Which strategy is related to these activities?

Instructions: Choose a number based on the activity and strategy to fill in the box.

Practicing

1 Repeating

Repeat actions or words: listen several times, practice, or imitate a native speaker.

2 Formally practicing with sounds and writing systems

Practice sounds like pronunciation, intonation, and register in different ways. This is not yet in real-life communication. You can also focus on learning the new writing system of the target language.

3 Recognizing and using formulas and patterns

Being aware of and using routine formulas, like "Hello, how are you?" and analyzed patterns, such as "It's time to _____."

4 Recombining

Combining known elements in new ways produces a longer sequence, as in linking one phrase with another in a whole sentence.

5 Practicing naturalistically

Practicing the new language in natural, realistic settings, such as participating in a conversation, reading a book or article, listening to a lecture, or writing a letter in the new language.

1. **Sing-along:** Sing along to songs in the target language to practice pronunciation and rhythm.
2. **Tongue twisters:** Tongue twisters are a fun way to practice challenging sounds and improve pronunciation.
3. **Simon Says:** Give instructions using routine formulas, such as "Simon says, 'Hello, how are you?'" or "Simon says, 'Goodbye, see you later.'"
4. **Write a Journal or Blog:** Reflect on your language learning journey and express your thoughts in the target language.
5. **Storytelling:**
   - Give students a beginning and an end to a story.
   - Have them create the middle part of the story by combining different story elements.

Receiving and sending messages

1 Getting the idea quickly

Skimming to determine the main ideas or scanning to find specific details of interest is a strategy that helps learners understand rapidly what they hear or read in the new language. Preview questions often assist.

2 Using resources for receiving and sending messages

Use print or online resources to understand incoming messages or create outgoing messages.

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6. **Headline Guessing:** Present students with a series of headlines. Have them skim the corresponding articles quickly and guess the main idea based on the headline and a quick skim of the text.

7. **Analyze Text Messages**: Provide students with a series of text messages and ask them to analyze each message's tone, intent, and underlying meaning.

8. **Design Effective Flyers or Posters**: Ask students to design flyers or posters to promote an event or product, using eye-catching visuals and persuasive language.

9. **Summary Writing:** After skimming a text, ask students to write a brief summary of the main points. This can be done individually or in pairs.

10. **Write Formal Emails**: Ask students to write formal emails to different recipients (e.g., teachers, employers, clients) for various purposes (e.g., requesting information, apologizing, making a complaint).

Analyzing and reasoning

1. **Reasoning deductively**
   Using general rules helps us apply knowledge to new language situations. This strategy starts with broad concepts and moves to specific details.

2. **Analyzing Expressions**
   Understanding a new expression by analyzing its components helps clarify its overall meaning.

3. **Analyzing contrastively (across language)**
   Comparing elements such as sounds, vocabulary, and grammar of a new language with those of one's own language to identify similarities and differences.

4. **Translating**
   Translating involves converting expressions between languages, such as words and texts. You can translate from your native language to a target language, often using one to help understand or create content in the other.

5. **Transferring**
   Using knowledge from one language helps you understand or create sentences in another language.

11. **Minimal Pair Exercises:** Present pairs of words that differ by only one sound (e.g., "bit" and "pit" in English). Ask learners to identify the difference in sound and compare it to similar sounds in their native language.

12. **Subtitling:** Translating spoken dialogue in films, TV shows, and other audiovisual content into written text displayed on the screen.

13. **Word Association**
    - **Activity:** Provide students with a target word or phrase.
    - **Task:** Generate a list of related words or phrases.
    - **Analysis:** - Categorize the associations based on meaning, sound, or spelling.
      - Discuss how these associations contribute to the overall meaning of the expression.

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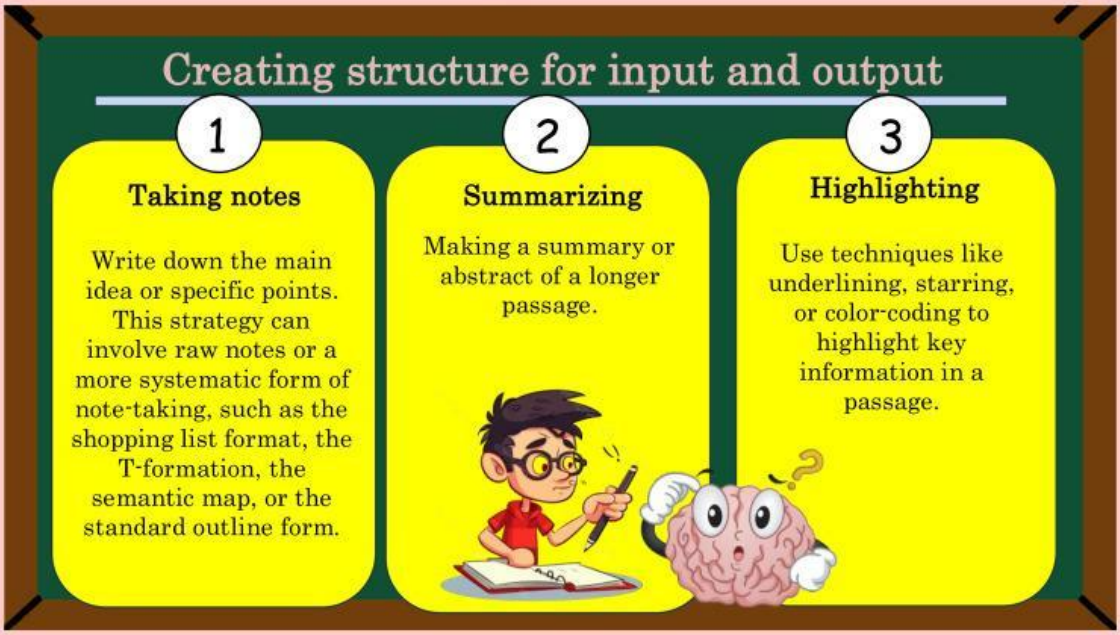
14. **Peer review:** Exchange writing paper with a language partner for feedback.

15. **Word Formation:** - Teach common prefixes and suffixes and their meanings.
- Give learners root words and have them create new words by adding prefixes or suffixes.



Summarizing Visual Texts:

16. - Provide students with images, infographics, or diagrams.
- Ask them to write a brief summary describing the key information conveyed in the visual.

Semantic Map:

17. **Activity:** Students will create a visual representation of the main idea. Place the main idea in the center and add supporting details or subtopics around it.
Variation: Use different colors or shapes to represent different types of information.

Starred Vocabulary: Provide students with a passage containing unfamiliar vocabulary words. Ask them to read the passage carefully and identify any words
18. they don't know. Instruct them to star or circle the unfamiliar words. Have students look up the definitions of the starred words in a dictionary or thesaurus. As an extension, have students write sentences using the starred vocabulary words in context.

Shopping List Format:

Activity: Have students create a list of the main points or arguments from a text,
19. similar to a grocery list.
Variation: Add a second column to the list for supporting details or examples.

Creating a "Summary Game":

20. - Divide students into groups. Provide each group with a longer text. One student from each group reads a portion of the text aloud. The other group members must write a brief summary of what was read. The group with the most accurate and concise summary wins.

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