Chapter 1 : Teaching and Researching Language Learning Strategies - Rebecca L. Oxford - Google Books

Rebecca L. Oxford has 22 books on Goodreads with ratings. Rebecca L. Oxford's most popular book is Language Learning Strategies: What Every Teacher.

It presents state-of-the-art, lively, readable chapters by well-known experts and new, promising scholars, who analyze learning strategy theory, research, assessment, and use. Written by a team of international contributors from Austria, Canada, Greece, Japan, New Zealand, Poland, Turkey, the UK and the USA, this volume provides theoretical insights on how strategic learning interacts with complex environments. It explores strategy choice and the fluidity and flexibility of learning strategies. Research-based but practical themes in the book include strategy-related teacher preparation; differentiated strategy instruction to meet the needs of diverse learners of different ages, cultures, and learning styles; and creative, visualization-based development of strategy awareness. By providing a wide range of examples of strategies in research and action in a number of countries, cultures, and educational settings, and by offering incisive section overviews and a detailed synthesis at the end, this book enables readers to develop a holistic understanding of language learning strategies. With additional online strategy materials available for downloading, Language Learning Strategies and Individual Learner Characteristics is invaluable to all those interested in helping language students learn more effectively. Table of contents Preface Introduction: Understanding Language Learning Strategies in Context: Moving from Theory to Practice: Young Language Learners in Classroom Contexts: It helps clarify critical methodological issues for researchers. It marks an evolution in the field from the conceptualization and applications of strategies to innovative research designs. The text features eminent researchers along with emerging voices that are taking the work on strategies in exciting new directions. The chapters will re-shape how students, teachers, researchers, and policy-makers think about strategies for language learning. Drawing on a diverse set of studies and contexts, the chapters elaborate on our understanding of the critical role strategies play in language learning processes and how LLSs interconnect with many personal and contextual factors. While offering valuable theoretical, methodological, and empirical insights, it also impressively manages to keep the discussions connected to practice. This collection will be pivotal in defining future directions for the field and helping us to better appreciate the ways in which LLSs contribute to and connect with language learning processes. Its careful editing and global reach make the book an invaluable compendium for an international readership. Their contributors hail from a myriad of different countries, are both seasoned and up-and-coming, and address theory, practice, research and assessment from both tried-and-true as well as innovative mindsets. This book is a must-have for all language practitioners! One great strength of this publication is that the contributors include both internationally recognized researchers of language learning strategies, including names that everyone will recognize for example Chamot, Cohen, Oxford, Griffiths, and Gu , along with a cast of newer researchers whose names will soon be synonymous with language learning strategy research. The book provides all language teaching professionals interested in strategy-based research a current perspective of classroom applications and research ideas for the use of language learning strategies in a wide variety of learning contexts.

"The second edition of Rebecca Oxford's Teaching and Researching Language Learning Strategies is the most exciting book in years in the field of strategic language learning. It offers the most comprehensive and systematic coverage of issues related to the topic, and contains a feast of new ideas and perspectives on strategic language learning.

Pearson Education Limited Marije C. Oxford presents a comprehensive and detailed review of work on language learning strategies. Importantly, the author addresses a wide range of aspects from well-researched cognitive and affective perspectives to more neglected topics like sociocultural characteristics or neurocognitive facets of strategy use, teaching, and learning. Oxford gives an overview of fundamental dimensions cognitive, affective, and sociocultural-interactive and integrated theories e. Furthermore, the extensive appendices list demonstrative examples of different strategies used in action. Section II presents practical applications of strategy assessment e. Section III discusses how to do research into L2 learning strategies e. The final section, IV, covers where one may find more information about language learning strategies e. The book concludes with an elaborate glossary of concepts and terms relating to language learning strategies. For example, every chapter starts with preview questions, and a detailed table of contents is highlighted in a different typeface. Many tables and figures summarize key aspects graphically. Every chapter finishes with suggestions for further reading. The S2R Model In chapter 1, Oxford starts by introducing her model of strategic self-regulated S2R language learning that classifies different strategies into three broad dimensions of cognitive, affective and sociocultural-interactive strategies. Within each dimension she distinguishes meta-strategies from strategies. There are eight meta-strategies: There are six strategies at the actual level of cognition: Oxford names two affective strategies: All strategies are based on different types of meta-knowledge related to person individual , group or culture community , task short-term immediate , whole-process long-term , and strategy meta-strategies and strategy. As a whole these knowledge types influence the conditional knowledge that explains when, why, and where to use a given strategy. After defining the concepts of S2R, the author focuses on the relationship between language learning strategies and individual learning styles e. This chapter concludes by highlighting the strengths of the S2R model in contrast to other models. As the author stresses, one of the main achievements is that the model not only acknowledges cognitive aspects, but treats the affective and sociocultural-interactive dimensions to a similar extent. The remaining three chapters of section I provide a detailed review of these three main categories of strategies. Chapter 2 focuses on meta- cognitive strategies. This chapter relates the cognitive aspects to other theories of learning. Discussed are relations to schema theory, e. The main message of this chapter is that affective aspects of language learning are at least as important as the cognitive side -- nothing works without electricity. Therefore, it is important to make use of strategies that influence the affective aspects of language learning, that is, to create optimistic emotions, beliefs, and attitudes and to build and maintain motivation for L2 learning. Aspects of L2 learning that are related to meta- affective strategies are among others anxiety, self-esteem, beliefs about L2 learning, and most extensively discussed in this chapter motivation. Oxford explains how the strategic setting of goals concerning mastery and performance in the L2 helps learners e. Oxford stresses that language learning and language use are tightly connected such that sociocultural-interactive aspects of language use cannot be separated from learning a new language. Therefore, strategies to enhance language learning will need to take into account sociocultural and interactive characteristics of the L2 and the L2 community. The S2R model acknowledges the importance of sociocultural-interactive strategies by situating them at the same level next to cognitive and affective strategies. The author explains that strategy instruction may intend to improve intercultural competence as a whole but ideally may aim at including ways to manage emotions e. Appendices A-F conclude section I with 35 pages of concrete examples of authentic tactics classified by their basic function in relation to meta- cognitive, meta- affective, and meta- sociocultural-interactive strategies respectively. Since this exam is so important, it helps to have a positive image. Strategy Assessment and Assistance The second part of the book presents a useful practical and applied guide to evaluate and instruct the use of language learning strategies. It

may be most relevant to practitioners. In Chapter 5, Oxford reviews strategy assessment by discussing four key methodological issues: When dealing with these issues the author gives a detailed analysis of the pros and cons of different methods of assessment. She gives advices on what type of strategy questionnaire task specific or general would serve best for what purpose e. Finally, this chapter formulates some guiding questions in order to assess the quality of an assessment tool, e. Chapter 6 presents a useful collection of suggestions how teachers can assist learners in acquiring and improving language learning strategies. Furthermore, research findings suggest that students profit most from explicit strategy instruction. Generally, instruction may follow the path from 1 identifying, awareness raising and self-reflection on strategies frequently used via 2 introducing, naming and modeling new strategies to 3 encouraging students to try, practice and evaluate these new strategies. Importantly, whether a language learning strategy is useful depends to a large extent to individual learner factors and the specific goal of a learner. The author acknowledges these facts by presenting various strategy assessment tools for different populations, e. Researching Learning Strategies This section focuses on research into language learning strategies. Due to its detailed explanations of basic concepts, it is particularly relevant to students. Chapter 7 gives an introduction into general research methodology that may also be useful beyond language learning strategies. It outlines differences between quantitative, qualitative, and mixed models of research design. When reviewing quantitative methods, the tables in this chapter explain different threats to experimental research e. Another set of tables systematically displays what questions one may ask when checking e. In chapter 8 a summary of the most important findings from research into language learning strategies is presented. The chapter is organized into separate paragraphs addressing the four language skills reading, writing, listening, and speaking, as well as vocabulary and grammar. It seems that top-down strategies in listening and reading are most beneficial. The author concludes that reading and vocabulary have been studied quite extensively while listening and grammar are stepchildren of strategies research. She therefore calls for more research especially into these subfields and into the combination of e. Resources The last chapter gives a short of the different dimensions of strategies, defining the field of language learning strategy teaching and research. Oxford lists journals and books that treat language learning strategies. Furthermore, some digital databases websites, corpora are given. Finally, the author pleads for more research into language learning strategies and asks for greater awareness among teachers and learners about the utility of effective language learning strategies. As it summarizes the research findings in this field of the last thirty years, this book was much needed. The field of language learning strategies is a vast area and the author took up the challenge of collecting this information. She succeeds in presenting a clearly structured and well outlined review. The volume situates language learning strategies in relation to other fields within and beyond second language acquisition. Still, some critical aspects should be considered. First, the volume aims at practitioners, students, and researchers. However, it may be useful only to the two former audience types or for scholars seeking to enter the field. Others, more deeply interested in research into language learning strategies, may find the volume at times basic in particular chapters 7 and 9 or find it to discuss some topics too briefly e. A second point of concern is that information given in boxes and graphs on occasion repeats the text, creating some redundancy. This may help students capture the importance of these aspects and, furthermore, acknowledges different learning styles e. However, some readers may prefer a more selective presentation of the issues discussed. Likewise, the appendices to section I, which present over two hundred examples of tactics assigned to their category of strategies, do give a comprehensive collection of authentic language learner statements, but some readers may prefer a selection of some exemplary tactics over a full list. Third, the author is concise in explaining why the S2R model uses the dimensions, categories, and strategies it does, and how these differ from other models of language learning strategies. These personal statements make it rather like an oral lecture. While these reflections model for students how to deal with theoretical questions, advanced readers may find it enough to see that decisions are based on empirical and theoretical evidence. Finally, a more practical issue concerns the magnitude of examples and tables that often require the reader to turn the book back and forth from portrait to landscape reading. At times, these make it difficult to read and follow the coherent line of text, that is, the tabular presentation masks the importance of the issues reviewed, rather than emphasizing them. In sum, although this book on learning strategies is sorely needed, and while

the author definitely provides a complete treatment of the topic, it may suffer a bit from its own aim to be comprehensive. A more selective approach to the topics under review would make it more attractive -- in particular for researchers. She is currently working as a post-doctoral fellow in the Department of English Linguistics, University of Mannheim, Germany. Her research focuses on cognitive and interactive aspects of task-based performance in adult second language learners as she investigates effects of task complexity and priming during task-based interactions.

Chapter 3 : Teaching & Researching: Language Learning Strategies | Bookshare

Learning strategies are defined as "specific actions, behaviors, steps, or techniques -- such as seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task -- used by students to enhance their own learning" (Scarcella & Oxford, , p.

Szczepek Reed Available online at www. It follows the principles of the series as a whole by combining theoretical perspectives on the field in question with more practical concerns in terms of how to conduct research within that area and how such findings might impact on practice. It is thus of interest to a range of readers, from those looking for insights into how language learning strategy theory has developed to beginning researchers and classroom practitioners. The book is divided into four sections, addressing these different concerns. Examples of tactics are broad in the same way that those for strategies are p. While aspects of the model seem to be a useful expansion of previous models and to be related effectively to general educational theory and to sociocultural models of learning, this first section gives a sense of an unnecessary over-proliferation of categories alongside numerous boxed text examples and diagrams , resulting in the lengthy appendices that go with Section 1. The overall effect of this first section is less coherent than I would have liked. While the former gives a useful overview of the advantages and disadvantages of certain research instruments, in places I would like to have seen a more in-depth consideration of the issues. For example, the section on verbal report and thinking aloud is relatively short five pages, two of which are devoted to tables and the studies cited as using this research approach are quite old from thes. Similarly, stimulated recall, a method which has grown in importance in the field of learning strategies, is covered in just over four lines of text. By contrast, ten pages are devoted to questionnaires. More useful, however, are the tables that present issues relating to the validity and reliability of different data collection methods, which research students and their supervisors will no doubt find helpful. Chapter 6 is strongly practice-based and gives a clear overview of important models of strategy instruction. Chapter 8, by contrast, fails to provide what it promises: As a result, the topic is not treated in any great depth and not all of the studies considered are the most up-to-date ones. The strengths of this book are the practical advice and examples it gives of exploring learning strategies either as a researcher or a teacher with Section IV listing useful resources ; in this respect, it is likely to be of benefit to beginning researchers, research students and their teachers, and classroom practitioners. The inclusion of affective and socio-cultural perspectives on learning strategies may well be broadly welcomed, however. At times, too, I felt the argumentation needed to be more precise and issues dealt with in more depth, for example, the link between moti- vation and strategy use. There is certainly plenty of breadth here but some readers might miss the depth. Coming to terms with language learner strategies: Oxford University Press, Oxford, pp. Metacognition and cognitive monitoring: American Psychologist 34, e A review of listening strategies: Self-regulation and academic learning: Learner Strategies for Learner Autonomy. Continuum, London and New York John Benjamins, Amsterdam and Philadelphia New Trends in Corpora and Language Learning provides exactly what you would expect from the title: Originating from research first reported at the Teaching and Language Corpora TaLC conference held in Lisbon, the 15 chapters are shared across three parts:

Chapter 4 : Rebecca L. Oxford (Author of Language Learning Strategies)

Book Rcvicw of listening, reading, speaking, and writing. Chapter four introduces indirect language learning strategies that contribute to language learning, but do not make use of the target language.

Chapter 5 : Language learning strategies - Wikipedia

Rebecca L. Oxford is the author of Language Learning Strategies (avg rating, ratings, 7 reviews, published), Teaching & Researching (a.

Chapter 6 : Language Learning Strategies: Oxford's Strategy Classification System by Eric Hall on Prezi

Language Learning Strategies is a very well organised study of the techniques that learners utilise in order to master a foreign language. The results of Rebecca Oxford's research has yielded a four-level taxonomy of learning strategies, which she presents in outline form as well as in depth, and which is the great strength of this book.

Chapter 7 : Linguist List - Reviews Available for the Book

Rebecca L. Oxford, Language Learning Strategies: What Every Teacher Should Know, Rebecca L. Oxford, Teaching and Researching Language Learning Strategies, Helps the reader hone in on what they need to understand and disregard the rest.

Chapter 8 : Books by Rebecca L. Oxford (Author of Language Learning Strategies)

My third book on language learning strategies came out in , and I have forthcoming books on the language of peace, cultures of peace, and transforming higher education. I have presented keynotes and workshops at conferences in more than 40 countries.

Chapter 9 : UAB - School of Education - English as a Second Language - Rebecca Oxford, PhD - Adjunct

Foreign or second language (L2) learning strategies are specific actions, behaviors, steps, or techniques students use -- often consciously -- to improve their progress in apprehending, internalizing, and using the L2 (Oxford, b).