

# Contents

5.11	Shifting the focus to strategy	Dimensions 2 (metacognitive & skills)	E	166
5.12	Quality of strategy instruction	Skills, strategies, sub-strategies, metacognition		167
5.13	Conclusion	Final responses to user-researcher questions	I, E	171
		Metacognitive strategies, metacognition		173
		Metacognitive processes, metacognition		173
6	Strategy instruction and other forms of strategy maintenance		E	174
6.1	Key terms	Affiliate strategies	E	175
6.2	Culture as a factor in excellent strategies	Relevant theories and concepts	E, R	176
6.3	Strategy instruction in separate learning modules or programmes	Conceptual models	R	176
6.4	Direct strategy instruction integrated into regular L2	Further reading		177
	<b>General Editors' Preface</b>	Dimension 3 (cognitive)	E	xii
	<b>Acknowledgements</b>	Conceptual models	E	xiii
	<b>Publisher's Acknowledgements</b>	Further reading	E	xiv
6.5	Theory and research	Conclusion	E, R	193
6.6	Practical applications	Further reading	E	195
6.7	Introduction	Further reading	E	197
6.8	Conclusion	Further reading	E	197
6.9	Conclusion	Further reading	E	197

---

## Section I The Strategic Self-Regulation (S<sup>2</sup>R) Model of Language Learning

---

1	Introducing the Strategic Self-Regulation (S <sup>2</sup> R) Model of language learning		7
1.1	Overview of this book		8
1.2	Why this book is needed now		10
1.3	The S <sup>2</sup> R Model		11
1.4	Nine ways the S <sup>2</sup> R Model is different		40
1.5	Conclusion		41
	Further reading		42
2	Dimension 1 (cognitive): Strategies for remembering and processing language		43
2.1	Linked metaphors for metacognitive and cognitive strategies: construction manager and construction workers		44
2.2	Metacognitive knowledge, metacognitive strategies, and metacognition		45
2.3	Cognitive strategies		46
2.4	Relevant theories and concepts		47
2.5	Conclusion		60
	Further reading		60

3	Dimension 2 (affective): Strategies linked with emotions, beliefs, attitudes, and motivation	61
3.1	Linked metaphors for meta-affective and affective strategies: electricity manager and electricity workers	62
3.2	Meta-affective knowledge, meta-affective strategies, and meta-affect	63
3.3	Affective strategies	64
3.4	Relevant theories and concepts	65
3.5	Conclusion	83
	Further reading	83
4	Dimension 3 (sociocultural-interactive): Strategies for contexts, communication, and culture	85
4.1	Linked metaphors for meta-SI strategies and SI strategies: community manager and community workers	87
4.2	Meta-SI knowledge, meta-SI strategies, and the "meta" level of sociocultural interaction	87
4.3	SI strategies	88
4.4	Relevant theories and concepts	89
4.5	Conclusion	99
	Further reading	100
<b>Section I</b>	<b>Appendices</b>	<b>101</b>
<b>Section II</b>	<b>Authentic Uses of Strategy Assessment and Strategy Assistance</b>	<b>137</b>
5	Strategy assessment in the S <sup>2</sup> R Model	139
5.1	Purposes of strategy assessment	140
5.2	Key issues at the outset	140
5.3	Strategy observations	145
5.4	Actual-task verbal reports	147
5.5	Colour-coding of actual-task strategies	151
5.6	Learner portfolios that include task-related strategy assessment	152
5.7	Individual interviews for strategy assessment (not based on immediate tasks)	153
5.8	Group strategy assessment interviews or discussions	155
5.9	Discourse analysis for strategy assessment	155
5.10	Strategy questionnaires	156

5.11	Narratives for strategy assessment	166
5.12	Quality of strategy assessment tools	167
5.13	Conclusion	171
	Further reading	173
6	Strategy instruction and other forms of strategy assistance	174
6.1	Key terms	175
6.2	Culture as a factor in excellent strategy assistance	176
6.3	Strategy instruction in separate learning-to-learn courses or programmes	177
6.4	Direct strategy instruction integrated into regular L2 courses	179
6.5	Integrating strategy instruction into L2 textbooks and course materials	192
6.6	The learning consultation service model	193
6.7	Strategy instruction through learner guidebooks	195
6.8	Strategy instruction in distance learning	195
6.9	Conclusion	197
	Further reading	197
<b>Section III Researching Learning Strategies</b>		<b>199</b>
7	A guide to conducting research on self-regulated L2 learning strategies	201
7.1	Worldviews underlying various research methods	203
7.2	Overview of methods for research on self-regulated L2 learning strategies	203
7.3	Quantitative research methods, models of quantitative L2 studies, and validity of quantitative studies	205
7.4	Qualitative research methods, models of qualitative L2 studies, and validity of qualitative studies	218
7.5	Mixed methods, a model of a mixed method L2 study, and validity of mixed method studies	231
7.6	Action research, a model of an action research L2 study, and validity of action research studies	234
7.7	General thoughts about research quality	237
7.8	Ethics in L2 learning strategy research	239
7.9	Conclusion	239
	Further reading	240

8	What we know from L2 learning strategy research	241
8.1	L2 reading strategies	243
8.2	L2 writing strategies	247
8.3	L2 listening strategies	251
8.4	L2 speaking strategies	253
8.5	L2 vocabulary learning strategies	254
8.6	L2 grammar learning strategies	256
8.7	Comparisons across L2 areas	258
8.8	Findings across more general strategy studies	258
8.9	Conclusion	261
	Further reading	262
<b>Section IV Resources</b>		<b>263</b>
9	Strategic "intellectual geography" and resources for further exploration	265
9.1	Part I of the geography lesson: review of landmarks of the S <sup>2</sup> R Model	266
9.2	Part II of the geography lesson: the terrain of self-regulated L2 learning strategies	267
9.3	Resources to guide the next part of the journey	269
9.4	Strengthening relationships while expanding strategy research and instruction	272
9.5	Conclusion	273
	Further reading	274
<b>Glossary of Key Terms</b>		<b>275</b>
<b>References</b>		<b>303</b>
<b>Index</b>		<b>333</b>
5.1	Self-regulation in L2 learning: what does it mean?	1
5.2	Key issues in L2 learning: what do they tell us?	140
5.3	Self-regulation in L2 learning: what can it tell us?	145
5.4	Action-task verbality: what does it tell us?	147
5.5	Collaborative talk: what does it tell us?	151
5.6	Learner portfolios: what do they tell us?	152
5.7	Individual interviews: what do they tell us?	152
5.8	Group strategy analysis: what does it tell us?	155
5.9	Discourse analysis for strategy research: what does it tell us?	155
5.10	Strategy questionnaires: what does it tell us?	156