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## **APPENDIX A: GLOSSARY**

### **Authentic Situations**

These refer to real-life situations one would encounter in a Spanish-speaking community (e.g., in a bakery, store, restaurant, etc.).

### **Cohesion and Coherence**

Cohesion and coherence are two important elements of discourse. Cohesion in a discourse sequence is created by many words or phrases that link one part of the text to another. Coherence is more concerned with the large structure of texts: a single theme or topic, the sequencing or ordering of the sentences, the organizational pattern (temporal sequencing, cause and effect, condition and result, etc.). Texts that are cohesive and coherent are easier to interpret.

### **Content-Based Language Learning**

In content-based language learning, students learn a second language while they are learning content from another subject area. This is the approach taken in bilingual programming.

### **Cornell Notes**

“Cornell notes” is a form of note-taking that helps students organize their notes regarding a presentation or reading task, identify key words and concepts, and find important information quickly.

The Cornell note-taking technique simply divides a page into the following:

- Left column (approximately 1/3 of the page): main ideas
- Right column (approximately 2/3 of the page): details
- Bottom (approximately 1/5 of the bottom of the page): summary

This strategy may be used to:

- Outline an article, an entire text, or a chapter in a text.
- Take notes on a lecture or presentation.

### **Culture**

The members of the culture task force of the *National Core French Study* (LeBlanc) have defined culture as “the general context and way of life. It is the behaviors and beliefs of a community of people whose history, geography, institutions, and commonalities are distinct and distinguish them to a greater or lesser degree from all other groups.”

*Historical and contemporary elements of the culture* may include historical and contemporary events, significant individuals, emblems or markers of national identity (myths, cultural products, significant sites, events in the collective memory), public institutions, geographical space (regions, landmarks, borders, frontiers), social distinctions, conventions of behaviour, beliefs, perceptions, and perspectives.

### **Discourse**

Discourse is connected speech or writing that extends beyond a single sentence or utterance.

### **Discourse Features**

The term “discourse” refers to the organization of language in units greater than the sentence. Although this is a complex topic involving many aspects of language, teachers need be concerned for the most part about only three kinds of discourse features: **rhetorical organization, discourse markers, and theme-rheme structure.**

*Rhetorical organization* refers to the way stretches of text larger than the sentence are constructed. The classic example is paragraph structure, often recommended to be the following: topic sentence → supporting details → concluding sentence. Other examples are textbook organization, the structure of friendly letters and business letters, the format of science experiment reports, and the organization of essays (descriptive, expository, etc.) and narratives.

*Discourse markers* are used to achieve textual cohesion. Terms like *nevertheless, in spite of, consequently, therefore, in contrast to, in comparison to, and on the other hand* are infrequent in every day communication, so students need to be taught their meanings and the proper grammatical usage.

*Theme-rheme structure* refers to the organization of information with sentences. From the point of view of information organization, most sentences consist of two distinct parts:

- a) the topic, or what is being talked about. Some linguists call this the theme of the sentence. It is followed by—
- b) the comment, or what is said about the theme. This is often called the rheme of the sentence.

For example, consider the following discourse. Mary: “Where’s your brother?” Bill: “He’s in the shower.” In Bill’s response, “he” is the theme (what is being talked about), while “(s) in the shower” is the rheme (what is said about “he”). Notice that in normal discourse the theme typically consists of “given” information, whereas the rheme is usually “new” information. In students’ answers to written questions like “What is a meteorologist?”, the

response would be “A meteorologist (theme—given information—comes first) is a person who studies the weather (rheme—new information—follows theme).”

**Diverse, Diversity**

Within most cultures, there are groups of people who have cultural beliefs, values, and practices that are different from the majority or mainstream culture. These differences may be based on religion, national or ethnic origin, social class, race, or colour.

**Exploratory Language**

Exploratory language is language used to explore the thoughts, ideas, opinions, etc. of oneself or others. Examples of exploratory language include the following: What if...? How? I wonder...

**I-Charts (Inquiry/Information Charts)**

*What Is An I-Chart?* An I-Chart is a note-taking strategy that guides students in selecting and organizing relevant information from reference material. I-Charts offer a planned framework for examining critical questions by integrating what is already known or thought about the topic with additional information found in several sources. The strengths of an I-Chart include the following:

- Organizes information from several sources easily
- Organizes subtopics based on student questions which were developed from their own prior knowledge
- Provides consistent organization
- Provides ongoing process of critical evaluation by the student

*How Does It Work?* In creating an I-Chart for a given topic, students will have several questions to explore. These are found at the top of each individual column of the chart. The rows are for recording, in summary form, the information students think they already know and the key ideas pulled from several different sources of information. The final row gives them a chance to pull together the ideas into a general summary. At this point students will also try to resolve competing ideas found in the separate sources and develop new questions to explore based on any conflicting or incomplete information.

*How Does It Look, Generally?* The I-Chart that appears below is a sample. Teachers and students can create for themselves I-Charts to help analyze several sources of information. Teachers and students should feel free to modify the charts to meet their needs.

	Question Area 1 <i>Pregunta área 1</i>	Question Area 2 <i>Pregunta área 2</i>	Question Area 3 <i>Pregunta área 3</i>	Question Area 4 <i>Pregunta área 4</i>
What I think/ <i>Lo que pienso</i>				
Source #1/ <i>Fuente #1</i>				
Source #2/ <i>Fuente #2</i>				
Source #3 <i>Fuente #3</i>				
Summary/ <i>Resumen</i>				

### Idiomatic Expression

An idiom or an idiomatic expression is a word or group of words that is used in a particular language that has a commonly accepted meaning that is not the literal meaning and does not follow regular grammatical usage. Some examples are *happy as a lark* (very happy), and *I'm fed up* (I've had enough, I'm disgusted, bored).

### Independent Situations

This term is used to describe learning situations where students use specific linguistic elements in a variety of contexts with limited teacher guidance. Students in such situations will have consistent control of the linguistic elements and be able to apply them in a variety of contexts with limited teacher guidance. Fluency and confidence characterize student language.

### K-W-L (SQA)

K-W-L is the creation of a 3-column chart that helps capture the Before, During, and After components of a particular learning event or task. It helps students to activate their prior knowledge, plan for or think about what knowledge they want to acquire, and reflect on what they have learned as a result of their engagement in the learning activity or task.

- **K** stands for **Know**  
What do I already know about this topic?
- **W** stands for **Will** or **Want**  
What do I think I will learn about this topic?  
What do I want to know about this topic?
- **L** stands for **Learned**  
What have I learned about this topic?

*How Does It Work?*

1. On the chalkboard, on an overhead, on a handout, or on students' individual clean sheets, three columns should be drawn.
2. Label Column 1 K, Column 2 W, Column 3 L.
3. Before the task or learning activity, students fill in the Know column with everything they already know about the topic. This helps generate their background knowledge.
4. Then have students predict what they might learn about the topic, which might follow a quick glance at the resources or materials which they may be using for the activity/task. This helps set their purpose for reading and focuses their attention on key ideas.
5. Alternatively, you might have students put in the middle column what they want to learn about the topic.
6. After reading, students should fill in their new knowledge gained from the learning activity/task. They can also clear up misperceptions about the topic which might have shown up in the Know column before they actually engaged in the learning activity/task. This is the stage of metacognition: did they get it or not?

**Language Learning Strategies**

These are actions taken by learners to enhance their learning.

*Cognitive strategies* operate directly on the language and include such things as using different techniques for remembering new words and phrases, deducing grammar rules or applying rules already learned, guessing at the meaning of unknown words, or using different ways to organize new information and link it to previously learned language.

*Metacognitive strategies* are higher order skills that students use to manage their own learning. They include planning for, monitoring, and evaluating the success of language learning.

*Social strategies* are actions learners take in order to interact with other learners or with speakers of Spanish.

*Affective strategies* are methods learners use to regulate their emotions, motivation, and attitudes to make them more conducive to learning.

**Language Use Strategies**

These are actions taken to enhance communication. The strategies in the curriculum are organized according to the three communicative modes: interaction, interpretation, and production.

Language use strategies can be seen as a sub-category of language learning strategies since any action taken to enhance communication or to avoid communication breakdown can be seen as increasing the chances that language learning will take place. Language use strategies can, however, be used with no intention of trying to learn the language better.

### **Lexicon**

Lexicon covers all kinds of words, both content words (e.g., *dog, run, happy*) and function words (e.g., *him, from, but*). It also includes lexical phrases, which are groups of words that function like a single word (e.g., *all of a sudden*).

### **Mechanical Features**

These are the conventions used to make written text easier to read. They include such things as capitalization, punctuation, paragraphs, titles, or headings.

### **Modelled Situations**

The term is used in the specific learning outcomes to describe distinct situations in which students may be supported to produce speech or use language. Modelled situations include the provision of a language model that can be directly imitated (such as "Hello!" "Hello!") or situations in which a small part of the modelled phrase can be changed or manipulated following a pattern (such as "I like pizza." "I like spaghetti.").

### **Morphology**

Morphology is the part of grammar that deals with changes in words that mark their function in the sentence (e.g., changes in verb endings or adjectives to mark agreement).

### **Non-verbal Communication**

A large part of what we communicate is done without the use of words. Meaning can be communicated by gestures, eye contact, facial expressions, body language, physical distance, touching, as well as by sounds, noises, and silence.

### **Register**

Register is the level of formality of speech or writing based on the social context in which the language is used. Casual conversation uses an informal register while situations like a public lecture or a radio broadcast demand a more formal register. The language used in a personal letter to a good friend or a close family member differs considerably from a formal letter in the business world.

### **Social Conventions**

These are the customs that accompany speech in social situations. They include actions such as bowing, shaking hands, or kissing; topics that are taboo in conversation; conventions for turn-taking and interrupting or refusing politely; and appropriate amounts of silence before responding.

### **Structured Situations**

This term is used in the specific learning outcomes to describe how teachers and other helpful conversational partners use methods tailored to help second language learners understand and produce language.

Oral language is more easily understood if speech is slow and clearly articulated with pauses to assimilate meaning and if it is accompanied by gestures, facial expressions, body language, or visuals, which help to express the meaning. Language learners will have less difficulty understanding a familiar speaker (one whose voice, accent, and speech habits are well-known to them) speaking about a topic that they know well and are interested in.

Written language is more easily understood if, for example, there are illustrations to support the text, titles and sub-titles to guide the reader, and the topic is a familiar one.

Both oral and written production can be structured by providing students with language models (e.g., sample sentence structures, text forms, patterns of social interaction) and a language-rich environment (e.g., illustrated thematic vocabulary lists on classroom walls, labels on classroom objects, correction guides, illustrated dictionaries). As students become more proficient, these supports can gradually be removed until the language they are exposed to closely resembles language in authentic situations.

### **Task-Based Language Learning**

In task-based language learning, classes are structured around meaningful tasks rather than around elements of the language itself, such as grammar structures, vocabulary themes, or language functions.

### **Text**

Any connected piece of language, whether spoken utterance or a piece of writing, which language users/learners interpret, produce, or exchange. There can thus be no act of communication through language without a text.

### **Text Forms**

Different kinds of texts have typical structures. A letter, for example, has a different form or structure than a report or a poem. An oral interview is different from an announcement or an oral presentation. A sample list of text forms can be found in Appendix B.



**Unstructured Situation**

A situation in which vocabulary, grammatical structures, speed of delivery, and the like are not tailored for the second language learner; rather, the oral or written text is geared toward the Spanish-speaking culture, as would be found on authentic radio or television and in authentic print materials.

**Variations in Language**

Within any language, there are variations in the way people speak and write. Language can vary with the age, gender, social class, level of education, and occupation of the speaker. It can also vary from region to region within a country. Variations include differences in accent, vocabulary, and sometimes syntax as well as different social conventions.

## ***APPENDIX B: SAMPLE LIST OF TEXT FORMS***

### **Written Texts**

- Advertisements
- Biographies and autobiographies
- Brochures, pamphlets, and leaflets
- Catalogues
- Dictionary and grammar items
- Encyclopedia entries
- Folk tales and legends
- Forms
- Graffiti
- Instructions and other “how to” texts
- Invitations
- Journals, diaries, and logs
- Labels and packaging
- Letters (business and personal)
- Lists, notes, and personal messages
- Maps
- Menus
- Newspaper and magazine articles
- Plays
- Poetry
- Programs
- Questionnaires
- Recipes
- Reports and manuals
- Short stories and novels
- Signs, notices, and announcements
- Stories
- Textbook articles
- Tickets, timetables, and schedules

**Oral Texts**

- Advertisements
- Announcements
- Ceremonies (religious and secular)
- Debates
- Formal and informal conversations
- Interviews
- Lectures
- Messages
- Oral stories and histories
- Plays and other performances
- Reports and presentations
- Songs and hymns
- Telephone conversations

**Multimedia Texts**

- Comic strips
- Computer and board games
- Movies and films
- Slide/tape and video presentations
- TV programs
- Websites

## **APPENDIX C: ANNOTATED LIST OF SPANISH LANGUAGE AND CULTURE WEBSITES**

The World Wide Web is a wonderful but complex resource that has much potential to support and enhance the classroom experiences of international language learners and to assist teachers in accessing resources and information as needed.

The websites and resources listed and described in this bibliography have been chosen because they have been identified by teachers as complementing and supporting the implementation of the Spanish Language and Culture curricula. Many of the websites listed are rich in resources and have many “layers.” Thus, they can be “mined” extensively and may be useful for many purposes and learning activities. Teachers should take the time to become familiar with each site and explore all its dimensions and resources.

The websites included in the bibliography have been sorted into a few broad categories, which complement the curriculum and suggested areas of experience for various grade levels. However, many sites could be listed under several categories. To avoid redundancy, we have elected to list websites only once in the bibliography, except where a particular page or section of the website is particularly relevant to an important or essential aspect of the curriculum.

In some cases, websites have been selected as examples of what is available on the Internet for classroom or self-study purposes.

### **General-Multi-Faceted Resource Sites**

➤ ***BBC Languages, Spanish Homepage:***

<<http://www.bbc.co.uk/languages/spanish/>>

The Spanish home page of the BBC languages website offers many resources for teachers and students. Video clips and other exercises related to the three BBC Spanish courses (*Sueños*, *Spanish Steps*, and *Talk Spanish*) are available. Video clips for viewing and listening to a variety of native speakers in various contexts and Hispanic countries related to all three courses are available. The site also offers news and travel information for learners of Spanish.

➤ ***Embajada de España en Canadá:***

<<http://www.docuweb.ca/SpainInCanada/spanish/index.html>>

The embassy website has information on teaching Spanish, as well as photos and information on Spanish history, language, and culture. The education office provides links to useful websites and information on exchanges, bursaries, instructional sites, and teacher training opportunities.

➤ ***Español enlaces:***

<<http://www.mesalibrary.org/espanol/enlaces.htm>>

The City of Mesa library website offers a list of selected websites with resources for a variety of themes and areas of interest. This is a rich website with great links to art, music, and theatre sites for different Spanish-speaking countries.

➤ ***La Casa de Joanna: Spanish Resources:***

<[http://members.aol.com/jporvin/cs\\_span.htm#cult](http://members.aol.com/jporvin/cs_span.htm#cult)>

This is a general teacher's resource page for teaching Spanish. Sample unit and lesson plans, links to resources by themes, and information on media and news sites are all available.

➤ ***Languages Other Than English (LOTE): Center for Educator Development (CED):***

<<http://www.sedl.org/loteced/welcome.html>>

This site was developed to support K-12 teachers in Texas, specifically those who teach languages other than English. The site features an array of informational and instructional resources. Some of the features of the site that teachers will find attractive are assessment resources and sample rubrics, "learning scenarios" (sample unit plans) organized by language and theme, and links to other foreign/international language sites.

➤ ***Latin American Network Information Center—LANIC:***

<<http://lanic.utexas.edu/>>

The Latin American Network Information Center is affiliated with the Lozano Long Institute of Latin American Studies at the University of Texas at Austin. LANIC's mission is to facilitate access to Internet-based information to, from, or on Latin America. Their target audience includes people living in Latin America, as well as those around the world who have an interest in this region. While many of the resources are designed to facilitate research and academic endeavours, the site is also an important gateway to Latin America for primary and secondary school teachers and students. This site offers links to some excellent sites based on broad themes/categories.

➤ ***Latin World:***

<http://www.latinworld.com/index.html>

This is a good portal for accessing resources related to the Latin-speaking world. This is a multilingual site utilizing Spanish, Portuguese, and English.

- ***Ninos + Internet = Kokone:***  
 <<http://www.kokone.com.mx/menu.html>>  
 This award-winning children’s Spanish educational site offers readings, games, and fun interactive learning activities. The resources found here may be adapted for middle years and secondary learners of Spanish.
  
- ***Primera Escuela:***  
 <<http://www.primeraescuela.com/>>  
 This site provides learning activities and ideas intended for young children learning Spanish. However, some of the resources and ideas could be adapted for older beginning students.
  
- ***Si, Spain:***  
 <<http://www.sispain.org/spanish/index.html>>  
 This website offers information and resources about Spain.
  
- ***Spanish Language Resources:***  
 <<http://polyglot.lss.wisc.edu/lss/lang/spanish.html>>  
 This resource page, maintained by the University of Wisconsin, provides links to Spanish language materials organized by themes such as Culture and History, City Tours, Literature and Language, News, and Magazines.
  
- ***SpanishLinx—Home Page:***  
<http://sikuani.its.monash.edu.au/spanishlinx/index.html>  
 This is an excellent website by the teachers of Spanish in the State of Victoria, Australia. A range of resources are available, including teacher resources, links to web pages in Spanish, a list of learning resources, and reference material related to a number of themes.
  
- ***Spanish-University of Manitoba:***  
 <<http://www.umanitoba.ca/fsi/spanish/fsispan.htm>>  
 The Spanish web page of the University of Manitoba, Department of French, Spanish and Italian offers useful resources for teachers, including Spanish resources in Manitoba.
  
- ***Super Spanish Web Sites:***  
 <<http://www.uni.edu/becker/Spanish.html>>  
 This site identifying Spanish websites was developed by Professor Becker at the University of Northern Iowa.
  
- ***University of Minnesota, Centre for Advanced Research on Language Acquisition (CARLA)***  
 <<http://www.carla.acad.umn.edu/IS-resources.html>>  
 This excellent web page provides a brief description of various cross-cultural simulation games and exercises, including Bafa Bafa.

## Arts and Literature

### Artists, Museums, and Virtual Galleries

➤ ***Artcyclopedia: The Fine Arts Search Engine:***

<<http://www.artcyclopedia.com/>>

This site offers a search engine with links to information, biographies, and images of works of art from over 3000 artists. Information and resources for artists such as Pablo Picasso, Frida Kahlo, Francisco Goya, and many others may be found. The site also provides links to galleries worldwide.

➤ ***ArteHistoria:***

<<http://www.artehistoria.com/>>

This site features information on important historical events and art from various periods.

➤ ***El arte en el mundo hispano:***

<<http://www.usc.edu/dept/spanish/BLP/resources/art.html>>

Information and links to artists and galleries are available on this site, organized by country.

➤ ***El museo Dolores Olmedo Patiño:***

<<http://www.arts-history.mx/museos/mdo/museo.html>>

The museum Dolores Olmedo Patiño in México is dedicated to the preservation and promotion of the largest private collection of the work of Diego Rivera, integrated with 137 works of the muralist and painter, 25 works of art by Frida Kahlo, and 43 creations of Angelina Beloff. The gallery also features an extensive collection of over 600 pieces of pre-Hispanic works of diverse indigenous cultures of the country, and antiques and popular art pieces (ceramic, glass, masks, etc.). The site features a brief introduction to the featured artists and major collections and provides images of a number of pieces in each collection.

➤ ***Galeria Virtual Espartaco:***

<<http://www.proyectoartaco.com/galeria/index.php>>

This site is a “virtual” gallery of various artists, including their biographies and links to related pieces or artists. Examples of some of the artists featured are Salvador Dali, Frida Kahlo, Diego Rivera, and Pablo Picasso.

➤ ***Museo Nacional del Prado:***

<<http://museoprado.mcu.es/>>

Spain’s most important museum holds an extensive art collection. The site offers a presentation of the museum’s history, general information about it, and virtual visits. Masterpieces are presented with explanations and artists’ biographies for artists such as El Greco.

## Biographies

➤ ***Buscabiografias:***

<<http://www.buscabiografias.com/>>

This site offers biographies on a large number of famous Spanish-speaking people and other personalities from around the world.

## Literature and Poetry

➤ ***Bibliotecas Virtuales—Comunida Literaria y Textos en Línea:***

<<http://www.bibliotecasvirtuales.com/>>

Through the web pages that comprise this site, one can electronically access a carefully selected and constantly growing array of complete texts of the works of some of the most well-known writers in the world, with an emphasis on Ibero-American writers and on the Spanish language. The virtual “stands” on this site present novels, stories, plays, essays, articles, fables, poetry, legends, and general texts of Dominican, Argentinean, Spanish, and other writers, as well as authors’ biographical information. The site also offers a variety of interactive resources, including a discussion forum.

➤ ***Ciberayllu:***

<<http://www.andes.missouri.edu/andes/ciberayllu.shtml>>

This website was founded by a group of Peruvian writers interested in sharing their writings with the world. The site features excerpts and works on many themes from a variety of writers.

➤ ***Imaginaria—Revista de Literatura Infantil y Juvenil:***

<<http://www.imaginaria.com.ar/>>

This site provides information about authors and about fables and fairytales of the Spanish-speaking world.

➤ ***La Pagina del Idioma Español:***

<<http://www.elcastellano.org/literatu.html>>

This website is dedicated to the Spanish language (Castilian). The site offers information resources and links related to all aspects of Spanish.

➤ ***Literatura Argentina Contemporánea:***

<<http://www.literatura.org/>>

This site celebrates writers and writing. Contemporary Argentinean writers and excerpts of their works are featured on this site.

➤ ***Poesía Latinoamericana:***

<<http://members.tripod.com/~poesialat/poetas.html>>

This site features a list of famous Latin American poets and links to examples of their work.



➤ **Poesías—Menú de autores:**

<<http://luis.salas.net/index02.htm>>

This site provides an indexed list of authors and their works (poems and short stories). Visitors to the site may choose pieces by author or by era. The site offers a great variety of links to specific pieces of writing, authors, etc. See also: <<http://www.poesia-inter.net/enlaces.htm>>.

➤ **Proyecto Sherezade:**

<<http://home.cc.umanitoba.ca/~fernand4/>>

Proyecto Sherezade is an initiative launched in 1996 at the University of Manitoba to promote the interchange of narratives and stories of Spanish authors. More than 150 published short stories of authors representing 25 Hispanic countries are available on this website. Interactive stories with exercises are provided. The site is refreshed on a regular basis with new stories listed monthly.

### Legends and Fables

➤ **Folk Legends, Tales and Fables: Creating and Reflecting Community—(LOTE)**

<[http://www.sedl.org/loteced/scenarios/spanish\\_legends.html](http://www.sedl.org/loteced/scenarios/spanish_legends.html)>

This page, from the LOTE website listed earlier, offers a “Learning Scenario” (sample unit) in which students read a selection of Spanish-language folk legends from a variety of countries. Folk legends were and are used as a method of communicating ideas, beliefs, or unexplained events that give a community its particular identity. The unit demonstrates how the global citizenship outcomes and language competence outcomes may be combined in an interesting unit for intermediate learners of Spanish.

➤ **Hadaluna lee:**

<<http://pagina.de/hadaluna>>

This website features stories, legends, classic tales, and fables from the Spanish-speaking world and other cultures. It is an attractive site with a multicultural flair and with links to other related websites.

➤ **Las Fábulas de Esopo:**

<<http://www.edyd.com/Fabulas/Esopo/Eindice.htm>>

This educational site provides an index and links to over 300 Esopo (Aesop) fables in Spanish. The main page offers “cuentos” (stories) in Spanish by Dr. O. Morales. (Also see **Biblioteca Virtuales**.)

➤ **Leyendas mexicanas:**

<<http://www.mexico.udg.mx/historia/leyendas/>>

This site features Mexican colonial and pre-Hispanic legends.

➤ ***Página para niños:***

<[http://www.agn.gob.mx/agn\\_ninos/arriba.html](http://www.agn.gob.mx/agn_ninos/arriba.html)>

This children's website features, among other resources, animated stories, fables, and legends.

**Comics and Animation**

➤ ***Al's Mafalda Page:***

<<http://www.turning-pages.com/mafalda/>>

This site is dedicated to Argentine cartoonist Quino's famous Mafalda character, icons, books, and commentaries. It is not the official Quino site.

➤ ***La página oficial de Quino:***

<<http://www.clubcultura.com/clubhumor/quino/espanol/trabajos.htm>>

The official web site of the Argentine cartoonist Quino, featuring his works (Mafalda and other characters) and aspects of his life.

➤ ***Oso Tranqui:***

<<http://users.servicios.retecal.es/mgosalvez/index.html>>

This site is dedicated to comics and animation. It offers links to specific comics sites as well as information on the history of comics. Caution: Some of the comics and themes may not be appropriate for classroom use. Teachers should preview comics and sites carefully.

**Cuisine—Food**

➤ ***A Tapear!:***

<<http://www.atapear.com/>>

This website is dedicated to the world of "Tapas." It offers information on the history of Tapas and a variety of recipes.

➤ ***Cocina Colombiana:***

<<http://www.members.tripod.com/~cpino/cocina.htm>>

The site offers recipes for the "best" of Colombian dishes.

➤ ***La Recetas de Marita:***

<<http://www.acocinar.com/recetas.htm>>

This website features recipes and photos of Marita's favourite Spanish and Mediterranean dishes. Links to other gastronomically focused sites are available.

➤ ***Recetas Navideñas:***

<<http://teleline.terra.es/personal/7sietes/recetas.htm>>

This site features traditional Christmas recipes from Spain. Other pages on this site offer Spanish Christmas music and images.

### **Cultural Celebrations and Traditions**

- ***Casa de Porvin: Día los Muertos 2003:***  
<[http://members.aol.com/jporvin/cs\\_muer.htm](http://members.aol.com/jporvin/cs_muer.htm)>  
This website is dedicated to language learning resources. It features a unit plan for learning about the “Día de los muertos,” class activities, handouts, images, and examples of student projects.
- ***Cinco de mayo webquest:***  
<<http://www.zianet.com/cjcox/edutech4learning/cinco.html>>  
This site is a complete Internet-based unit plan focusing on Cinco de mayo. The unit was developed for young children but may easily be adapted for older students. Learning tasks, resources, and rubrics related to the cultural celebration Cinco de mayo are provided.
- ***La Lotería:***  
<<http://nmaa-ryder.si.edu/webzine/loterial.htm>>  
This site provides a description of and resources for a lesson based on a Mexican game. In this lesson, students play a traditional game of Mexico and use the artwork from the gamecards to create an original artwork.
- ***La Navidad Latina:***  
<<http://www.navidadlatina.com/index.asp>>  
This Latin American Christmas website provides many useful resources ranging from Christmas songs and lyrics, traditional recipes, children’s letters to Santa, and stories to some Christmas-focused games such as crossword puzzles.
- ***Navidad Digital.com:***  
<<http://www.navidaddigital.com/>>  
This site features everything about Christmas from a Spanish perspective. Christmas hymns and songs, traditional foods, and photos of Christmas celebrations are all available.

### **Leisure, Music, Entertainment, and Popular Culture**

- ***La Guia—Tiempo Libre, Espectaculos y Cultura:***  
<[http://guia.tercera.cl/index\\_vi.asp](http://guia.tercera.cl/index_vi.asp)>  
This is a web guide to leisure activities, entertainment, and popular culture from Chile.
- ***Planeta de letras:***  
<<http://www.planetadeletras.com>>  
This website features the music of different artists and the lyrics to their songs.

- ***Teaching Spanish through Music: CASALT:***  
<<http://www.caslt.org/research/musicsp.htm>>

This site provides ideas and resources for teaching Spanish through music, including a variety of links to Spanish music and lyrics.

### **Pen Pals and Resources for Communicating Electronically**

- ***EPALS: Forma Parte de Epals:***  
<<http://www.epals.com/register/?terms=&sessf=293882>>  
The Spanish part of this website allows teachers and students to register and participate in an electronic “pen pal” (e-pals) program. The site also offers a variety of suggestions for pair activities and projects via the Internet using e-pals.
- ***Hot Internet Sites ¡en Español:***  
<<http://www.kn.pacbell.com/wired/fil/pages/lists spanish.html-cat3>>  
This site is dedicated to promoting the use of the Internet for learning Spanish. Useful links for resources are organized by grade level categories.
- ***Postales.com Home Page:***  
<<http://www.postales.com>>  
Students and teachers can email greeting cards and postcards for special occasions.
- ***Tarjetas Virtuales.com:***  
<<http://www.tarjetasvirtuales.com/>>  
This site provides virtual greeting cards for various occasions in Spanish.
- ***Yahoo! Postales:***  
<<http://mx.greetings.yahoo.com/>>  
This site allows users to personalize their own greeting cards in Spanish.

### **People—Family**

***Genealogy***—Various websites related to genealogy of the Spanish-speaking world are listed below. Through these sites students may search for family names common in various Spanish-speaking countries and around the world.

- ***Annillo de Genealogía Hispana:***  
<<http://www.elanillo.com/>>  
This website features information and a variety of links related to genealogy in the Spanish-speaking world. Students can access information on Spanish heraldry and many other themes.

- ***Genealogía española e hispana:***  
<<http://www.ldelpino.com/geneal.html>>  
This general site provides links to a variety of genealogy-orientated websites. Links to genealogy websites for specific countries are featured.
- ***Casa de S. M. el Rey:***  
<<http://www.casareal.es/casareal/home.html>>  
This is the website of the Spanish royal family. The family history, biographies, and photos of significant events are all available from this site.
- ***La Familia Real: An Internet Reading Lesson:***  
<<http://www.clt.net/lessons/spanish/level2/familia.html>>  
This site provides an Internet-based reading unit on the Spanish royal family. Pre-reading, during reading, and post-reading activities are offered.

### **Places—Travel**

- ***Consejos que nunca están demás al momento de conducir un vehículo:***  
<<http://orbita.starmedia.com/~chevycavalier/archivos/conduccion.htm>>  
This site offers advice for driving and maintaining a vehicle, including advice such as how to drive at night or in sand and what should be kept in a car for safety purposes.
- ***DB Inmuebles—Compra y venta de casas y apartamentos en España:***  
<<http://www.dbinmuebles.es/intranet/prop/propsweb.nsf/Form-SearchTotal?OpenForm>>  
This website features a searchable real estate database. Through this website, students can search for apartments, lots, houses, and country homes to obtain prices and descriptions.
- ***FAQ—Los transportes:***  
<<http://www.tierra-inca.com/faq/es/transportes.html>>  
This site includes frequently asked questions and answers about travel in Peru, and links about tourism, culture (food, music, arts and crafts, festivities), maps, and general information about Peru.
- ***MundoDominicano.com: Galería:***  
<<http://www.mundodominicano.com/cgi-bin/galeria/galeria.cgi>>  
The Gallery portion of the MundoDominicano site features photos of tourist sites and landscapes of Spain, Chile, Dominican Republic, and Puerto Rico. Other pages offer great information on the Dominican Republic from its history to its foods.

➤ ***Tránsito de carretera en la República Dominicana:***

<[http://www.calypsodiving.de/verkehr\\_es.html](http://www.calypsodiving.de/verkehr_es.html)>

This site describes types and means of transportation, and information on how to drive a rented car in the Dominican Republic.

**Spanish Language, Grammar, and Vocabulary**

➤ ***BBC Languages, Spanish Homepage:***

<<http://www.bbc.co.uk/languages/spanish/>>

The Spanish home page of the BBC languages website offers many resources for teachers and students. Video clips and other exercises related to the three BBC Spanish courses (Sueños, Spanish Steps, and Talk Spanish) are available. Video clips for viewing and listening to a variety of native speakers in various contexts and Hispanic countries related to all three courses are available. The site also offers news and travel information for learners of Spanish.

➤ ***BELCART: La pagina de la lengua castellana:***

<[http://www.arcom.net/belca/como\\_esc/index.html](http://www.arcom.net/belca/como_esc/index.html)>

This multi-faceted website features, among other things, an extensive list of common sayings.

➤ ***Centro Virtual Cervantes: Aula de lengua:***

<<http://cvc.cervantes.es/aula/>>

The Cervantes Institute website features a range of resources for teachers and students of Spanish. Resources are organized by level and theme. Short clips and animated interactive exercises make this a “must see” site.

➤ ***Gramática y ortografía:***

<<http://www.indiana.edu/~call/lengua.html>>

This award-winning site offers reference materials and other resources for using the Spanish language.

➤ ***Hojas e ideas para la clase de español:***

<<http://members.aol.com/profesoradebby/actividades.html>>

This website publishes ready-to-use classroom activities for ESL and Spanish teachers. Teachers can save these worksheets on computer as text files and use them with their classes. The site features learning activities related to the video series La Catarina, cloze exercises based on songs, and other resources.

- **Languages of Latin America—LANIC:**  
<<http://www.lanic.utexas.edu/la/region/languages/>>  
This website is dedicated to the diversity of languages in Latin America. Information and links are provided for various Latin American Spanish dialects, other Latin American languages, Creoles, and indigenous languages.
- **Learn Spanish:**  
<<http://www.studyspanish.com/>>  
This site offers many free activities and exercises for learning Spanish. Resources include vocabulary lists, grammar notes, and practice exercises.
- **Página de la lengua español:**  
< <http://www.dat.etsit.upm.es/~mmonjas/espannol-largo.html>>  
This general website offers resources and links to information on the Spanish language, including links to dictionaries, institutions, publications, courses, literature, and other categories.
- **Quia—Spanish activities created by its subscribers:**  
<[http://www.quia.com/dir/spanish/index\\_by\\_title.html](http://www.quia.com/dir/spanish/index_by_title.html)>  
This is a teachers' and students' site with many Spanish language learning activities. There are learning activities for many themes and for various levels. Included are activities (such as flashcards, hangman, concentration, fill-in-the-blanks, match the columns, jeopardy-like games, and other forms) for different textbooks such as *¡Dime!*, *¡Buen Viaje!*, *Ven*, and many more.
- **Spanish Language Exercises:**  
<<http://mld.ursinus.edu/~jarana/Ejercicios/>>  
This site, hosted by Ursinus College, features a variety of Spanish language exercises. Exercises offered provide opportunity to practice Spanish and develop greater knowledge of verbs, vocabulary, art, and writers. Teachers can choose between self-corrected exercises and instructor-checked exercises.
- **Tecla—Texts for Learners and Teachers of Spanish:**  
<<http://www.sgci.mec.es/uk/Pub/tecla.html>>  
Tecla is a text magazine written for learners and teachers of Spanish produced weekly during the UK academic year by the Consejería de Educación. The site features access to texts, exercises, and answer keys for a range of learners and proficiency levels. Exercises can be searched by theme or year.

- ***Universidad de Oviedo: Diccionario de Español:***  
<<http://tradu.scig.uniovi.es/conjuga.html>>  
This University of Oviedo website offers various resources including an online dictionary, a conjugator, and a text translator.
- ***Webspañol: Spanish Language Resources for Beginners:***  
<<http://www.geocities.com/Athens/Thebes/6177/>>  
Many activities and interactive exercises for beginning students of Spanish are organized by categories on this site.
- ***World Reference Dictionaries:***  
<<http://www.wordreference.com/>>  
This site provides online and downloadable dictionaries, which can be selected in Spanish-English, English-Spanish, French-Spanish, and many other language combinations.

### **Idioms**

- ***Spanish-English Idioms:***  
<<http://pigeon.tzo.com/spanish/index.html>>  
This site provides English translations and definitions of Spanish idioms, organized alphabetically.
- ***Spanish Idioms:***  
<<http://www.ctspanish.com/idioms/idioms.htm>>  
This site gives examples of idioms based on different words.
- ***Spanish Slang, Expressions and Idioms:***  
<<http://pigeon.tzo.com/spanish/index.html>>  
This site offers tables of variations in language and idioms related to a number of different categories. Caution: This is best used as a teacher reference as some slang terms may be considered offensive.

### **Spanish-Speaking World**

- ***El Taller:***  
<<http://www.cortland.edu/flteach/usafa/taller.html>>  
This website is organized around several thematic modules that complement the areas of experience of the Spanish Language and Culture curriculum.
- ***España—Una primera impresión:***  
<<http://www.red2000.com/spain/primer/1hist.html>>  
This site offers a brief overview of Spain—its history, people, geography, architecture, and culture. The site features many images and photos of historical and important urban and rural landscapes and buildings.



➤ **Medio Ambiente:**

<<http://usuarios.lycos.es/medam20/>>

This Spanish website provides excellent resources for intermediate and advanced students to explore issues related to various aspects of the environment, conservation, and biodiversity.

➤ **Spanish Speaking Countries: Información general por países:**

<[http://www.tamu-commerce.edu/coas/litlang/flmlc/Spanish/spanish\\_speaking\\_countries.htm](http://www.tamu-commerce.edu/coas/litlang/flmlc/Spanish/spanish_speaking_countries.htm)>

This website of the University of Texas A & M Commerce Faculty provides a range of resources in Spanish on each Spanish-speaking country, covering its history, geography, and culture.

### Spanish Newspapers and Media

➤ **Periódicos hispanos:**

<<http://lsantos2000.tripod.com/resources/periodicoslatinos.htm>>

This site provides links to Hispanic newspapers throughout the world.

➤ **Prensa Escrita: Todos los periódicos diarios:**

<<http://www.prensaescrita.com>>

This site provides links to Hispanic newspapers throughout the world.

➤ **Yahoo Noticias Mexico:**

<<http://mx.news.yahoo.com/>>

This Mexican web journal site features news stories and general interest articles with links to full-coverage stories.

### Latin American Periodicals by Nation—Periódicos por nación:

Argentina: <<http://www.lanacion.com.ar/>> (*La Nacion Line*)

Chile: <<http://www.emol.com/>> (*El Mercurio Online*)

Colombia: <<http://eltiempo.terra.com.co/>> (*El Tiempo*)

Costa Rica: <<http://www.nacion.co.cr/>> (*La Nación*)

Ecuador: <<http://www.elcomercio.com/>> (*El Comercio*)

El Salvador: <<http://www.elsalvador.com/>> (*El Diario de Hoy*)

España: <<http://www.elpais.es/>> (*El Pais*)

Guatemala: <<http://www.sigloxxi.com/>> (*Siglo Veituno*)

Honduras: <<http://www.laprensahn.com/>> (*Diario La Prensa*)

Nicaragua: <<http://www.laprensa.com.ni/>> (*La Prensa*)

Panamá: <<http://www.prensa.com/hoy/portada.shtml>> (*La Prensa Web*)

Paraguay: <<http://www.ultimahora.com/>> (*Diario Ultima Hora*)

Perú: <<http://www.elcomercioperu.com.pe/>> (*El Comercio*)

Puerto Rico: <<http://www.endi.com/>> (*El Nuevo Día*)

República Dominicana: <<http://www.listin.com.do/>> (*Listín Diario*)

Uruguay:

<<http://www.diariolarepublica.com/2001/larepublica.htm>> (*Diario La Republica*)

Venezuela: <<http://www.eud.com/>> (*El Universal*)

➤ **Terra:**

<<http://www.terra.es/>>

This home page of a Spanish Internet services provider features news, information, and general interest sections, links to other resources, and a Spanish search engine. Students will find information on the following areas of experience: People, Places, Leisure Activities, Foods, Shopping and Fashion, Health and Safety, and Arts and Literature.

➤ **Yahoo en España:**

<<http://es.yahoo.com/>>

This home page of the Spanish version of Yahoo! Internet services provider features news, information, and general interest sections, links to other resources, and a Spanish search engine. Students will find information on the following areas of experience: People, Places, Leisure Activities, Foods, Shopping and Fashion, Health and Safety, and Arts and Literature.

**Radio Stations**

➤ **Es mas radio:**

<<http://www.esmas.com/radio/>>

This site provides links to Mexican radio stations featuring music, news, and special events.

➤ **Radio Nacional España:**

<<http://www.rne.es/>>

This site provides links to National Spanish radio stations featuring music, news, and special events.

**Teacher Resources**

**Clip art**

➤ **123 Clip Art:**

<<http://123clipart.com>>

This website offers information on designing “web art” and provides many free samples organized around various themes. This is a great site for designing web pages.

➤ **Microsoft Office Clip Art and Media:**

<<http://dgl.microsoft.com/?CAG=1>>

This site provides free downloadable clip art for Microsoft Word users.

**Learning Resources—Bibliographies**

➤ **Manitoba Education, Citizenship and Youth-Spanish Learning Resources: Grade 7 to Senior 4 and Senior 1 to Senior 4 Compilation of Annotated Bibliographies (2000-2003):**

<<http://www.edu.gov.mb.ca/ks4/learnres/bibliographies.html>>

An annotated list of learning resources reviewed and approved for use in Manitoba schools is available from this web site.

➤ **Bibliography of Spanish Learning Resources:**

<<http://www.edu.gov.mb.ca/ks4/iru/publications/bibliographies/span1.html#teacher>>

An annotated list of Spanish resources available from the Manitoba Education, Citizenship and Youth library is provided.

**Learning Resources—Supplementary Resources**

➤ **Poster Pals:**

<<http://www.posterpals.ca>>

Poster Pals is a company that produces a variety of Spanish language teaching materials including posters, stickers, flashcards, and verb wheels.

➤ **Scholastic Publishers—Classroom Magazines:**

<[http://teacher.scholastic.com/products/classmags/mgm\\_spanish.htm](http://teacher.scholastic.com/products/classmags/mgm_spanish.htm)>

Scholastic publishes a number of classroom magazines in Spanish (e. g., *¿Que Tal?*) and other international languages. Teachers may order sample copies and obtain information on the resources available.

➤ **Teacher's Discovery:**

<<http://www.teachersdiscovery.com/>>

Teacher's Discovery is a publisher and distributor of learning resources, which offers an extensive collection of teacher and student learning resources. The site features a searchable database, as well as information on "foreign" language conferences.

**Graphic Organizers (Organizadores gráficos)**

➤ **Ayudas gráficas:**

<<http://www.eduplace.com/graphicorganizer/spanish/index.html>>

Various graphic organizers on a variety of themes and topics may be downloaded in PDF file format.

➤ ***Conceptual Graphic Organizers—ED Tech:***

<<http://edservices.aa7.k12.ia.us/edtech/classroom/workshops/gofiles/gocontent.html>>

This general website is dedicated to educational technology and the use of graphic organizers. Numerous examples for a variety of content areas are available that could be adapted for Spanish.

➤ ***Graphic Organizer Makers:***

<[http://teachers.teach-nology.com/web\\_tools/graphic\\_org/](http://teachers.teach-nology.com/web_tools/graphic_org/)>

This site provides different types of makers or generators for the creation of tailored graphic organizers.

➤ ***Organizadores de conceptos:***

<<http://www3.mb.sympatico.ca/~agranson/resources/concept/index.html>>

A variety of concept maps are offered for various themes for use in Spanish classrooms.

### **Policy**

➤ ***James Crawford's Language Policy Web Site & Emporium:***

<<http://ourworld.compuserve.com/homepages/jwcrawford>>

This U.S. American website is dedicated to the exploration of public policy and discussion respecting bilingual and foreign/international language education.

### **Puzzles and Games**

➤ ***Discovery School's Puzzlemaker:***

<<http://www.puzzlemaker.com/>>

This website lets you create your own word puzzles, mazes, crosswords puzzles, word searches, etc.

## Notes

## APPENDIX D: AREAS OF EXPERIENCE

Personal	Public	Educational
<p>FAMILY (EXTENDED)</p> <ul style="list-style-type: none"> <li>• roles and responsibilities</li> <li>• special events and celebrations</li> </ul> <p>HOME</p> <ul style="list-style-type: none"> <li>• rooms and furnishings</li> </ul> <p>SELF</p> <ul style="list-style-type: none"> <li>• physical                             <ul style="list-style-type: none"> <li>— body</li> <li>— clothing</li> </ul> </li> <li>• emotional</li> </ul> <p>FRIENDS</p> <ul style="list-style-type: none"> <li>• relationships</li> <li>• shared activities</li> </ul> <p>DAILY ACTIVITIES</p> <ul style="list-style-type: none"> <li>• routines and chores</li> <li>• meals</li> <li>• family traditions</li> </ul> <p>LEISURE ACTIVITIES</p> <ul style="list-style-type: none"> <li>• sports</li> <li>• hobbies</li> <li>• music</li> </ul>	<p>COMMERCIAL TRANSACTIONS AND BUSINESS</p> <ul style="list-style-type: none"> <li>• shopping</li> <li>• restaurants</li> <li>• services</li> </ul> <p>TRAVEL</p> <ul style="list-style-type: none"> <li>• daily</li> <li>• vacations</li> </ul> <p>OCCUPATIONS</p> <ul style="list-style-type: none"> <li>• trades</li> <li>• professions</li> <li>• careers</li> </ul> <p>MASS MEDIA</p> <ul style="list-style-type: none"> <li>• television</li> <li>• newspapers and magazines</li> <li>• world wide web</li> </ul> <p>ARTS AND ENTERTAINMENT</p> <ul style="list-style-type: none"> <li>• professional sports</li> <li>• theatre, dance, films</li> <li>• music performances</li> <li>• visual arts and design</li> </ul> <p>INSTITUTIONS</p> <ul style="list-style-type: none"> <li>• government, churches, schools</li> <li>• public celebrations</li> <li>• business and industry</li> </ul> <p>CIVIC RESPONSIBILITIES</p> <ul style="list-style-type: none"> <li>• conservation</li> <li>• charitable activities</li> </ul>	<p>HUMANITIES</p> <ul style="list-style-type: none"> <li>• literature</li> <li>• arts</li> </ul> <p>SOCIAL SCIENCES</p> <ul style="list-style-type: none"> <li>• geography</li> <li>• history</li> <li>• social issues</li> </ul> <p>NATURAL SCIENCES AND MATHEMATICS</p> <ul style="list-style-type: none"> <li>• weather and climate</li> <li>• animals and plants</li> <li>• technology</li> <li>• inventions</li> <li>• money</li> <li>• ecology and the environment</li> <li>• outer space</li> </ul> <p>HEALTH AND PHYSICAL EDUCATION</p> <ul style="list-style-type: none"> <li>• physical activity</li> <li>• nutrition</li> <li>• public health issues</li> </ul>

# Notes

## **APPENDIX E: GLOBAL LIST OF STRATEGIES**

### **Language Learning Strategies**

#### ***Cognitive***

- listen attentively
- do actions to match words of a song, story, or rhyme
- learn short rhymes or songs incorporating new vocabulary or sentence patterns
- imitate sounds and intonation patterns
- memorize new words by repeating them silently or aloud
- seek the precise term to express their meaning
- repeat words or phrases in the course of performing a language task
- make personal dictionaries
- experiment with various elements of the language
- use mental images to remember new information
- group together sets of things (e.g., vocabulary, structures) with similar characteristics
- identify similarities and differences between aspects of the language being learned and their own language
- look for patterns and relationships
- use previously acquired knowledge to facilitate a learning task
- associate new words or expressions with familiar ones, either in the language being learned or in their own language
- find information using reference materials like dictionaries, textbooks, and grammars
- use available technological aids to support language learning (e.g., cassette recorders, computers)
- use word maps, mind maps, diagrams, charts, or other graphic representations to make information easier to understand and remember
- place new words or expressions in a context to make them easier to remember
- use induction to generate rules governing language use
- seek opportunities outside of class to practise and observe
- perceive and note down unknown words and expressions, noting also their context and function



***Metacognitive***

- check copied writing for accuracy
- make choices about how they learn
- rehearse or role play language
- decide in advance to attend to the learning task
- reflect on learning tasks with the guidance of the teacher
- make a plan in advance about how to approach a language learning task
- reflect on the listening, reading, and writing processes
- decide in advance to attend to specific aspects of input
- listen or read for key words
- evaluate their own performance or comprehension at the end of a task
- keep a learning log
- experience various methods of language acquisition, and identify one or more that they consider particularly useful personally
- be aware of the potential of learning through direct exposure to the language
- know how strategies may enable them to cope with texts containing unknown elements
- identify problems that might hinder successful completion of a task and seek solutions
- monitor their own speech and writing to check for persistent errors
- be aware of their own strengths and weaknesses, identify their own needs and goals, and organize their strategies and procedures accordingly

***Social/Affective***

- initiate or maintain interaction with others
- participate in shared reading experiences
- seek the assistance of a friend to interpret a text
- reread familiar self-chosen texts to enhance understanding and enjoyment
- work cooperatively with peers in small groups
- understand that making mistakes is a natural part of language learning
- experiment with various forms of expression, and note their acceptance or non-acceptance by more experienced speakers

- participate actively in conferencing and brainstorming as a pre- and post-writing exercise
- use self-talk to make themselves feel competent to do the task
- be willing to take risks, to try unfamiliar tasks and approaches
- repeat back new words and expressions occurring in conversations in which they participate, and make use of the new words as soon as appropriate
- reduce anxiety by using mental techniques, such as positive self-talk or humour
- work with others to solve problems, and get feedback on tasks
- provide personal motivation by arranging rewards for themselves when successful

### **Language Use Strategies**

#### ***Interactive***

- use words from their first language to get their meaning across (e.g., use a literal translation of a phrase in the first language, use a first language word but pronounce it as in the second language)
- acknowledge being spoken to
- interpret and use a variety of non-verbal clues to communicate (e.g., mime, pointing, gestures, drawing pictures)
- indicate lack of understanding verbally or non-verbally (e.g., Pardon, Sorry, I didn't understand, raised eyebrows, blank look)
- ask for clarification or repetition when they do not understand (e.g., What do you mean by...?, Could you say that again, please?)
- use the other speakers' words in subsequent conversation
- assess feedback from conversation partner to recognize when the message has not been understood (e.g., raised eyebrows, blank look)
- start again using a different tactic when communication breaks down (e.g., What I'm trying to say is...)
- invite others into the discussion
- ask for confirmation that a form used is correct (e.g., Can you say that?)
- use a range of fillers, hesitation devices, and gambits to sustain conversations (e.g., Well, actually..., Where was I?...)
- use circumlocution to compensate for lack of vocabulary (e.g., the thing you hang clothes on for hanger)
- repeat back part of what someone has said to confirm mutual understanding (e.g., So what you are saying is...)
- summarize the point reached in a discussion to help focus the talk

- ask follow-up questions to check for understanding (e.g., Am I making sense?)
- use suitable phrases to intervene in a discussion (e.g., Speaking of...)
- self-correct if errors lead to misunderstandings (e.g., What I mean to say is...)

***Interpretive***

- use gestures, intonation, and visual supports to aid comprehension
- make connections between texts on the one hand, and prior knowledge and personal experience on the other
- use illustrations to aid reading comprehension
- determine the purpose of listening
- listen or look for key words
- listen selectively based on purpose
- make predictions about what they expect to hear or read based on prior knowledge and personal experience
- use knowledge of the sound-symbol system to aid reading comprehension
- infer probable meaning of unknown words or expressions from contextual clues
- prepare questions or a guide to note down information found in the text
- use key content words or discourse markers to follow an extended text
- reread several times to understand complex ideas
- summarize information gathered
- assess their own information needs before listening, viewing, or reading
- use skimming and scanning to locate key information in texts

***Productive***

- mimic what the teacher says
- use non-verbal means to communicate
- copy what others say or write
- use words visible in the immediate environment
- use resources to increase vocabulary
- use familiar repetitive patterns from stories, songs, rhymes, or media
- use illustrations to provide detail when producing their own texts
- use various techniques to explore ideas at the planning stage, such as brainstorming or keeping a notebook or log of ideas

- use knowledge of sentence patterns to form new sentences
- be aware of and use the steps of the writing process: pre-writing (gathering ideas, planning the text, research, organizing the text), writing, revision (rereading, moving pieces of text, rewriting pieces of text), correction (grammar, spelling, punctuation), publication (reprinting, adding illustrations, binding)
- use a variety of resources to correct texts (e.g., personal and commercial dictionaries, checklists, grammars)
- take notes when reading or listening to assist in producing their own text
- revise and correct final version of text
- use circumlocution and definition to compensate for gaps in vocabulary
- apply grammar rules to improve accuracy at the correction stage
- compensate for avoiding difficult structures by rephrasing

### **General Learning Strategies**

#### ***Cognitive***

- classify objects and ideas according to their attributes (e.g., red objects and blue objects or animals that eat meat and animals that eat plants)
- use models
- connect what they already know with what they are learning
- experiment with and concentrate on one thing at a time
- focus on and complete learning tasks
- write down key words and concepts in abbreviated form (verbal, graphic, or numerical) to assist performance of a learning task
- use mental images to remember new information
- distinguish between fact and opinion when using a variety of sources of information
- formulate key questions to guide research
- make inferences; identify and justify the evidence on which their inferences are based
- use word maps, mind maps, diagrams, charts, or other graphic representations to make information easier to understand and remember
- seek information through a network of sources including libraries, the world wide web, individuals, and agencies
- use previously acquired knowledge or skills to assist with a new learning task

***Metacognitive***

- reflect on learning tasks with the guidance of the teacher
- choose from among learning options
- discover how their efforts can affect their learning
- reflect upon their thinking processes and how they learn
- decide in advance to attend to the learning task
- divide an overall learning task into a number of sub-tasks
- make a plan in advance about how to approach a task
- identify their own needs and interests
- manage the physical environment in which they have to work
- keep a learning journal such as a diary or a log
- develop criteria for evaluating their own work
- work with others to monitor their own learning
- take responsibility for planning, monitoring, and evaluating learning experiences

***Social/Affective***

- watch others' actions and copy them
- seek help from others
- follow their natural curiosity and intrinsic motivation to learn
- participate in cooperative group learning tasks
- choose learning activities that enhance understanding and enjoyment
- encourage themselves to try, even though they might make mistakes
- take part in group decision-making processes
- use support strategies to help peers persevere at learning tasks (e.g., offer encouragement, praise, ideas)
- take part in group problem-solving processes
- use self-talk to make themselves feel competent to do the task
- be willing to take risks, to try unfamiliar tasks and approaches
- monitor their level of anxiety about learning tasks and take measures to lower it if necessary (e.g., deep breathing, laughter)
- use social interaction skills to enhance group learning activities