Strategies In Learning And Using A Second Language Longman Applied Linguistics

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Comprehension Strategies in the Acquiring of a Second Language - Harris Winitz 2020-10-08 This book provides a critical analysis and account of the development of the Comprehension Approach as a method for language learning. The author draws on interrelated sub-fields - including linguistic theory, child language acquisition, and educational technology - to examine how a comprehension-based strategy could have pedagogical potential for adult second language learning. While second language pedagogy has to date been dominated by production models, this book takes another look at the Comprehension Approach as a possible alternative, presenting results from both child first language and adult second language contexts. It will be of interest to psycholinguistics and applied linguistics scholars, particularly those with an interest in second language teaching and learning.

Situating Language Learning Strategy Use - Zoe Gavriilidou 2021-01-06 This book presents the latest research on the role of strategy use and development in second and foreign language teaching and learning. It comprises a wide selection of studies which cover topics such as strategic training of young EFL learners, promoting critical thinking through video gaming, language learning strategies for languages other than English, and the contribution of language learning strategies to the development of the four language learning skills. It will equip scholars and practitioners with the knowledge to help them better appreciate how language learning strategies contribute to and are linked with language learning processes. The contributing authors share research from their various contexts, which range from primary to tertiary education, and discuss the need for fine-tuned strategy categorization, conscious self-regulation and proposed strategy instruction.

How People Learn - National Research Council 2000-08-11 First released in the Spring of 1999, How People Learn has been expanded to show how the theories and insights from the original book can translate into actions and practice, now making a real connection between classroom activities and learning behavior. This edition includes far-reaching suggestions for research that could increase the impact that classroom teaching has on actual learning. Like the original edition, this book offers exciting new research about the mind and the brain that provides answers to a number of compelling questions. When do infants begin to learn? How do experts learn and how is this different from non-experts? What can teachers and schools do-with curricula, classroom settings, and teaching methods--to help children learn most effectively? New evidence from many branches of science has significantly added to our understanding of what it means to know, from the neural processes that occur during learning to the influence of culture on what people see and absorb. How People Learn examines these findings and their

implications for what we teach, how we teach it, and how we assess what our children learn. The book uses exemplary teaching to illustrate how approaches based on what we now know result in in-depth learning. This new knowledge calls into question concepts and practices firmly entrenched in our current education system. Topics include: How learning actually changes the physical structure of the brain. How existing knowledge affects what people notice and how they learn. What the thought processes of experts tell us about how to teach. The amazing learning potential of infants. The relationship of classroom learning and everyday settings of community and workplace. Learning needs and opportunities for teachers. A realistic look at the role of technology in education.

Learning Vocabulary in Another Language - I. S. P. Nation 2001-03-15
This book provides pedagogical suggestions for both teachers and learners.

Promoting Spontaneous Use of Learning and Reasoning Strategies - Emmanuel Manalo 2017-10-02
Eliciting and building upon student-generated solutions : evidence from productive failure / Manu Kapur, Ngan Hoe Lee, & June Lee -- Promoting learners' spontaneous use of effective questioning : integrating research findings inside and qutside of Japan / Yoshinori Oyama -- Learning from multiple documents : how can we foster multiple document literacy skills in a sustainable way? / Mark Stadtler, Rainer Bromme, & Jean-Francois Rouet -- How to address student's lack of spontaneity in diagram use : eliciting educational principles for the promotion of spontaneous learning strategy use in general / Yuri Uesaka & Emmanuel Manalo -- Obstacles to the spontaneous use of learning strategies (and some approaches to overcome them) / Christof Wecker & Andreas Hetmanek -- Second language vocabulary learning : are students cognitive misers and, if so, why? / Emmanuel Manalo & Marcus Henning -- The effect of teaching styles on students' learning strategy use and interest in studying science / Etsuko Tanaka -- Effects of students' perceptions of test value and motivation for learning on learning strategy use in mathematics / Masayuki Suzuki & Yuan Sun -- Applying metacognition theory to the classroom : decreasing illusion of knowing to promote learning strategy use / Tatsushi Fukaya -- Preparatory learning behaviors for English as a second language learning : the effects of teachers' teaching behaviors during classroom lessons / Keita Shinogaya -- Developing regulation strategies through computer-supported knowledge building among tertiary students / Chunlin Lei & Carol Chan -- Three approaches to romoting spontaneous use of learning strategies : bridging the gap between research and school practices / Shin'ichi Ichikawa, Yuri Uesaka, & Emmanuel Manalo -- Coding dosage of teachers' implementation of activities using ICAP : a video analysis / Glenda S. Stump, Na Li, Seokmin Kang, David Yaghmourian, Dongchen Xu, Joshua Adams, Katherine L. McEldoon, Matthew Lancaster, and Michelene T. H. Chi -- Development and improvement of a learning strategy use enhancement program : use of lesson induction and elaboration strategies / Mikiko Seo, Mengting Wang, Takeshi Ishizaki, Yuri Uesaka, & Shin'ichi Ichikawa -- Epistemic design : design to promote transferable epistemic growth in the PRACCIS Project / Clark A. Chinn, Ravit Golan Duncan, & Ronald Rinehart - Exploring the scope and boundaries of inquiry strategies : what do young learners generalize from inquiry-based life science learning? / Ala Samarapungavan, Jamison Wills, & Lynn Bryan -- PMC2E : conceptual representations to promote transfer / Cindy Hmelo-Silver, Rebecca Jordan, Suparna Sinha, Yawen Yu, & Catherine Eberbach -- Dude, don't start without me! : fostering engagement with others' mathematical ideas / Noreen M. Webb, Megan L. Franke, Nicholas C. Johnson, , Marsha Ing -- Supporting teacher use of talk moves during inquiry dialogue / Alina Reznitskaya, Ian A. G. Wilkinson, & Joseph Oyler

Language Learning Strategies in Independent Settings - Stella Hurd 2008
In recent years traditional, classroom-based language tuition has been increasingly overshadowed by innovative approaches, such as distance learning, supported independent learning and blended learning (with an online component). This timely volume examines the use of language learning strategies in a range of independent settings, and addresses key issues for independent learners such as autonomy,

strategic awareness and self-regulation.

Teaching and Learning Pragmatics - Noriko Ishihara 2014-07-16
An understanding of sociocultural context is crucial in second language learning – yet developing this awareness often poses a real challenge to the typical language learner. This book is a practical language teachers' guide that focuses on how to teach socially and culturally appropriate language for effective communication. Moving beyond a purely theoretical approach to pragmatics, the volume offers practical advice to teachers, with hands-on classroom tasks included in every chapter. Readers will be able to: · Identify possible causes of learner errors and choices in cross-cultural communication · Understand second language acquisition theories that support their classroom practices · Develop a pragmatics-focused instructional component, classroom-based assessments, and curricula · Help learners to become more strategic about their learning and performance of speech acts · Incorporate technology into their approach to teaching pragmatics This book aims to close the gap between what research in pragmatics has found and how language is generally taught today. It will be of interest to all language teachers, graduate students in language teaching and linguistics, teacher educators, and developers of materials for teaching language.

How People Learn II - National Academies of Sciences, Engineering, and Medicine 2018-09-27
There are many reasons to be curious about the way people learn, and the past several decades have seen an explosion of research that has important implications for individual learning, schooling, workforce training, and policy. In 2000, How People Learn: Brain, Mind, Experience, and School: Expanded Edition was published and its influence has been wide and deep. The report summarized insights on the nature of learning in school-aged children; described principles for the design of effective learning environments; and provided examples of how that could be implemented in the classroom. Since then, researchers have continued to investigate the nature of learning and have generated new findings related to the neurological processes involved in learning, individual and cultural variability related to learning, and educational technologies. In addition to expanding scientific understanding of the mechanisms of learning and how the brain adapts throughout the lifespan, there have been important discoveries about influences on learning, particularly sociocultural factors and the structure of learning environments. How People Learn II: Learners, Contexts, and Cultures provides a much-needed update incorporating insights gained from this research over the past decade. The book expands on the foundation laid out in the 2000 report and takes an in-depth look at the constellation of influences that affect individual learning. How People Learn II will become an indispensable resource to understand learning throughout the lifespan for educators of students and adults.

Revitalizing Endangered Languages - Justyna Olko 2021-01-31
Of the approximately 7,000 languages in the world, at least half may no longer be spoken by the end of the twenty-first century. Languages are endangered by a number of factors, including globalization, education policies, and the political, economic and cultural marginalization of minority groups. This guidebook provides ideas and strategies, as well as some background, to help with the effective revitalization of endangered languages. It covers a broad scope of themes including effective planning, benefits, wellbeing, economic aspects, attitudes and ideologies. The chapter authors have hands-on experience of language revitalization in many countries around the world, and each chapter includes a wealth of examples, such as case studies from specific languages and language areas. Clearly and accessibly written, it is suitable for non-specialists as well as academic researchers and students interested in language revitalization. This book is also available as Open Access on Cambridge Core.

Learning Strategies in Second Language Acquisition - J. Michael O'Malley 1990-02-23
A review of the literature on learning strategies, describing and classifying learning strategies in second language learning.

Teaching & Researching: Language Learning Strategies - Rebecca L. Oxford 2013-11-26
Over the past thirty years, the field of language

learning strategies has generated a massive amount of interest and research in applied linguistics. Teaching and Researching Language Learning Strategies redraws the landscape of language learning strategies at just the right time. In this book Rebecca Oxford charts the field systematically and coherently for the benefit of language learning practitioners, students, and researchers. Offering practical, innovative suggestions for assessing, teaching, and researching language learning strategies, she provides examples of strategies and tactics from all levels, from beginners to distinguished-level learners, as well as a new taxonomy of strategies for language learning. In demonstrating why self-regulated learning strategies are necessary for language proficiency, Oxford integrates socio-cultural, cognitive, and affective dimensions, and argues convincingly for the need for conceptual cross-fertilization. Providing clear and concise explanations of the advantages and limitations of the different approaches, this book is full of practical value and theoretical insights. The book is designed to guide the reader with the use of a range of features, including: key quotes and concept boxes preview questions and chapter overviews glossary and end-of-chapter further readings sources and resources section

Successful Reading Strategies for Second Language Learners - Tarek Elabsy 2013-04-25
An invaluable reading tool, this amazing new guide is a wonderful addition to any teachers arsenal. Filled with reading activities that are research validated and incredibly inclusive, this educational book is perfect for teachers, even of ELLs. The only book with a comprehensive collection of activities covering the five reading blocks, the guide touches upon phonological awareness, phonics, vocabulary, reading fluency, and comprehension with extraordinary expertise and practicality. Crafted with massive amounts of research, diligence, and passion, this is one guide that will universally and effectively help teachers to address all students comprehension needs.This wonderful new teaching tool provides educators with theories and reading strategies necessary for developing students critical thinking skills. Fantastic for helping teachers create a learning environment that can foster successful students, these techniques will ultimately lead down a path of comprehension and learning for students everywhere. Filled with comprehensive information thats practical yet research validated, this priceless guide by Tarek Elabsy is a wonderful tool for readers of all levels.Designed specifically for elementary and middle school teachers, the book provides them with valuable activities to use with students across multiple cultural and ethnic backgrounds. Perfectly applicable toward a diverse range of students, this informative guide works to save teachers untold time and effort with its expansive activities for beginners, intermediate, and even advanced-level readers.Filled with essential reading activities, research-validated theories, and educational reading strategies, this is the perfect tool for helping teachers lead their students on their quest to become proficient readers

Metacognition in Language Learning and Teaching (Open Access) - Åsta Haukås 2018-06-14
The Open Access version of this book, available at https://www.taylorfrancis.com/books/e/97813510 49139, has been made available under a Creative Commons Attribution-Non Commercial-No Derivatives 4.0 license. This volume offers an exhaustive look at the latest research on metacognition in language learning and teaching. While other works have explored certain notions of metacognition in language learning and teaching, this book, divided into theoretical and empirical chapters, looks at metacognition from a variety of perspectives, including metalinguistic and multilingual awareness, and language learning and teaching in L2 and L3 settings, and explores a range of studies from around the world. This allows the volume to highlight a diverse set of methodological approaches, including blogging, screen recording software, automatic translation programs, language corpora, classroom interventions, and interviews, and subsequently, to demonstrate the value of metacognition research and how insights from such findings can contribute to a greater understanding of language learning and language teaching processes more generally. This innovative collection is an essential resource for students and scholars in language teaching pedagogy,

and applied linguistics.

Lessons from Good Language Teachers - Carol Griffiths 2020-04-30
Explains how good language teachers work, drawing on teacher training theory as well as many examples and case studies.

Make It Stick - Peter C. Brown 2014-04-14
Discusses the best methods of learning, describing how rereading and rote repetition are counterproductive and how such techniques as self-testing, spaced retrieval, and finding additional layers of information in new material can enhance learning.

Learning Strategies and Learning Styles - Ronald R. Schmeck 2013-11-11
A style is any pattern we see in a person's way of accomplishing a particular type of task. The "task" of interest in the present context is education-learning and remembering in school and transferring what is learned to the world outside of school. Teachers are expressing some sort of awareness of style when they observe a particular action taken by a particular student and then say something like: "This doesn't surprise me! That's just the way he is. " Observation of a single action cannot reveal a style. One's impres sion of a person's style is abstracted from multiple experiences of the person under similar circumstances. In education, if we understand the styles of individual students, we can often anticipate their perceptions and subsequent behaviors, anticipate their misunderstandings, take ad vantage of their strengths, and avoid (or correct) their weaknesses. These are some of the goals of the present text. In the first chapter, I present an overview of the terminology and research methods used by various authors of the text. Although they differ a bit with regard to meanings ascribed to certain terms or with regard to conclusions drawn from certain types of data, there is none theless considerable agreement, especially when one realizes that they represent three different continents and five different nationalities.

Teaching and Researching Language Learning Strategies - Rebecca L. Oxford 2016-12-19
Now in its second edition, Teaching and Researching Language Learning Strategies: Self-Regulation in Context charts the field

systematically and coherently for the benefit of language learning practitioners, students, and researchers. This volume carries on the author's tradition of linking theoretical insights with readability and practical utility and offers an enhanced Strategic Self-Regulation Model. It is enriched by many new features, such as the first-ever major content analysis of published learning strategy definitions, leading to a long-awaited, encompassing strategy definition that, to a significant degree, brings order out of chaos in the strategy field. Rebecca L. Oxford provides an intensive discussion of self-regulation, agency, and related factors as the "soul of learning strategies." She ushers the strategy field into the twenty-first century with the first in-depth treatment of strategies and complexity theory. A major section is devoted to applications of learning strategies in all language skill areas and in grammar and vocabulary. The last chapter presents innovations for strategy instruction, such as ways to deepen and differentiate strategy instruction to meet individual needs; a useful, scenario-based emotion regulation questionnaire; insights on new research methods; and results of two strategy instruction meta-analyses. This revised edition includes in-depth questions, tasks, and projects for readers in every chapter. This is the ideal textbook for upper-level undergraduate and graduate courses in TESOL, ELT, education, linguistics, and psychology.

Language Learning Strategies and Individual Learner Characteristics - Rebecca L. Oxford 2018-02-22
This innovative book focuses on the relationships among self-regulated language learning strategies, students' individual characteristics, and the diverse contexts in which learning occurs. 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. Examining methodologies for strategy research and assessment, the volume explores narrative, decision-tree, scenario-based, and questionnaire-based research, as well as mixed-methods research and new assessment tools for young learners' strategies. It presents research on strategies used for foreign/second language pronunciation, pragmatics, listening, reading, speaking, writing, and test-taking. 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.

Learning Strategies in Foreign and Second Language Classrooms - Ernesto Macaro 2002-01-01
An extremely lucid book that mixes discursive prose with exercises, questions and prompts for reflection. Each theoretical point is supported by a fully explained example. The book focuses on the different strategies that people use to learn languages and shows teacher how to (a) train pupils in those strategies and (b) adapt their teaching to derive the greatest benefit from each strategy.

How Learning Works - Susan A. Ambrose 2010-04-16
Praise for How Learning Works "How Learning Works is the perfect title for this excellent book. Drawing upon new research in psychology, education, and cognitive science, the authors have demystified a complex topic into clear explanations of seven powerful learning principles. Full of great ideas and practical suggestions, all based on solid research evidence, this book is essential reading for instructors at all levels who wish to improve their students' learning." —Barbara Gross Davis, assistant vice chancellor for educational development, University of California, Berkeley, and author, Tools for Teaching "This book is a must-read for every instructor, new or experienced. Although I have been teaching for almost thirty years, as I read this book I found myself resonating with many of its ideas, and I discovered new ways of thinking about teaching." —Eugenia T. Paulus, professor of chemistry, North Hennepin Community College, and 2008 U.S. Community Colleges Professor of the Year from The Carnegie Foundation for the Advancement of Teaching and the Council for Advancement and Support of Education "Thank you Carnegie Mellon for making accessible what has previously been inaccessible to those of us who are not learning scientists. Your focus on the essence of learning combined with concrete examples of the daily challenges of teaching and clear tactical strategies for faculty to consider is a welcome work. I will recommend this book to all my colleagues." —Catherine M. Casserly, senior partner, The Carnegie Foundation for the Advancement of Teaching "As you read about each of the seven basic learning principles in this book, you will find advice that is grounded in learning theory, based on research evidence, relevant to college teaching, and easy to understand. The authors have extensive knowledge and experience in applying the science of learning to college teaching, and they graciously share it with you in this organized and readable book." —From the Foreword by Richard E. Mayer, professor of psychology, University of California, Santa Barbara; coauthor, e-Learning and the Science of Instruction; and author, Multimedia Learning

Vocabulary Learning Strategies and Foreign Language Acquisition - Višnja Pavičić Takač 2008
The book discusses vocabulary learning strategies as an integral subgroup of language learning strategies. It defines language learning strategies in general and their features on the basis of cognitive theory and relevant models of second language acquisition as the basis for empirical research. Furthermore, the book gives a survey of research on vocabulary learning strategies and describes three original empirical studies. Thus, the book attempts at integrating

the approaches of theories of second language acquisition, the theory and practice of instructed foreign language learning, and the findings of current empirical research.

Strategies in Learning and Using a Second Language - Andrew D. Cohen 2015
...this book is best characterised as Cohen's selected highlights of research on language learner strategies. Or, to use Cohen's own words, it is a "salad-bowl" (p. 2) with visible large chunks of vegetables. I would immediately add that it is not just any salad-bowl, it is a bowl of salad with a unique Cohen flavour, with precious ingredients rarely found elsewhere...this book does an excellent job in showcasing the best of what language learner strategies research has to offer today. - Peter Yongqi GU, Senior Lecturer at the School of Linguistics & Applied Language Studies, Victoria University of Wellington, New Zealand
Strategies in Learning and Using a Second Language examines what it takes to achieve long-term success in languages beyond the first language. Distinguishing language learning from language-use strategies, Andrew D. Cohen disentangles a morass of terminology to help the reader see what language strategies are and how they can enhance performance. Particular areas of research examined in the book include:
- links between the use of task-specific strategies and language performance - how multilinguals verbalise their thoughts during language learning and use - strategies that learners use in test-taking contexts In this fully revised and substantially rewritten second edition, every chapter has been reworked, with material either updated or replaced. Entirely new material has also been developed based on examples of specific strategies supplied by actual learners, mostly drawn from a website featuring these strategies in the learning of Spanish grammar.

Learning Strategies - John Nisbet 2017-09-13
Originally published in 1986, designed for teachers and those concerned with the education of primary and secondary school pupils, Learning Strategies presented a new approach to 'learning to learn'. Its aim was to encourage teachers to start thinking about different approaches to harnessing the potential of young learners. It was also relevant to adult learners, and to those who teach them. Thus,

although about learning, the book is also very much about teaching. Learning Strategies presents a critical view of the study skills courses offered in schools at the time, and assesses in non-technical language what contributions could be made to the learning debate by recent developments in cognitive psychology. The traditional curriculum concentrated on 'information' and developing skills in reading, writing, mathematics and specialist subjects, while the more general strategies of how to learn, to solve problems, and to select appropriate methods of working, were too often neglected. Learning to learn involves strategies like planning ahead, monitoring one's performance, checking and self-testing. Strategies like these are taught in schools, but children do not learn to apply them beyond specific applications in narrowly defined tasks. The book examines the broader notion of learning strategies, and the means by which we can control and regulate our use of skills in learning. It also shows how these ideas can be translated into classroom practice. The final chapter reviews the place of learning strategies in the curriculum.

Expertise in Second Language Teaching and Learning - Keith Johnson 2005-10-22
Understanding what constitutes expertise in language learning and teaching is important for theoretical reasons related to psycholinguistic, and applied linguistic, inquiry. It also has many significant applications in practice, particularly in relation to the training and practice of language teachers and improvements in students' strategies of learning. In this volume, methodologies for establishing what constitutes expert practice in language teaching and learning are discussed and the contributions address the fields of listening, reading, writing, speaking and communication strategies, looking at common characteristics of the "expert teacher" and the "expert learner."

The Knowledge Gap - Natalie Wexler 2020-08-04
The untold story of the root cause of America's education crisis--and the seemingly endless cycle of multigenerational poverty. It was only after years within the education reform movement that Natalie Wexler stumbled across a hidden explanation for our country's frustrating lack of

progress when it comes to providing every child with a quality education. The problem wasn't one of the usual scapegoats: lazy teachers, shoddy facilities, lack of accountability. It was something no one was talking about: the elementary school curriculum's intense focus on decontextualized reading comprehension "skills" at the expense of actual knowledge. In the tradition of Dale Russakoff's The Prize and Dana Goldstein's The Teacher Wars, Wexler brings together history, research, and compelling characters to pull back the curtain on this fundamental flaw in our education system--one that fellow reformers, journalists, and policymakers have long overlooked, and of which the general public, including many parents, remains unaware. But The Knowledge Gap isn't just a story of what schools have gotten so wrong--it also follows innovative educators who are in the process of shedding their deeply ingrained habits, and describes the rewards that have come along: students who are not only excited to learn but are also acquiring the knowledge and vocabulary that will enable them to succeed. If we truly want to fix our education system and unlock the potential of our neediest children, we have no choice but to pay attention.

Lessons from Good Language Learners - Carol Griffiths 2008-04-03
This book considers the strategies used by successful language learners, in the light of current thinking and research.
Language Learning Strategies Around the World - Rebecca L. Oxford 1996

Language Learning Strategies - Rebecca L. Oxford 1990
Practical and detailed recommendations, based on research, for the development of language learning strategies for the four language skills, with case studies, models, etc.
Inclusion Strategies for Secondary Classrooms - M. C. Gore 2010-04-07
The author provides educators with sixty-six keys to help middle and secondary school students with disabilities succeed.
Learning Strategies - Harold F. O'Neil 2014-05-10
Learning Strategies describes a program of research in learning strategies initiated by the Defense Advanced Research Projects Agency

(DARPA) in 1976. The goal of the program is to improve learning, decrease training time, and reduce training costs by developing and evaluating instructional materials designed to teach basic intellectual and affective skills. This book records the program's progress and suggests further avenues for research. Comprised of eight chapters, this book begins with an overview of the theoretical underpinnings of the teaching and learning approaches to the improvement of education, followed by a discussion on DARPA's preliminary work on an empirically based learning-strategy training program as well as its efforts to expand and modify the program. In order to provide an intellectual foundation for this program, several fields are surveyed for potential learning strategies, namely, cognitive psychology, artificial intelligence, behavioral modification, and motor learning. An instructional systems development approach for learning strategies is also proposed. The final chapter deals with models of evaluation extant in education and training and discusses the specific application of transactional evaluation to the DARPA Learning Strategies Research Program. This monograph should be of interest to students, teachers, and educational psychologists.
Learning Strategies for Second Language Users - Manfred Prokop 1989
This is a guide to learning strategies, aimed at those learning to use a second language. It can be used as a textbook in courses in applied linguistics, methodology of second-language teaching, and curriculum design, or in teacher pre- and in-service training.
Language Learner Strategies: 30 Years of Research and Practice - Andrew Cohen 2007-11-29
Provides a unique and timely re-examination of key issues such as strategies in context, strategy instruction, and strategy research methods by numerous experts in the field. Offers an invaluable overview of what is known from empirical research about listening, reading, speaking, writing, vocabulary, and grammar strategies. Proposes a clear and focused research agenda for the next decades.
Vocabulary Learning Strategies and Foreign Language Acquisition - Višnja Pavičić Takač 2008-02-04

The book discusses vocabulary learning strategies as an integral subgroup of language learning strategies. It defines language learning strategies in general and their features on the basis of cognitive theory and relevant models of second language acquisition as the basis for empirical research. Furthermore, the book gives a survey of research on vocabulary learning strategies and describes three original empirical studies. Thus, the book attempts at integrating the approaches of theories of second language acquisition, the theory and practice of instructed foreign language learning, and the findings of current empirical research.

Promoting Spontaneous Use of Learning and Reasoning Strategies - Emmanuel Manalo 2017-10-03
In this book, scholars from around the world develop viable answers to the question of how it may be possible to promote students' spontaneity in the use of learning and reasoning strategies. They combine their expertise to put forward new theories and models for understanding the underlying mechanisms; provide details of new research to address pertinent questions and problems; and describe classroom practices that have proven successful in promoting spontaneous strategy use. This book is a must for educators and researchers who truly care that schooling should cultivate learning and reasoning strategies in students that would prepare and serve them for life. A seminal resource, this book will address the basic problem that many educators are well acquainted with: that students can learn how to effectively use learning and reasoning strategies but not use them of their own volition or in settings other than the one in which they learned the strategies.

The Cambridge Handbook of Cognition and Education - John Dunlosky 2019-02-07
This Handbook reviews a wealth of research in cognitive and educational psychology that investigates how to enhance learning and instruction to aid students struggling to learn and to advise teachers on how best to support student learning. The Handbook includes features that inform readers about how to improve instruction and student achievement based on scientific evidence across different domains, including science, mathematics, reading and writing. Each chapter supplies a description of the learning goal, a balanced presentation of the current evidence about the efficacy of various approaches to obtaining that learning goal, and a discussion of important future directions for research in this area. It is the ideal resource for researchers continuing their study of this field or for those only now beginning to explore how to improve student achievement.

Learning Strategies in Second Language Acquisition - J. Michael O'Malley 1990-02-23
A review of the literature on learning strategies, describing and classifying learning strategies in second language learning.

Achieving Success in Second Language Acquisition - Betty Lou Leaver 2005-06-02
Publisher Description

Strategies in Learning and Using a Second Language - Andrew D. Cohen 2014-06-11
Strategies in Learning and Using a Second Language examines what it takes to achieve long-term success in languages beyond the first language. Distinguishing language learning from language-use strategies, Andrew D. Cohen disentangles a morass of terminology to help the reader see what language strategies are and how they can enhance performance. Particular areas of research examined in the book include: - links between the use of task-specific strategies and language performance - how multilinguals verbalise their thoughts during language learning and use strategies that learners use in test-taking contexts In this fully revised and substantially rewritten second edition, every chapter has been reworked, with material either updated or replaced. Entirely new material has also been developed based on examples of specific strategies supplied by actual learners, mostly drawn from a website featuring these strategies in the learning of Spanish grammar.Strategies in Learning and Using a Second language will be an invaluable resource for language teachers and researchers, as well as for administrators of second language programmes and for students of applied linguistics.

Strategies for Second Language Listening - Suzanne Graham 2015-10-05
This book seeks to help teachers teach listening in a more principled way by presenting what is

known from research, exploring teachers' beliefs and practices, examining textbook materials, and offering practical activities for improving second language listening.

Strategy Instruction for Students with Learning Disabilities, Second Edition - Robert Reid 2013-09-16
"Practical and accessible, this book provides the first step-by-step guide to cognitive strategy instruction, which has been shown to be one of the most effective instructional techniques for students with learning problems. Presented are proven strategies that students can use to improve their self-regulated learning, study skills, and performance in specific content areas, including written language, reading, and math. Clear directions for teaching the strategies in the elementary or secondary classroom are accompanied by sample lesson plans and many concrete examples. Enhancing the book's hands-on utility are more than 20 reproducible worksheets and forms"--