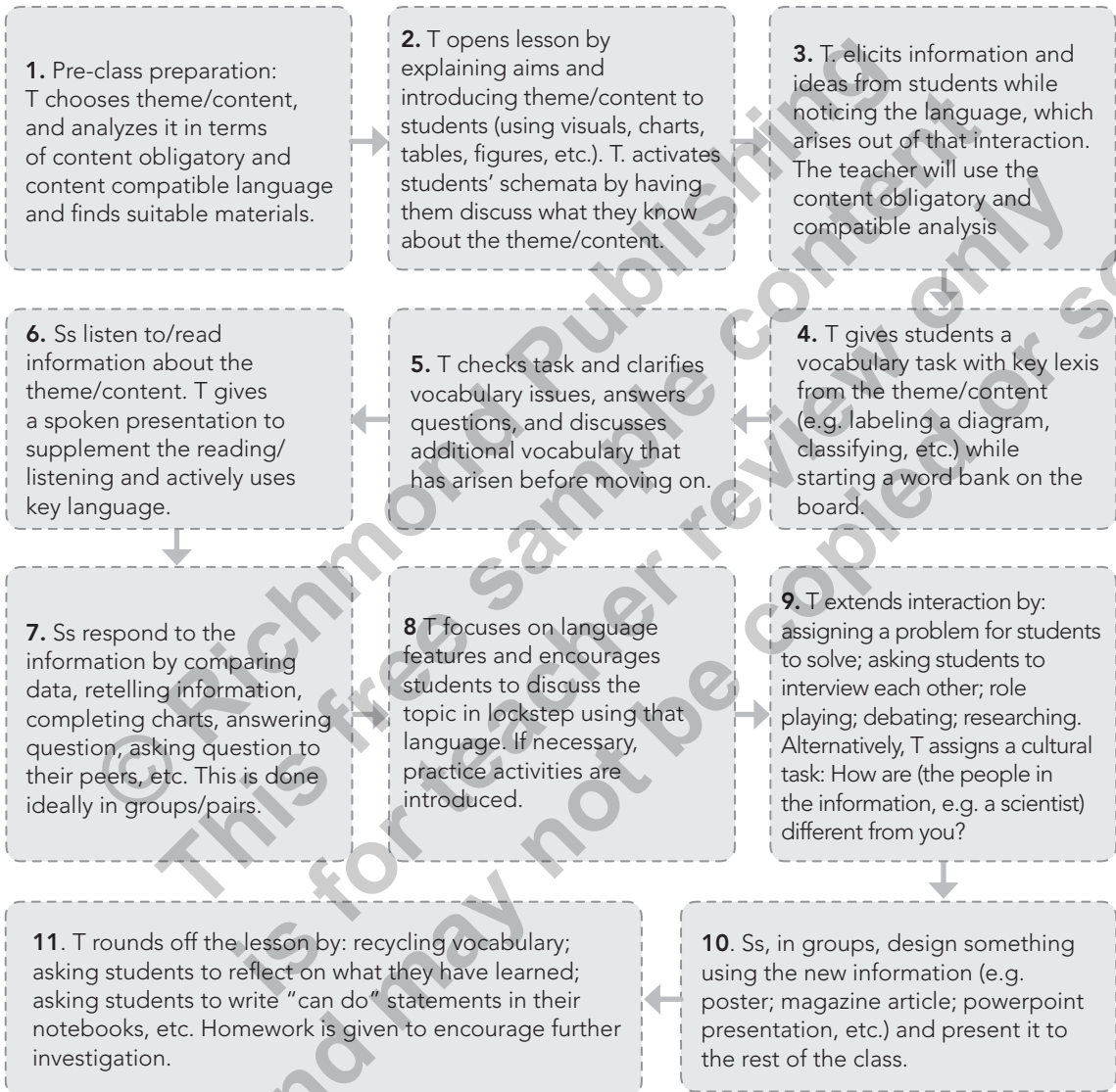


Figure 10.3 - A possible content-based lesson

As it can be seen from the flowchart above, the unifying concept in CBI/CLIL is the content theme or content topic that students need to learn in order to succeed in their academic development at school. Contrary to the approaches we have seen so far, in CBI/CLIL the topic or content will determine both the language that students need to learn, as well as the tasks they will be engaged in, so as to learn the content. There is a necessary lexical focus in these approaches

as most of the academic language that makes up the content can be highly specialized. For example, students may be familiar with the word “table” as used in general English, but may fail to understand the use of the same word in discussing Mathematics content. It is for that reason that the teacher focuses on two levels of goals:

- content obligatory language: this includes the lexis, communicative functions, kinds of texts and their registers and genres that characterize a particular content domain and which are needed if students are to successfully use language to master that particular content domain.
- content compatible language: this includes language for comprehension or recognition purposes only, but which is necessary if students are to master the content.

In dealing with the various concepts that make up the core of the theme or topic, students will be engaged in a series of tasks that engage them in negotiating meaning as well as co-constructing knowledge among themselves and with the teacher.

Notice that in this sense, the learning of the content manages to bring together essential features of both TBL and TBT. The scaffolding role of the teacher is present not only in the selection of the language, but also in the selection or design and sequencing of the tasks that will result in the students’ mastering both the content and the language.

Dogme

Dogme is a philosophy of teaching, which seeks to promote interactivity between teachers and learners as co-constructors of knowledge, by engaging learners in student-centered learning experiences from which language is supposed to emerge. Dogme was developed originally by Scott Thornbury who, in 2001 made a call to simplify the way we teach English and focus on how language is supposed to evolve. The inspiration for Dogme came from the work of cinema director Lars von Trier and his movement to make filmmaking more authentic. Dogme, as a teaching approach, stemmed from Thornbury’s fruitful collaboration with Luke Meddings. Dogme has had a great impact in ELT mostly in Europe and has helped revive

professional discussion over the purposes and means of teaching foreign languages. More importantly, Dogme has led the way to a more introspective and critical look at how teachers, learners and materials interact in the classroom.

In Dogme, the role of the teacher is that of a mediator who draws students' attention to key features of that emerging language so as to optimize learning affordances. It advocates for a "materials light" approach to teaching in the belief that real life experiences do not rely on a prescribed linguistic sequence (which is often typical of commercially available teaching materials) but on the "messiness" of actual language in use.

In this sense, Dogme constitutes a flexible approach to language education that seeks to empower learners' language development through student-centered instruction. To Dogme practitioners the students' communicative needs take precedence over the teacher's individual ideation of how these students should be taught. In this sense, Dogme has points of contact with various previous methodologies that dwelt within a Humanistic approach to language teaching.

At this stage we should emphasize that Thornbury and Meddings do not specify any particular way or framework for designing Dogme lessons. What started as a "war on materials driven lessons" (Thornbury, 2000) progressively evolved towards a set of core principles that guide teaching. Some of the principles behind Dogme as specified by Meddings and Thornbury (2009, in Wright and Rabuffet-Broadus, 2013) include:

- interactivity between the teacher and learners leads to co-construction of knowledge.
- the most engaging materials will come from the learners themselves.
- language is not acquired. It emerges organically given the right conditions.
- if materials are used, they should have relevance from the learners.
- the teacher's role is to draw attention to features of emergent language and optimize learning affordances.

As Wright and Rabuffet-Broadus (2013) aptly put it, “Although the ideas of Dogme may not be new, giving a name to this teaching approach has helped create a community of ‘Dogmeticians.’ This does not mean that they teach exclusively in Dogme style, but they do recognize the value of consciously integrating the approach’s principles into their teaching.”

The following diagram instantiates one possible Dogme lesson:



As you read, make a note of the skills being used and consider how they are being integrated. Can you think of a similar adaptation you can make to one of the last classes you have taught or seen?

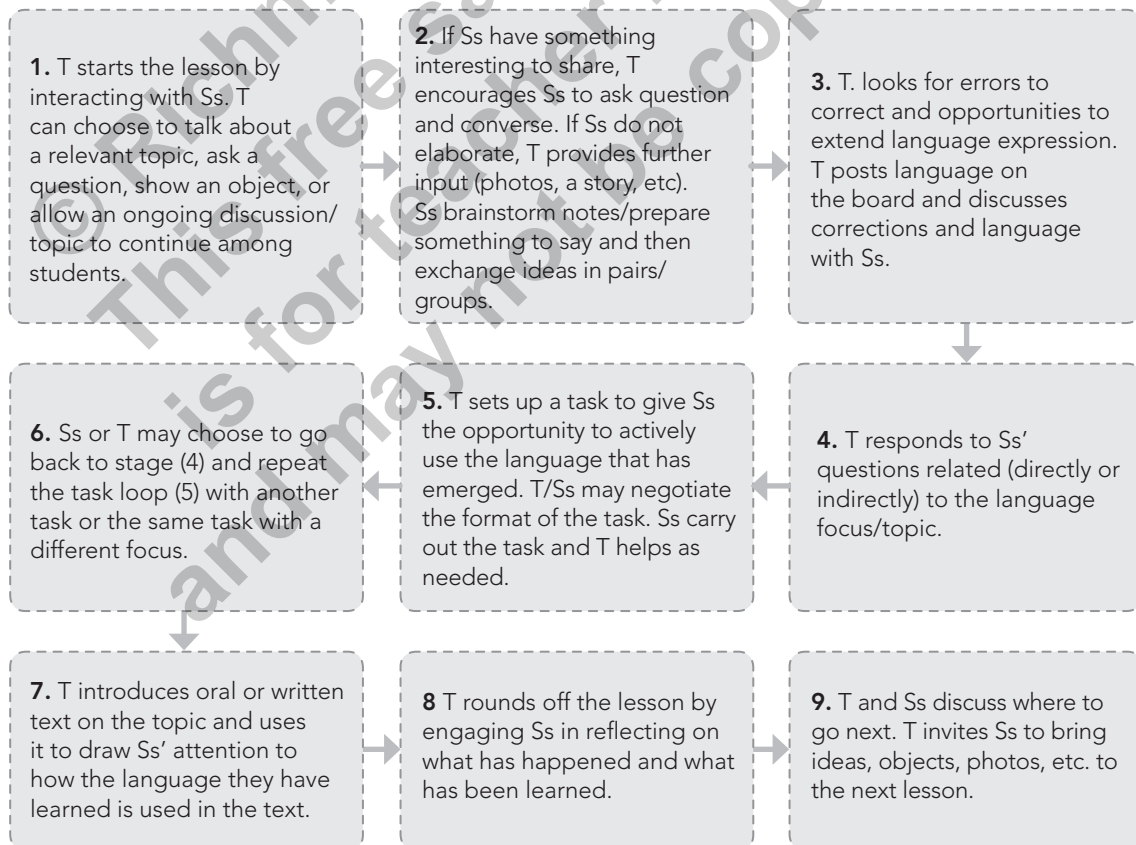


Figure 10.4 - A possible Dogme lesson

As we have explained above, this diagram exemplifies one possible way in which a Dogme lesson could be enacted, but it is not a template for Dogme lessons to follow. Given the founding premise of Dogme, namely that knowledge is the product of the co-construction that stems from students interacting among themselves and with the instructor, it stands to reason that any kind of organization that lends itself to this purpose can be considered a Dogme lesson.

In Dogme, the unifying concept is given in the communicative needs that students bring to the classroom. Bearing these in mind, the teacher will design opportunities for interaction that start with the students actually communicating (orally or in writing). This interaction will form the basis for the teacher to select which areas to focus on (vocabulary, pronunciation, grammar, background knowledge, etc.) and to provide the necessary scaffolds so that students begin to notice how language operates to contribute to their communicative needs.

In so doing, students will be involved in cycles of skills use where natural integration will be given since the classroom activities selected by the teacher will try to replicate real life language use.

Finally, notice how in Dogme, as it is the case with all other previous approaches, meaning is central to the co-construction of knowledge. This centrality is ascertained by a focus on a topic of relevance and interest to students, as well as by the incorporation of various forms of scaffolding that the teacher implements as students' language begins to emerge.

CONCLUSION

In this chapter we have stressed the need to integrate skills in order to promote effective language learning. We have discussed how just bundling skills up is not synonymous with skills integration. Natural skills integration happens when students are engaged in classroom activity that has a unifying focus for skills use. Various methodologies provide frameworks for natural skills development by emphasizing different unifying foci. These can range from tasks, to topics or themes stemming from content, to texts and their communicative purposes and finally to the students' actual communicative needs. In all the

approaches we have discussed the role of the teacher is that of a co-creator of learning with students by placing meaning at the center of the teaching and learning processes.

CHAPTER WRAP-UP

What is the most important learning you have derived from this chapter?	What lingering questions about integrating skills do you still have?	What steps will you take to find answers to these questions?



Observation task

Arrange to observe a skills lesson. As you observe complete the following table:

Purpose of the lesson:
Materials used:

What the teacher does	What students do	Skills being used	Are skills integrated? If so, how?	If skills are not integrated, how would you suggest they could be so?



Reflective journal task

Look at three to five current English coursebooks. In your reflective journal discuss how they treat the different language skills and how they attempt to integrate them. Provide links between what you have found in these coursebooks and make explicit the connections to the ideas discussed in this chapter.



Portfolio task

1. Now that you have researched current practices in current coursebooks, and having read the chapter and discussed the various implications it raises, write your “Skills Integration Platform” to be included in your portfolio.
2. Next, select one of the units from the coursebooks you reviewed in your Reflective Journal and redesign it so that skills are integrated in a natural way.
3. Write a caption to this Portfolio entry where you reflect on how this unit captures the essence of the topic discussed in the chapter.

PLUG IN: LEARNING STRATEGIES

Knowledge can be described in terms of both concepts and procedures. Knowledge that we know about is called “declarative” and knowledge that we know how to do (skills) is called “procedural.” In cognitive psychology, these two kinds of knowledge are not only learned but also recalled in different ways. While declarative knowledge is learned through associations of new concepts into a complex web of previous knowledge, procedural knowledge is learned through three stages that help finely tune it and make performance autonomous. Anna Uhl Chamot (2009) makes a case for proceduralizing declarative knowledge. To her, if we teach students how to apply learning strategies, then learning can progress at a faster and more solid pace. Learning strategies are defined as thoughts of actions that we systematically apply and that help us learn. Strategies cannot just be taught, they should also be practiced. Whenever we teach content or develop the four language skills, learning strategies can help us make that learning “stick.” Here is a list of three kinds of strategies

Metacognitive strategies

These strategies help learners manage their learning process

- » using advanced organizers
- » planning
- » self-monitoring
- » delayed production
- » self-evaluation

Cognitive strategies

These strategies help learners manipulate the content so that they can learn it better.

- » repetition
- » predicting
- » grouping
- » note-taking
- » deduction
- » using imagery
- » using keywords
- » contextualizing
- » inferencing

Socio-affective strategies

These strategies provide affective and social support for learning.

- » cooperating with others
- » questioning for clarification
- » managing stress (deep breathing, relaxation, etc.)

HOW TO TEACH LEARNING STRATEGIES

1. **Name the strategy:** giving the strategy a name makes it more memorable.
2. **Model it:** show students how the strategy is used.
3. **Practice it:** involve students in applying the strategy (e.g. if they are going to write, ask them to plan; if you are teaching vocabulary ask them to group similar words, etc.).
4. **Recall it:** remind students of opportunities to use the strategies you have taught and help them recall how to use them,
5. **Evaluate it:** always ask students to evaluate the usefulness of a strategy by helping them see how it has helped them learn.