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ABSTRACT

Two models and techniques for teaching learning strategies to second language learners, particularly in the Asian cultural and educational context, are presented. The models are the Cognitive Academic Language Learning Approach (CALLA) and the Problem-Solving Process Model. An introductory section gives background information on learning strategies theory and describes each model. The second section provides both theoretical and practical information for implementing learning strategies instruction with the Problem-Solving Process Model. This includes a definition of metacognitive processes, introduction to the use of language learning strategies, instructional procedures, notes on scaffolding independent learning, and a sample think-aloud protocol demonstrating the model's use. The third section explores the utility and implementation of learning strategies instruction in Asian classrooms, and includes a description of learning strategies instruction in one university course in Japan, sample worksheets for a lesson, a brief discussion of the model's use to synthesize cooperation and autonomy in classroom learning, and notes on developing a learning strategies lesson. Several worksheets are included. Contains 23 references. (MSE)

Language Learning Strategies Instruction in Asia: Cooperative Autonomy?

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I. Introduction to Language Learning Strategies Instruction

A. What are language learning strategies?

Over the past fifteen years, SLA researchers have identified many Language Learning Strategies (LLS) that lead to improved acquisition of a target language. These are defined as "deliberate, cognitive steps used by learners to enhance comprehension, learning and retention of the target language." (Vandergrift 1992, based on Rigney 1978 and O'Malley & Chamot 1990) Efforts to teach learners about the use of strategies have been documented (Oxford 1992; Chamot, Robbins & El-Dinary 1993; Thompson & Rubin 1993) and several textbooks incorporating strategies training have been introduced in the past several years. This workshop focuses on a technique for applying strategies instruction to any textbook or course material.

Terms used to describe LLS vary within the field: i.e., 'learner strategies' is used by Wenden and Rubin (1987), *communication strategies* by Canale and Swain (1980), *learning tactics* by Oxford and Cohen (1992). In this workshop, the term 'language learning strategies' (LLS) is used to refer to strategies that affect comprehension, production, and recall of a target language. This term is preferable because it does not require that a distinction be made in how or why the strategies are used.

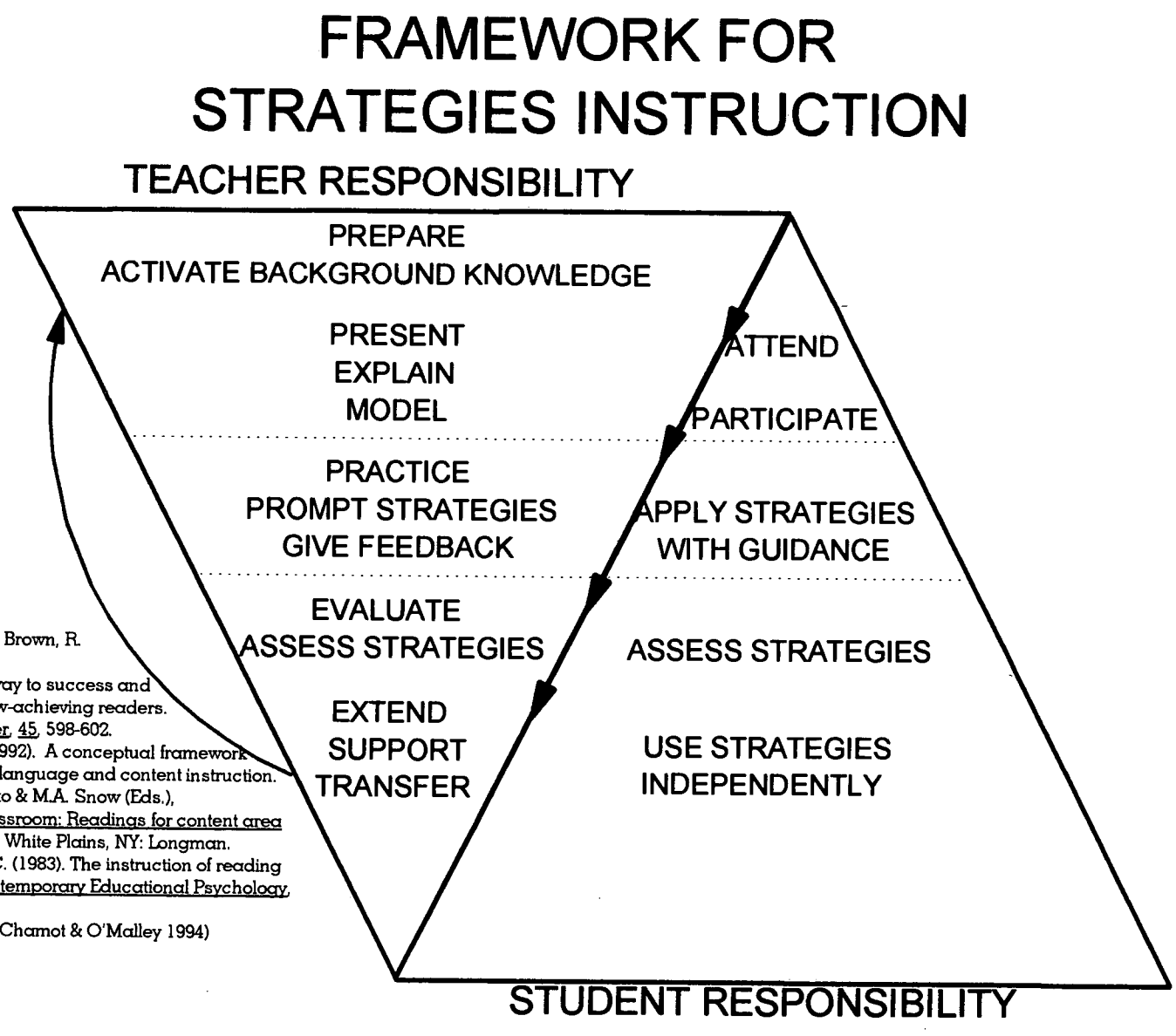
B. Considerations for developing learning strategies instruction

An important point to understand about learning strategies instruction (LSI) is that the explicitness of instruction affects the degree to which learners retain and transfer strategies. In *direct* or *informed* LSI, learners are informed of the value, and purpose of strategy instruction -- they are told strategy names and prompted to use specific strategies on an assigned task. In *imbedded* LSI learners are presented with materials and activities structured to elicit the use of strategies, but are not informed why this approach to learning is being practiced. The problems with the imbedded approach are that there is no transfer

of strategy use to new tasks; no development of independent LLS and little opportunity for students to become independent learners. Thus, direct LSI promises to be the most effective approach and is the type of LSI discussed in this workshop.

A second major consideration is the involvement of the teacher in providing LSI. Georgetown University's Language Research Projects (LRP) conducted research on LLS instruction in foreign language classes (Spanish, Russian, Chinese, German, and Japanese). Results show that strategies instruction is most effective when the teacher has a major role in developing and presenting the instruction, as opposed to outside intervention to provide LSI (Chamot, Barnhardt, El-Dinary, Carbonaro, & Robbins 1993). Another finding of the LRP research was that learners who use strategies more frequently give higher self-ratings as language learners; in other words, the learner's confidence level is positively related to use of LLS (Chamot, Robbins, and El-Dinary 1993).

Figure 1. CALLA Framework for Strategies Instruction



Adapted by El-Dinary, P.B. and Brown, R. (1992) from:

Bergman, J.L. (1992). SAIL--A way to success and independence for low-achieving readers. The Reading Teacher, 45, 598-602.

Chamot, A.U. & O'Malley, M. (1992). A conceptual framework for the integration of language and content instruction. In P.A. Richard-Amato & M.A. Snow (Eds.), The multicultural classroom: Readings for content area teachers (pp. 39-57). White Plains, NY: Longman.

Pearson, P.D. & Gallagher, M.C. (1983). The instruction of reading comprehension. Contemporary Educational Psychology, 8, 317-344.

(See The CALLA Handbook by Chamot & O'Malley 1994)

C. Two models of learning strategies instruction

1. The CALLA Method. The CALLA method of learning strategies instruction was developed for content-based ESL in the United States by Anna Uhl Chamot and J.Michael O'Malley (Chamot and O'Malley 1994). CALLA is an acronym for Cognitive Academic Language Learning Approach. This approach is aimed at improving ESL learners' level of second language ability to cope with the particular demands of academic language use, as opposed to social language use. Used in pilot programs at various sites around the U.S., the CALLA method has been found to be an effective means of integrating learning strategies instruction with content-based *second-language* instruction. The CALLA method is based on a framework for strategies instruction that includes five stages of lesson development (Figure 1). This framework graphically represents the changing roles of the teacher and the students in the process of learning strategies instruction. The larger part of the triangle on the left side of the graph represents the greater responsibility of the teacher in the beginning of LSI. By contrast, the students' responsibility is relatively narrow, as is the triangle at the top right. As the students progress, widening their repertoire of learning strategies, their responsibility increases, while that of the teacher is reduced, as represented by narrow point of the triangle on the left, showing less teacher responsibility, and the wider end of the triangle on the right, showing the increased student responsibility for learning. Students are expected to become *self-regulated learners*, that is, taking responsibility for their own learning by choosing the strategies that will help them to be more effective in completing language tasks, and managing their own learning through *metacognitive* knowledge (knowledge about how we learn) that is developed during strategies instruction.

The use of the CALLA model is somewhat difficult in the environment of the Asian *foreign* language classroom, due to more limited time and to the language proficiency of the students. This workshop will focus on a method developed specifically for foreign language classrooms, which incorporates much of the CALLA method.

2. The Problem-Solving Process Model. Results of strategies training experiments (Oxford 1990; O'Malley & Chamot 1990) have indicated that knowing what the strategies are is not enough -- the metacognitive knowledge of when, why, and how to use them is extremely important. In order to address this need for LSI for foreign language learning combined with metacognitive knowledge, Georgetown University's LRP team developed and refined a system of classifying and presenting LLSs in a metacognitive framework known as the Problem-solving Process Model (Figure 2). This model has been developed specifically to teach learning strategies to American learners of foreign languages (Chamot, Robbins, & El-Dinary 1993; Chamot, Barnhardt, Carbonaro, El-Dinary & Robbins 1993), but has also been adapted for use in Japan (Robbins 1994). Figure 2 defines a basic set of strategies in terms of their role within the Problem-solving Process model. The problem-solving process model classifies strategies used for production and comprehension within four basic thought processes: Planning, Monitoring, Problem-Solving, and Evaluating. These are recursive processes that the learner can access and use at various points in a language learning task. This model is supplemented by a set of vocabulary learning strategies (Figure 3). The strategies for comprehension and production are considered an essential component of language learning at the more advanced stage.

II. Implementing Learning Strategies Instruction with the Problem-solving Process Model

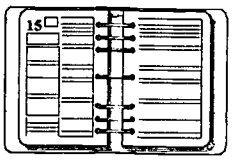
A. Definition of metacognitive processes

As defined above, the problem-solving process model is based on four metacognitive processes: Planning, Monitoring, Problem identification, and Self-evaluation. Individual strategies are presented within each of these four processes. Strategies are operationalized in the problem-solving process model through either a description of the activity the learner engages in or a question which the learner asks him or herself. Icons that graphically illustrate the four processes are used to highlight the basic nature of each process. A planning book is used for the Plan process because college students often consult this type of book to plan their day. The remote control for a heating/cooling unit is used to symbolize the Regulate process because it works like a thermostat, which responds to the surrounding air temperature, and makes adjustments in the machine's output accordingly. (The original icon for this was a central-heating thermostat, which does not exist in most Japanese homes, so the remote control for a typical wall-mounted unit was substituted.) In a role similar to that of the thermostat, the Regulate process requires the learner to respond to the requirements of completing a learning task. He may need to modify his approach to a task (select appropriate strategies) depending on how well he can comprehend or produce the target language, his affective state in relation to the task, and problems that he identifies. The Problem-Solve process is symbolized by a toolbox; when faced with language comprehension or production problems, the learner needs to select the proper tool (strategy) to help complete the task. Emphasis is placed on the availability of more than one option for problem-solving by the inclusion of several tools in this icon. Finally, a check mark is used to represent the Evaluate process, because it is identified with completion of an academic task. The learner must look back from this point and check on whether his goal

was met, whether strategies that he used were effective, and on his performance during the task. He may also look forward to future learning tasks, and use this evaluation to revisit the planning process, perhaps deciding to use a strategy that was successful for this task on the next similar one he encounters.

Figure 2. Problem-Solving Process Model of Strategic Comprehension and Production

PLAN



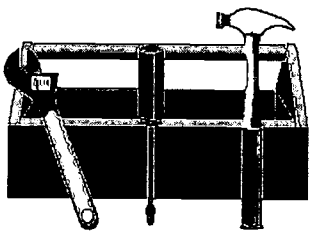
GOAL-SETTING -
What do I need or want to do?
THINK ABOUT WHAT I KNOW -
What have I learned before?
PREDICTION -
What am I going to hear?
What do I need to say?
SELECTIVE ATTENTION
What are the key words?

REGULATE

SELF-QUESTIONING -
Am I understanding?
Am I being understood?
USING WHAT I KNOW -
How might what I already know help me?
VISUALIZATION -
Am I making a mental picture as I read or listen?
SELF-TALK -
"I can do it!"
PERSONALIZATION -
*What does it mean to **me**?*
COOPERATION -
Am I helping my classmates and letting them help me?

PROBLEM-SOLVE

INFERENCING -
Can I make a guess?
SUBSTITUTING -
Can I say it another way?
QUESTIONING FOR CLARIFICATION -
Do I ask when I don't understand?



EVALUATE

GOAL-CHECKING -
Did I achieve my goal?
SELF-EVALUATION -
How well did I do?
STRATEGY EVALUATION -
Did the strategy work well for me?

Figure 3. Vocabulary Development Strategies

VISUALIZATION (IMAGINE OR DRAW A PICTURE)
Creating an image that represents the definition of the word and associating this image when I encounter the word

PERSONALIZATION
- RELATE THE WORD TO SOMETHING/SOMEBODY I KNOW
- FOCUS ON WORDS THAT RELATE TO MY LIFE

Making a personal association to the word

GROUPING (CREATE CATEGORIES)
Relating or classifying words according to attributes

MANIPULATION (USE REAL OBJECTS/ACT OUT WORD OR PHRASE)
Manipulating real objects while using the word
Role-playing or pantomiming the meaning of the word or phrase

COGNATES (USE COGNATES FROM ENGLISH OR OTHER LANGUAGES)
Recognizing words in the target language that are similar to words in English or other languages you know, and thinking about how the meanings are related

LANGUAGE KNOWLEDGE (USE YOUR KNOWLEDGE OF LANGUAGE STRUCTURES)
Using what you already know about language (prefixes, suffixes, and roots) to help you recognize and remember new words

COOPERATION (COOPERATE WITH CLASSMATES)
Working with a classmate to learn new words and phrases

SELF-EVALUATION (TEST YOURSELF)
Testing yourself to see if you have learned the words or phrases

The problem-solving model of strategic comprehension and production assumes that a foundation for understanding has been laid by the acquisition of vocabulary and basic structures. With that basic knowledge in place, the learner may use the strategies in this model to engage in interaction in the target language, thus expanding upon, practicing, and adding to previous knowledge. The model above may be applied to typical class activities or to real-life encounters with native speakers of the target language (Robbins 1994).

B. Introduction to the use of language learning strategies

In the beginning of LSI, learners are first asked to describe their own strategies for learning the target language. This can be prompted by asking about a specific skill area, such as "How do you learn vocabulary?" Using vocabulary learning is a good place to start because many students have developed their own techniques for this activity, which is usually carried on independently. The purpose of this discussion is to make learners more aware of the language learning process and to focus on their own active involvement with this process. The teacher accepts all reported student techniques without judging them, perhaps writing them on the chalkboard or an overhead transparency. After eliciting the student techniques, the teacher may point out that each student might have a different way of learning than the next person, reflecting individual preferences and strengths.

Next, the teacher models a language task and "thinks aloud" as demonstrated below, while working through the task. The purpose of this think-aloud is to demonstrate the use of language learning strategies on an authentic task. Then, the teacher presents the Problem-Solving Process Model as the basic four processes, without explicit reference to strategies. Learners are led through the model with reference back to the

teacher's think-aloud for examples of how particular strategies were applied. Following this introduction, the teacher gives learners a handout showing the four processes and a selection of strategies that are to be focused on in the coming class sessions. The list of strategies in Figure 2 might include more than one class could cover in a single course, so the teacher may choose those that apply best to the subject matter and the students' level.

C. Continuing strategies instruction

When beginning each new language task the teacher reminds students to Plan for the task. For example, for a listening task, they might *predict* the type of language they will hear, based on information given by the teacher or on their background knowledge. The teacher can help by identifying several words that will be in the passage, to which students may pay *selective attention*. During the listening task, learners are encouraged to *monitor* comprehension, to Regulate their learning. If they are not understanding, they may be prompted to apply strategies to Problem-Solve; *ask questions to clarify* or use *inferencing* to make an educated guess about unknown words or phrases. When the class is finished with the task they are prompted to Evaluate their performance by checking to see if the goal has been met, and seeing if predictions were verified, and asking themselves whether the strategies they used were helpful to them individually. This step is crucial - learners must be given opportunity to evaluate the effectiveness of strategies use, otherwise they have no motivation for continued use of strategies, or transfer of strategies to other tasks.

D. Scaffolding of independent learning

An important aspect of LSI is that the teacher has 'scaffolded' or supported the development of a learner's 'repertoire' of strategies. As a new building is supported by

scaffolding in its initial construction stage, learners are taught how to become self-regulated learners by using strategies, then the 'scaffolding' (teacher support in the form of reminders to use LLS) is taken away gradually. Learners are eventually allowed to stand on their own, so to speak, having more control over their individual learning processes. As a class becomes more familiar with the use of LLS, the teacher can reduce explicit prompts to use particular strategies, allowing learners to choose their own most effective strategies. The metacognitive processes of the problem-solving process model have now become a part of the classroom routine, with evaluation an important component of each task, allowing for a summing-up and closure at significant points in the class syllabus.

E. Think-aloud demonstration of the Problem-Solving Process Model

The processes that make up the problem-solving process model may be present in any learning task. These processes may occur in the order in which they are presented in Figure 2, or the learner may use them in a recursive way, cycling back to a previously accessed process when necessary. As an example of how this model may be applied to a reading task, I will model my own thought processes while attempting to read a passage from an old version of the Bible. This task may not be as difficult for me as reading in a second language is for our students; in fact, I usually model with a Japanese language task for my Japanese students. However, as this workshop includes participants from various language backgrounds, with English as a common language, I chose an example using a less familiar form of English.

The passage I will use as a model is from Genesis, chapter 41. It is from a version first printed in the 16th century. (Figure 4) As I begin this task, I first plan by thinking of what I know about this passage. I already know, from my reading of the Bible in other

versions, and by looking at the guide phrases at the top of the page, that this is the story of Pharaoh's dreams, as they are interpreted by Joseph. From that background knowledge, I can predict some of the elements of this story: I remember that the dreams were about some kind of animal and some kind of crop; I will predict that I will read the name of an animal - perhaps sheep, since they are often mentioned in the Bible, and the name of a crop, maybe it will be wheat. Another strategy in this process of planning is to set a goal for myself. I will imagine for now that my goal for reading this is to understand the text well enough to verbally compare the two dreams and explain their similarities.

Figure 4. Genesis Chapter 41:1-7

And it came to passe at the end of two ful yeeres, that Pharaoh dreamed: and beholde, he stood by the river. [2] And behold, there came vp out of the riuer seuen well fauoured kine, and fat fleshed, and they fed in a medow. [3] And behold, seuen other kine came vp after them out of theriuer, ill fauoured and lean fleshed, and stood by the other kine, vpon the brinke of the riuer[4] And the ill fauoured and lean fleshed kine did eate vp the seuen well fauoured and fat kine: so Pharaoh awoke. [5] And hee slept and dreamed the second time, and beholde, seuen eares of corn came vp vpon one stalke, ranke and good. [6] And beholde, seuen thinne eares and blasted by the Eastwind, sprang vp after them [7] And the seuen thinne eares deuoured the seuen ranke and full eares: and Pharaoh awoke, and behold, it was a dream.

As I read the first verse, I notice that the spelling is a little strange, even for English. I believe I can pronounce the words easily enough, even with this odd spelling,

but I'm not sure what the last word, *riuer*, is. I will keep reading to see if I can figure it out. In verse 2, I think I see a pattern. Using what I know about English, the words which today would be spelled with a 'v' seem to be spelled with a 'u' in this text, for example *seuen* must be 'seven' and *riuer* must be 'river. Conversely, a word I think is 'up' is spelled 'vp' here. So they have switch 'u' and 'v' in some places. But then there is the word *out* spelled normally. This seems really weird. I am not sure if I can continue reading this, it is a little hard to keep imagining 'v' where I see 'u.' But, no, I have to try to meet my goal, so I am going to use self-talk and tell myself, "You can do it!" Next, I will ask myself a question: "Am I understanding this?" I am not sure about the word *kine*, whatever it was that came up out of the river. They are described as being *well fauoured*, and *fat fleshed* and they seem to eat grass. I have identified a problem here. So I will go into the problem-solving process now, to try to find the meaning of *kine*. I wonder, could they be sheep? Using inferencing, I think that sheep are animals that eat grass, but I do not think I have ever seen sheep coming up out of a river. They are not tall enough to walk in a river, so it may not be sheep. I will use the strategy of questioning now and ask someone, "What does *kine* mean?" Or, if I am alone, I will use my dictionary and look it up, which is known as resourcing. I see in my dictionary it means "cow."

After solving that problem, I go back to working on the task, and read verse 3. In this verse, more cows come up, but they are described as ill favored. I am not sure what this means, but inferring from the rest of the description, *leane fleshed*, I suppose it means they do not appear very healthy. There is a word here, *brinke*, which I am not familiar with, but I have heard it used in the phrase, "on the brink of disaster." So, using visualization, I imagine someone who is on the *brinke* to be close to, or on the edge of

something, as the cows must have been standing at the river's edge. In verse 4, the thin cows eat up the fat cows. I have to smile when I form a visual image of that scene.

In verse 5, the second dream begins, in which seven ears of corn are seen on one stalk. Since I was raised in the state of Indiana, where corn is commonly grown, I can easily imagine a stalk of corn, and I know what the ears look like while still on the stalk. You might say I am personalizing the story by remembering my childhood home, and walking through rows and rows of corn. In the text, the corn is described as *ranke*, which I associate with being bad, but this word is followed by *and good* at the end of the verse. Using inferencing, I suppose that *ranke* means something like 'rich' from this context. In the next verse, 6, seven thin ears spring up, *blasted by the Eastwind*. I know that 'blasted usually implies something that has exploded, so I have to stretch my imagination here to understand this with the meaning of 'damaged.' Finally, in verse 7, those thin ears devour the fat ears of corn. So, I can say that in comparing the two dreams, both have symbols of plenty and scarcity, with the image of scarcity destroying the image of plenty. I would surely be worried if I were Pharaoh and had these dreams.

After completing this task, I will use the strategy of verification to see if I successfully met my goal. I was able to compare the similarities of the dreams, so I did meet my goal. In terms of evaluating my performance I feel more confident than I did before about reading this version of the Bible, the difficulty with the strange spellings was not so bad after I got used to reading 'u' as 'v' and vice-versa. When evaluating my strategy use I find that the use of inferencing helped me, as did questioning for clarification. In the future, I will probably use both strategies for a similar task.

III. How can strategies instruction succeed in Asian classrooms?

Asian learners of EFL or other foreign languages have been educated in an environment that many would think to be the antithesis of learner autonomy: a typical classroom scene would find the teacher in control, giving explicit directions for every learning activity, and the students passively following those directions. Motivation is extrinsic; studying is done in order to pass a test or get a grade, not for individual fulfillment. No accommodation is made for the different ways that individuals learn, and there is no explicit instruction in strategies that might make the learning easier or more enjoyable. In contrast, Western educational reforms of recent years have promoted the ideal of the *self-regulated* learner, someone who has a strong motivation to learn, and knowledge of how she learns best, which gives her the determination to work independently and insight to choose strategies appropriate to the learning task. A question has arisen among educators who accept this vision: can the Western ideal be achieved within the Asian educational environment? If the teacher can present the ideas of self-regulation with strategic instruction, is it possible for learners used to the old ways successfully to make this drastic change?

A. How LSI is applied in an introductory English course

In the first-year university class used as an example for this workshop, the stated course goal is to help students learn the skills they need for college level English classes. One of these skills is *critical thinking*. This is an important aspect of being an autonomous learner: being able to think for oneself; to draw conclusions about material based on one's own experiences and attitudes. The development of critical thinking skills has not been a priority in this student population's experience; seldom have they been asked for their opinion - rather, they were asked to memorize facts and to be able

to recite the opinions of others. The text for this introductory English class is an adaptation of Pearl S. Buck's "A Short Story Bible" (Matsui, Okada & Nakamura 1994). The rationale for using the Bible is that it is the source of many literary and cultural references on the English-speaking world. Much of the symbolic imagery and many common assumptions of the Judeo-Christian tradition can be traced to the most popular Bible stories: linguistic confusion from the Tower of Babel; the meaning of the rainbow from the story of Noah and the ark; the 'mark of Cain' and "Am I my brother's keeper?" from the story of Cain and Abel; the fraternal jealousy of Joseph's brothers after he received the coat of many colors. These stories are, for the most part, brand-new to Japanese university students, despite their attendance at a private Christian university. When introducing the text, I explain that they need not believe in the validity of the stories to benefit from reading them. I often point out the sources within the stories of common Western cultural assumptions ad symbols. I painstakingly avoid giving my own interpretation of any of the stories; this is where they must think for themselves and see how the lesson of the story can be applied to their personal experiences.

B. Presentation of a LSI-based lesson

The sample worksheets below (Figures 5-8) show how the problem-solving process model can be used as a framework around which any lesson can be organized. In the introductory English course, students were first divided into two groups. Each week, one group reads a story and prepares to present it to the other half of the class during the following week. The group that began reading in the previous week (the 'presenting group') use the latter half of the class period to present or 'teach' their story to the opposite group. This creates an 'information gap' situation. One group has read the story and the other has not. The group that has not read the story in question (the

'listening group')must complete a short worksheet with basic factual and interpretive questions about the story. (Figure 7). This is their motivation to listen carefully to their classmates' presentations. In Figure 5, the Plan process box shows the choice of goals available to a student for this story: in previous lessons, students were allowed to choose from writing an essay based on a question about the story, drawing a comic (called a *manga* in Japanese) showing the main events of the story, or acting it out (see Appendix B). In that way, students could choose their preferred mode of expression for demonstrating their comprehension of the text. For this lesson, the group as a whole is required to participate in dramatizing the story. Students still have a choice: they can take a job as an Artist, an Actor, or a Writer for the group's drama. An explanation of this process was given on the back of the worksheet. (Figure 6)

Before students read the story together, they gather in a group and are asked by the teacher, "What do you already know about this story?" Generally the answer is, "nothing." Occasionally a student will have some basic knowledge of the plot, in which case they share it with their group so that all have some background knowledge upon which to begin their approach to comprehending the text. For a story dealing with the king of Egypt, I asked "What do you know about Egypt?" One student answered "Pyramids" and I continued, "Who built the pyramids?" to which a student answered "Pharaoh." "Yes, that is what they called the kings of Egypt," I pointed out. If students do know something about the topic, they are asked to *predict* some words they might encounter when reading the story. For example, in the story of Noah, students predicted the words "rain" and "flood" and "animals." They were encouraged to be aware of how these words were used in the text, and to use them to help in understanding the story.

As another part of the Plan process, students are asked to discover the meaning of each key word given in the Plan box by asking their teacher or another student, or looking it up. When reading, they are encouraged to use their knowledge about these key words to help them understand the text. The strategy *selective attention* is explained as listening or looking for these key words within the story and recalling their meaning as an aid to comprehension of the entire story. After examination of the set of key words, students may read the story aloud in turns, or may listen to a tape recording of a native speaker of English reading the story. The tape recording is too fast, however, and so reading aloud in turns, although very time-consuming, is preferable for the greatest comprehension. When reading aloud, students are encouraged to comment on problems as they encounter them in the text, to ask fellow students about unfamiliar words or sentence structures. This is part of the "Regulate" process, which is called "Think and Act" in the adaptation for Japanese learners. Other options for the Regulate process include asking oneself questions about one's comprehension, or relating the new material to known material or personal experiences. For example, when the story of Noah's ark was read, some students said they thought of the floods in their hometowns, or about tidal waves, when they read about the great flood of Noah's time. This method of relating what is being read to one's personal experience is a powerful means of making academic material more relevant and memorable to students.

Part of the activity of the Regulate process is monitoring one's comprehension, and this leads to the identification of problems, which are in turn carried into the Problem-solve process. I have found students very reluctant to come up with questions about the text when I asked the open-ended question: "Did you have any problems with this story?" on the worksheet. When they did identify a problem, I encouraged them to

find alternative ways to solve it - beyond their trusty dictionaries. These methods could include asking the teacher, or a class mate, looking for meaning in the surrounding context, or simply skipping over an unknown word. Because so few students volunteered to reveal their problems in comprehension, I decided to force them to ask a question by requiring that they write one in the Problem-solve box and then get the signature of the person who answered it for them. Perhaps forcing students to question is taking some of their autonomy away, but it is for the purpose of giving them experience with a tool that I hope will, in the end, give them greater autonomy.

Finally, once problems have been solved, and the goal is met through a class presentation, the Evaluation process is accessed. First, students are asked if they felt they successfully met their goal, and if so, whether the strategies they used help them to meet it. In lessons where students use prediction before they read, the effectiveness of predicting content is evaluated; when key words are examined for the purpose of *selective attention*, the usefulness of this strategy is evaluated. Students are asked to evaluate their group's presentation in terms of how well it told the story. Finally, students are asked to report on what helped them the most to achieve their goal. Among the typical student responses to this question are: "my group members," "my imagination," and, "my dictionary."

C. A synthesis of cooperation and autonomy

Japanese students are known for their preference for group activity and dependence on others for confirmation before venturing to give an individual answer. This preference, and the desire to provide a cooperative learning environment, was the motivation for the inclusion of group presentations in this introductory course. The most obvious cooperative element of the classroom activity in this course is seen when the

presenting group must 'teach' or present the story to their classmates. In the case when three options for activities are given on a lesson (see Appendix B), three separate class presentations are created by student groups: Students who have chosen to write an essay based on the text are required to read each other's writing and to report to the class on their overall conclusions or attitudes in response to the essay question. Those who chose to draw a comic have several options: hold a contest for the best two comics, and present those to the class with an oral summary of the story, or draw on the comics of all group members to create a combined oral and visual presentation of the story. The group that has chosen to dramatize the story must decide how to portray the events and characters and create props and write dialogue. Writing of fresh dialogue, and not recycling the actual quotations from the text, is strongly encouraged; when students simply read from the text, the language is often too formal for their listening classmates to understand. When students put the story into their own words, they are essentially using the learning strategy of *summarizing* or *retelling the story*. Aside from the preparation for presentations, other cooperative activities include the initial preparation for reading the story, and the summarizing and reporting that are required for the listening group. Once students in the class have gotten to know each other well, anything that occurs in the classroom may become a cooperative activity.

The autonomous nature of this lesson structure lies in student choices of activity. In the beginning of the course, I let students choose activities depending on their preferences for visual, verbal, or kinesthetic learning. As the semester progresses, and students become more comfortable with this approach, and with each other, I ask them to challenge themselves, and try something different from what they have been doing. One rationale for asking students to try a harder task is that more learning strategies

are needed for more difficult tasks, and students will be motivated to practice the suggested learning strategies if they feel they need them to achieve their goal. The switch to a more challenging goal is also meant to broaden their horizons as independent learners; students see that they are indeed capable of creating work using a mode in which they previously considered themselves to be weaker. For example, a student who starts out by drawing comics of the stories pushes herself to try acting out the story, and finds that she enjoys this activity, and is better at it than she thought she would be. A key reason for students being able to challenge themselves is the nonjudgmental atmosphere of the class. All presentations are accepted and the groups who produced them are congratulated equally.

When the assignment is similar to that of the lesson shown in Figures 5 and 6, where the entire group is charged with creating a drama, verbal learners may write the script, those who are visually oriented may create scenery or props, while those who are kinesthetically oriented, and enjoy oral practice, become the actors. A high level of excitement can be seen among the group members when they are working on this type of assignment. The resulting drama is very entertaining and easier to understand than when a smaller group creates the drama. After the drama is presented, the listening group is asked to see if they can complete their worksheet, and if not, they must ask the presenting group for information about the story. When asked about the main idea of the story, the presenting group can be observed in further group activity: they consult each other about what the main idea(s) might be, and then choose one member to report it to their classmates.

D. Student response to cooperative learning and learning strategies instruction

Student evaluations of this introductory course are generally positive; comments indicated that students valued their experiences for these reasons: "I was able to make friends in this class because I had to work with my class mates"; "This was the first time I had to speak English in an English class"; "I learned that I don't need to understand every word in the book."

Figure 5. Reading Lesson Plan for "Joseph a Captive in Egypt" from 'A Shorter Story Bible'

Plan

What is your goal? (Why are your reading this story?)

- ☐ to act out the story
- ☐ to write an **original** script for the actors of this story
- ☐ to help make props (items used in the drama) for his story

PAY SELECTIVE ATTENTION

Check your understanding of these key words, then look for them when you read the story:

lean	ill-favored
stalk of corn	drought
graze	famine

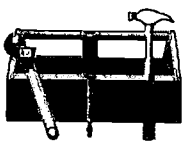
Think & Act

VISUALIZE

What did you imagine while reading the story?

PERSONALIZE

Have you ever had a change of luck as Joseph did in this story? How did you feel?



Problem-Solve

Questioning for clarification:

You **must** ask the teacher or a classmate one question about this story. Write it here:

Answer they gave:

Name of person you asked:

_____(sign here)

Check Yourself

SUMMARIZE

Could you put this story into your own words for the drama?

☐ Yes ☐ No

EVALUATION

Do you feel that your group's drama told the story well? (Why?)

VERIFICATION

Did learning the "key words" help you to understand the story?

Figure 6. Instructions for roles in drama production

(Page 2 of Reading Lesson Worksheet)

* The whole group will take part in acting out this story. Three types of workers are needed: Actors, Artists, and Writers.

Writers:

1. Read the story and then write an original script (use your OWN words) to dramatize this story.
2. Work with the actors to help them understand and remember the words of the script
3. You may play a small part if someone is needed in the drama.

Actors:

1. Read the story and think about the best way to show the action.
2. You will be responsible for deciding how to stage the drama - who stands here, and do they walk or sit there, etc. Draw a chart of the scenes you will act out, or pictures to help you imagine the way people will move.
3. You must also learn the lines written by the writers.
   You may help them write if you have any good ideas for how to write the script.
   When you speak, look up - don't look down at your paper.

Artists:

1. You must read the story and talk to the writers and artists to find out which items they will need.
2. Make the things needed by actors (props) to act out the story. Use paper, drawings, or bring in things from your home.
3. Explain to the actors about how and when they will use the things you make for the drama.
4. You may play a small part if someone is needed in the drama.

PARTS
(for the story based on Genesis 41)

Pharaoh

Wise men*

Pharaoh's men (or man)*

Jacob (Joseph's father)*

Simeon (a brother of Joseph)

Joseph

Pharaoh's Butler

Egyptian people (farmers)*

Joseph's brothers

*Optional part or small part

Figure 7. Listening group worksheet

Introduction to English-speaking Cultures

Title of the story: _____

Who are the main characters in this story?

Write two key words for this story: _____ _____

What is the main idea of this story?

What did you learn from the presentation of this story?

_____

Figure 8. Learning styles, cooperation and autonomy in classroom activities

Overlap of Cooperative and Autonomous Activities
In Coordination with Learning Styles

Based on preferred learning style, the learner can engage in . . .

AUTONOMOUS ACTIVITY

① SET A GOAL, BASED ON LEARNING STYLE

③ CONTRIBUTE INDIVIDUAL TALENTS, IDEAS, AND EFFORTS TO THAT GROUP'S PRODUCT, ASKING QUESTIONS OR SOLVING PROBLEMS WHEN NECESSARY

⑤ CHECK ON INDIVIDUAL SATISFACTION WITH FULFILLMENT OF THE GOAL;

⑥ EVALUATE STRATEGY USE FOR POSSIBLE APPLICATION TO FUTURE TASKS;

⑦ SUMMARIZE OR ELABORATE ON THE NEW MATERIAL.

⑧ MEET A CHALLENGE TO BROADEN LEARNING HORIZONS; EXPAND STRATEGIES REPERTOIRE

COOPERATIVE ACTIVITY

② JOIN A GROUP OF FELLOW LEARNERS WITH A SIMILAR GOAL

④ PRODUCE A FINAL GROUP PRESENTATION DEMONSTRATING ACHIEVEMENT OF THE GOAL

E. Developing a Learning Strategies Lesson

Since the most effective LSI has been found to be that which is tailored to the needs of a particular class and subject matter (Chamot, Barnhardt, Carbonaro, El-Dinary & Robbins 1993), it is important for teachers to learn how to develop their own learning strategies lessons. While some teachers have used strategies instruction materials that were developed by other teachers or researchers, such materials will be recognized as an outside element by students, and perhaps not taken as seriously as the 'regular class work.'

One way to begin planning a learning strategies lesson is to first identify a learning task that strategies can be applied to. Remember, learning strategies are most useful for tasks that are somewhat challenging - but not too far above the students' current abilities. Once the task has been identified, the teacher should use the set of prompts listed in figure 9 as a guide to developing the lesson. The questions that seem to relate to the chosen task should be asked of the students, either verbally or in written form, as seen in the sample worksheet. The teacher should choose one, or at most, two strategies to focus on in a lesson. Too many strategies presented at one time tend to confuse and irritate students. The strategies may be given a name in the students' native language (L1) or in the target language (L2), depending on the teacher's attitude toward using the L1. Explanations may be given in the L1, also, if necessary. These focus strategies should be ones that the teacher knows will prove useful to students in their future work in the given course. The strategies used for comprehension may differ slightly from those used for production, as in the case of a speaking activity. (See the appendix for an example of a speech preparation worksheet.)

When planning a strategies lesson using the problem-solving process model, the teacher should bear in mind that the four processes do not necessarily have to be accessed

within one class period. An introductory session can be used to explain the Plan process, and a following session can be used for the actual task, which is monitored during the Regulate process. Problem-solving can be addressed either during the task or afterward. The students' Evaluation can take place in yet another class session. Although many learners want to skip the evaluation process, it should be accorded its fair share of the time devoted to the learning strategies lesson. Without time for reflection on the benefits of using learning strategies, and evaluation of their effectiveness, student transfer of strategies to other tasks is unlikely, and the goal of developing a self-regulated learner is in danger of not being achieved.

In conclusion, I have presented a basic framework within which a teacher can develop a series of successful language learning strategies lessons. I encourage you, my fellow teachers, to take ownership of this model and adapt it to your own classes, for it is you who know their needs best. I hope that you will be met with the smiling faces of students who are empowered by their knowledge of language learning strategies and have become cooperatively independent learners.

Figure 9. Self-Prompts for Comprehension/Production Strategies

PLAN

What is my goal in speaking/reading/listening/writing? / What do I want to communicate?

What do I already know about this topic?

What information/words/phrases do I expect to encounter/use?

What should I pay specific attention to?

What strategies will I use?

Am I nervous/uncertain about this task? Do I need to encourage myself?

REGULATE

What am I thinking? Why?

What's happened so far?

Is this making sense? / Am I making sense?

Am I meeting my overall goal?

Am I getting (or giving) the specific information I focused on?

Do I need to change my focus?

Does this remind me of anything I already know? Do I know how to talk about this topic?

Can I relate this to an experience I've had?

Is my prediction still good? Do I need to change my prediction?

What might happen next? / What do I need to say next?

Can I picture what I'm reading or hearing? / Can I picture what I want to say?

Can I act out this situation or use objects to represent it?

Are my strategies working? Do I need to change my strategies?

Am I nervous/uncertain about this task? Do I need to encourage myself?

PROBLEM-SOLVE

Can I identify my problem?

Is this information really important, or can I ignore it?

Can I guess based on what I know? / Do I know another way to say this?

Can I use any other available information to help me?

Do I need to reread or listen again? / Do I need to clarify or repeat what I said?

What question can I ask?

Do I need to consult reference materials?

EVALUATE

Did I meet my goal? How well did I do in using the language?

Can I summarize what this is about?

Did this make sense? / Did I make sense?

Were my predictions/expectations met?

Did my strategies help me? Why or why not?

Figure 10. Integrating learning strategies instruction into regular lessons

LANGUAGE _____ LEVEL _____

SKILL AREA (Reading/writing/speaking/listening)_____

ACTIVITY FOR THIS LESSON _____

FOCUS STRATEGY: What is the main strategy I want to teach in this lesson?

What name will I give the strategy? (If a simplified name is needed)

How will I model and describe the strategy?

MATERIALS (book, video, authentic text)

PLANNING ACTIVITY

How will I help students to plan for this task?

REGULATING ACTIVITY

What will I ask students to do or be aware of as they are involved in the activity?

PROBLEM-SOLVING ACTIVITY

What problem-solving strategy will I encourage students to use? How will I check on their use of this strategy?

SELF-EVALUATION ACTIVITY

How will students assess their success with the strategies used in this activity?

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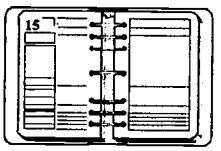
Appendix A - Speech Preparation Worksheet

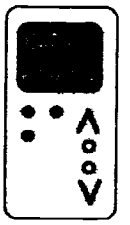
Plan



SET A GOAL:
What do you want to tell about?

PREDICT:
What new or difficult words will you need to use?

Regulate



Do you have any problems?

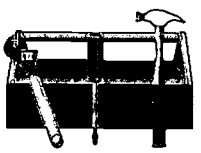
(MONITOR PRODUCTION)
Does what you're saying make sense? (Do you think your listeners can understand you? Do their faces look like they can understand?)

(MONITOR EMOTIONAL STATE)
Are you confident of your speaking ability?

- ☐ Yes, I only feel a little nervous
- ☐ No, I feel very nervous

What are you thinking now? (just as you speak, or right after you finish speaking)

Problem-Solve



What was the most serious problem you had in giving your speech?

What do you think you can do to solve your problem(s)? (What will you try to do better next time?)

Evaluate

(SELF-EVALUATION)
How well did you do?

- ☐ very well - I was confident
- ☐ average - I had some problems
- ☐ poorly - I need help or more practice

(VERIFICATION)
Did you meet your goal?

- ☐ Yes, I got across the ideas I wanted to
- ☐ No, I didn't say what I wanted to say

(STRATEGY EVALUATION)
What helped you to meet your goal?

- ☐ practicing aloud before the speech
- ☐ something I thought of during the speech: _____
- ☐ other: _____

Appendix B - Reading Lesson Worksheet on "The Creation of the World"

Plan

What is your goal? (Why are your reading this story?)
(see the back of this sheet)

- ☐ to write an essay: Write a story you have heard about the creation of Japan. Tell how it is different from the one in the Bible.
- ☐ to act out the story
- ☐ to make a manga of the story

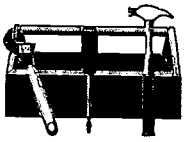
ACTIVATE BACKGROUND KNOWLEDGE
What do you already know about this story?
PREDICT
What words do you think you'll see inthis story? (Predict 3 words)

Think & Act

As you're reading, do you have a picture in your mind? If you do, what is it?
RELATE TO BACKGROUND KNOWLEDGE
Does the story make you think of something you knew already? What is it?

Does it make you feel something? What?

Are you having any problems?
☐ Yes ☐ No



Problem-Solve
Write words or phrases you had problems in understanding:

How did you find out the meanings of these words? (If you did)

- ☐ I figured out (or guessed) the meaning by looking at other words around it
- ☐ asked a classmate or the teacher
- ☐ looked it up
- ☐ skipped it
- ☐ _____

If it was grammar you didn't know

- ☐ looked at the paragraph around it
- ☐ asked a classmate or the teacher

Did you solve the problem?
☐ Yes ☐ No

Check Yourself
How well did you do?

- ☐ Great - I understood most of the story
- ☐ Okay - I understood about half
- ☐ Help! - I can't understand any of it!

Did you meet your goal?
☐ Yes ☐ No
Could you tell this story in your own words, to someone else?
☐ Yes ☐ No
Did you see any of the words you predicted?
☐ Yes ☐ No
Which ones?

What helped you to meet your goal?

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