

# **Language Learning Strategies and Individual Learner Characteristics**

Situating Strategy Use in  
Diverse Contexts

Edited by Rebecca L. Oxford  
and Carmen M. Amerstorfer

B L O O M S B U R Y

**"With publication of this landmark volume, language learning strategies are fully established on the cutting edge of language teaching and research. 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."**

**Peter MacIntyre, Professor of Psychology, Cape Breton University, Canada**

**"This collection represents the future for language learning strategy (LLS) research, building on solid theoretical foundations but looking ahead to new directions for the field. It 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."**

**Sarah Mercer, Head of ELT, University of Graz, Austria**

**"An excellent resource for language learning researchers and teachers alike. It helps clarify critical methodological issues for researchers. It also provides practical pedagogical ideas for teachers to enhance language learners' strategic learning capacity."**

**Xuesong Gao, Associate Professor, University of New South Wales, Australia**

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.

**Rebecca L. Oxford** is Professor Emerita and Distinguished Scholar-Teacher at the University of Maryland, USA.

**Carmen M. Amerstorfer** is Director of the School of Education and Senior Scientist at Alpen-Adria-Universität Klagenfurt, Austria.

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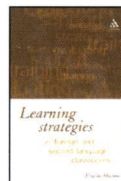
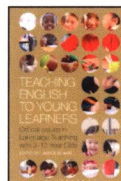
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*“With publication of this landmark volume, language learning strategies are fully established on the cutting edge of language teaching and research. It marks an evolution in the field from the conceptualization and applications of strategies to innovative 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.”*

Peter MacIntyre, Professor of Psychology, Cape Breton University, Canada

*“This collection represents the future for language learning strategy (LLS) research, building on solid theoretical foundations but looking ahead to new directions for the field. 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, this book 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.”*

Sarah Mercer, Head of ELT, University of Graz, Austria

*“An excellent resource for language learning researchers and teachers alike. It helps clarify critical methodological issues for researchers. It also provides practical pedagogical ideas for teachers to enhance language learners’ strategic learning capacity.”*

Xuesong Gao, Associate Professor, University of New South Wales, Australia

*“A highly readable, insightful, and innovative book for teachers and researchers interested in language learning strategies and individual learner characteristics. Its careful editing and global reach make the book an invaluable compendium for an international readership.”*

Werner Delanoy, Professor of English Language Teaching,  
Alpen-Adria-Universität Klagenfurt, Austria

*“Oxford and Amerstorfer ‘walk their talk’ as they contextualize language learning strategy use and self-regulation in a dynamic approach and deliver a volume that does not shy away from such complexity. 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!"*

Tammy Gregersen, Professor of English, University of Northern Iowa, USA

*"[This book] provides a current research foundation on language learners' strategy use. 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."*

Neil Anderson, Professor, Department of English Language Teaching and Learning, Brigham Young University-Hawaii, USA

## Contributors

**Carmen M. Amerstorfer** works as a researcher and teacher trainer for the Department of English at Alpen-Adria-Universität Klagenfurt (AAU), Austria. She has teaching experience in EFL and ESP at educational institutions in Austria, the Netherlands, and China. She has taught foreign language learners of all ages and at educational levels from pre-K to tertiary. Carmen's main research interests include learner-centered teaching approaches, strategic language learning, and psychology in language learning. In 2015 Carmen organized an international conference on language learning strategies that is hosted bi-annually throughout the world. In her position as Chair of the School of Education at AAU, Carmen works on improving teacher training programs and cooperation among educational institutions in Austria and across the globe.

**Jakub Bielak** is Assistant Professor at the Department of English Studies of the Faculty of Pedagogy and Fine Arts at Adam Mickiewicz University, Poznań/Kalisz, Poland as well as Senior Lecturer at the Institute of Modern Languages of the State University of Applied Sciences in Konin, Poland. His major interests include form-focused instruction, individual learner differences, language learning strategies, and applications of cognitive linguistics to language teaching. Among his publications there are a book (*Applying Cognitive Grammar in the Foreign Language Classroom: Teaching English Tense and Aspect*, 2013, co-authored with Mirosław Pawlak), several articles in edited volumes and journals, and two co-edited volumes. Jakub has been Assistant to the Editor of the journal *Studies in Second Language Learning and Teaching* since 2011 and Head of the university press in Konin since 2015.

**Anna Uhl Chamot** is Professor Emerita of Curriculum and Pedagogy at the Graduate School of Education and Human Development, George Washington University, USA, where she directed the National Capital Language Resource Center (NCLRC). Dr. Chamot has conducted research that investigated language learning processes of both second and foreign language students. Her research interests are in language learning strategies, content-based language instruction, and literacy development in adolescent English learners. She co-designed the *Cognitive Academic Language Learning Approach (CALLA)*, an instructional

model for English language learners and has adapted this model for students learning English and other languages as foreign languages. Her publications include articles and books on research, methodology, and instructional materials. Dr. Chamot holds a PhD in Applied Linguistics from the University of Texas at Austin, an MA in Foreign Language Education from Teachers College, Columbia University, and a BA in Spanish Literature from the George Washington University.

#### *Editors' Note*

Shortly before this book's publication, Dr. Chamot suddenly passed away. Scholars around the world who are interested in learning strategies are deeply saddened. We are all grateful to Dr. Chamot for the guidance, inspiration, and love that she gave to us and to the field.

**Andrew D. Cohen** was a Peace Corps Volunteer in rural community development with the Aymara Indians on the High Plains of Bolivia. As a professor, he taught ESL at UCLA, USA, language education at the Hebrew University of Jerusalem, Israel, and second language studies at the University of Minnesota, USA, before retiring in 2013. He was also Secretary General of AILA (1996–2002). Cohen is co-editor of *Language Learning Strategies* (2007), author of *Strategies in Learning and Using a Second Language* (2011), and co-author of *Teaching and Learning Pragmatics* with Noriko Ishihara (2014). He has also published numerous book chapters and journal articles, and has written a guide for young language learners, with a companion guide for teachers. He piloted the guide with 5th and 6th-grade Spanish immersion students at a charter school in Forest Lake, MN. Copies of most of his papers are available for download on his website: <https://z.umn.edu/adcohen>.

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accepted by the Greek Ministry of Education. She is also a member of the experts' committees for the revision of curricula in Greece and Cyprus in primary and secondary education. Her main areas of research interest include language learning strategies, pedagogical lexicography, linguistic testing, language teaching, and morphology.

**Christina Gkonou** is Lecturer in TEFL and MA TEFL/TESOL Course Director at the Department of Language and Linguistics, University of Essex, UK. She leads postgraduate modules on teacher training and education, and the psychology of language learning and teaching. Her main research interests are in all areas of the psychology of learners and teachers, but more specifically in language anxiety and emotions, teacher identity and agency, and emotion-regulation strategies for language learning. She is the co-editor of *New Directions in Language Learning Psychology* and *New Insights into Language Anxiety: Theory, Research and Educational Implications*, and co-author of the *MYE (Managing Your Emotions) Questionnaire*.

**Carol Griffiths** has been a teacher, manager and teacher trainer of ELT for many years. She has taught in many places around the world, including New Zealand, Indonesia, Japan, China, North Korea, UK, and Turkey. She has also presented at numerous conferences and published widely, including her books *Lessons from Good Language Learners* and *The Strategy Factor in Successful Language Learning*. Learner issues (e.g., individual differences, such as strategies, style, gender, age, culture, motivation, identity), teacher education and support (e.g., methodology, error correction), language issues (e.g., EFL), and using literature to teach language are her major areas of research interest.

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**Pamela Gunning** lectures at Concordia University, Canada. She has vast experience as an elementary ESL teacher and has co-authored several ESL textbooks for children. She is the author of the strategy questionnaire *Children's SILL*, the first adaptation of Oxford's *SILL* for YLLs. Under the auspices of the Ministry of Education of Québec, she has also co-authored a strategy training

module, “Strategies for Success in ESL,” to help teachers incorporate learning strategy instruction into their ESL teaching. She has been a consultant on strategies to the Ministry of Education of Québec. She has also published articles in journals and chapters in books. Her teaching and research focus on primary pedagogy, strategies, and classroom-based assessment. Her current research examines inter-disciplinary strategy instruction, in particular, L1–L2 cross-linguistic teacher collaboration in teaching reading strategies to YLLs.

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acquisition theory and research, language learning strategies, learner autonomy, form-focused instruction, willingness to communicate and motivation. Her recent publications include *Production-Oriented and Comprehension-Based Grammar Teaching in the Foreign Language Classroom* (with Mirosław Pawlak 2012) and *Willingness to Communicate in Instructed Second Language Acquisition* (with Mirosław Pawlak 2017). Anna Mystkowska-Wiertelak is Assistant to the Editor of the journal *Studies in Second Language Learning and Teaching* (<http://www.sssl.tau.ac.il>).

**Rebecca L. Oxford** is Professor Emerita and Distinguished Scholar-Teacher at the University of Maryland and currently teaches at the University of Alabama at Birmingham. She directed language teacher education programs at the University of Maryland, the University of Alabama, and Columbia University, as well as coordinating an intensive English program at the Pennsylvania State University. She has presented keynotes and workshops at language conferences in more than 40 countries and has published over 250 articles and chapters on language learners, psychology, culture, and teaching methods. Among her best known books are *Language Learning Strategies: What Every Teacher Should Know*, *Language Learning Strategies around the World*, and *Teaching and Researching Language Learning Strategies: Self-Regulation in Context*. She co-edited special issues on strategies in *System*, *Studies in Second Language Learning and Teaching*, and *International Review of Applied Linguistics in Language Teaching*.

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**Carolyn E. Turner** is Associate Professor, Retired, of Second Language Education in Integrated Studies in Education at McGill University, Canada. Her research examines language testing/assessment in educational settings and in healthcare contexts. She is Past President of the International Language Testing Association (ILTA) and served as Associate Editor of *Language Assessment Quarterly*. In 2009 she was a founding member of the Canadian Association for Language Assessment/Association canadienne d'évaluation des langues. She has been involved with language assessment issues/research in organizations including the International Civil Aviation Organization (ICAO); Ministry of Education of Québec; Educational Testing Service (ETS), Princeton, NJ. Her publications are in journals such as *Language Testing*, *Language Assessment Quarterly*, *TESOL Quarterly*, *Canadian Modern Language Review*, *Health Communication*, and chapters in edited collections. She is presently co-authoring *Learning-Oriented Assessment in Language Classrooms: Using Assessment to Gauge and Promote Language Learning* with James Purpura.

# Preface

## About This Book

Rebecca L. Oxford  
*University of Maryland, USA*

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*Alpen-Adria-Universität Klagenfurt, Austria*

This book is about foreign and second language learning strategies and individual learner characteristics (e.g., anxiety and motivation), which are situated in particular contexts.

### 1. Who will find this book useful?

If you are in any of the following groups, you will likely find this volume highly valuable. It is especially to you that we offer this book, though others might also learn much from it.

- a. Teachers of university students in areas such as languages, language teaching methods, second language acquisition, learning strategies, individual differences, language learning theory and practice, psychology, cross-cultural studies, self-regulation, emotions or affect, or other subjects.
- b. Teachers of languages for adult students, university students, K–12 students, or others.
- c. Researchers and theorists.
- d. Graduate students or upper-level undergraduates interested in any of the topics above.
- e. Authors and designers who want to include strategies in language textbooks or language instruction websites.

For all these readers, this volume offers state-of-the-art chapters in which research and theory are tied to practice. It provides a vast array of resources and references, as well as a dedicated website.

## 2. Are global perspectives present in this book?

Internationality is a fundamental quality of every contributor. The contributors currently live and work in Austria, Canada, Greece, Japan, New Zealand, Poland, Turkey, the United Kingdom, and the United States. In addition, some contributors were born in or spent their childhoods in countries (e.g., China, Colombia, Greece, and Jamaica) that are not their current countries of residence. Many contributors had major professional or academic experiences in countries—e.g., Bolivia, Cambodia, China, Chile, Costa Rica, Ecuador, Estonia, France, Indonesia, Israel, Japan, Latvia, Lithuania, the Netherlands, North Korea, Qatar, Russia, Scotland, and Singapore—that are neither their original homelands nor their current countries of residence. This list of countries is illustrative rather than exhaustive; our authors have traveled to many additional countries in the world to make presentations, give workshops, and get to know other cultures. We note all these international linkages to emphasize the importance and presence of global perspectives in this book. Such international views benefit all readers of this book.

## 3. What else is important about the contributors?

The book includes two major groups of contributors. The first group consists of internationally known experts, while the second group consists of relatively new scholars—the next-generation of leaders in situated strategies and individual learner characteristics. In his Foreword to this book, Stephen Ryan correctly notes that the established scholars bring a continuity of insight and that the less familiar voices point to the vitality and health of this field, which he sees as having a global reach.

## 4. What are some general themes in this book?

Theory, research and assessment, and practice are listed below as separate thematic threads, but actually they are tightly interwoven.