Making Learning Strategy Instruction a Reality in the Foreign Language Curriculum

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Introduction

During the last few decades there has been a marked shift in the focus of language instruction, a shift toward a focus on the needs of individual learners. Language teachers have begun to accommodate individual learners in the classroom by attempting to meet the differing linguistic, communicative, and sociocultural goals of their students, choosing instructional materials appropriate to these goals, and adapting different methodologies and approaches to learning to meet their students' differing needs. In general, the philosophy of foreign language instruction has changed from a static and teacher-centered orientation to one that is more interactive and communicative. The "domain" of language teaching has thus been broadened (Tarone and Yule 1989, p. 20).

Inherent in this shift in focus is also a shift in the responsibilities of both teachers and students in the foreign language classroom. No longer does the teacher act as the locus of all instruction, controlling every aspect of learning to ensure successful language acquisition. Rather, the learners themselves now, more than ever, are sharing the responsibility of achieving success, and in doing so are becoming less dependent on the language teacher for meeting their individual language learning needs. By giving the
students more responsibility for learning, we are asking them to become more autonomous, to diagnose some of their own learning difficulties, and to self-direct the language learning process.

Given these changes, should language learners be left to their own devices or should they receive some form of training in how to learn the language under study? Our point of view is that learning will be facilitated if students become more aware of the range of possible strategies that they could use successfully throughout the language learning process. With learning strategy instruction, students can "learn how to learn" a foreign language when they are provided with the necessary tools to self-diagnose their learning difficulties, become aware of what helps them learn the language they are studying most efficiently, develop a broad range of problem-solving skills, experiment with both familiar and unfamiliar learning strategies, understand how to organize and use strategies systematically and effectively, make decisions about how to approach a language task, monitor and self-evaluate their performance, and learn how and when to transfer their strategies to new learning contexts. The process is one of taking responsibility for their own learning. The language instructor thus assumes the role of supporting the learners as they reach their personal learning goals so that language learning truly becomes a team effort.

Foreign language program administrators can contribute to this effort by offering learning strategy instruction to students as part of the foreign language curriculum. Strategies instruction (sometimes called "strategy training" or "learner training") can enhance students' efforts to reach language program goals because it encourages students to find their own ways to learn a foreign language successfully, and thus it promotes learner autonomy and self-direction. Considerable research has indicated that both good and poor learners at any level of proficiency can learn how to improve their comprehension and production of a foreign language through the development, application, and transfer of language learning strategies. In this chapter we will examine several aspects of explicit learning strategy instruction that can be applied to the context of university-level foreign language programs. We will:

1. describe the goals of language learning strategy instruction;
2. discuss insights from L1 and L2 research regarding strategy instruction;
3. outline eight options available for student-directed learning strategy instruction;
4. present suggestions for developing in-service strategy training seminars for foreign language instructors; and
5. conclude with a step-by-step approach to the design of strategy training programs.

Goals of Language Learning Strategy Instruction

Language learning strategies are the specific actions taken to enhance one's own learning, through the storage, retention, recall, and use of new information about the target language. They are the special thoughts and behaviors students use to facilitate the completion of language learning tasks. If students can learn to plan, monitor, and evaluate their own language learning through the systematic application of language learning strategies, as well as perceive and know how to deal with difficulties they encounter during the learning process, they will be able to take more responsibility for self-directing the learning process and thus can more fully benefit from classroom language instruction. Strategies, as defined here, are at least partially conscious; they can range from cognitive and metacognitive applications to social and affective functions; they can be transferred to new language tasks; and they can be used by learners in unique and creative ways to personalize the language learning process.

In other words, learners can develop language learning repertoires that include cognitive strategies to practice and manipulate the target language; affective strategies to gauge their emotional reactions to learning and lower anxieties; compensatory strategies to overcome limitations in target language skills; memory strategies to increase their ability to acquire and use the language they have learned; and social strategies, such as cooperation with other learners and seeking opportunities to interact with native speakers, in order to enhance learning. Learners can also become versed in using the so-called metacognitive strategies for managing and supervising their strategy use. Essentially, this means they can learn to ask themselves what they will do, think about what they are doing, and then evaluate what they have done. On the basis of this evaluation, they may then extend their strategy use by transferring the strategies to new learning tasks. In sum, these various types of strategies facilitate the language learning process by promoting successful and efficient completion of language learning tasks by allowing students to develop their own individualized approaches to learning.
provide instruction and opportunities for practice with the various strategies, but ultimately the responsibility for choosing and implementing appropriate strategies is with the individual student. As Ellis and Sinclair (1989, p. 2) note, “Learner training aims to help learners consider the factors that affect their learning and discover the learning strategies that suit them best. It focuses their attention on the process of learning so that the emphasis is on how to learn rather than what to learn.” Oxford (1990, p. 201) further emphasizes that “the general goals of [strategy] training are to help make language learning more meaningful, to encourage a collaborative spirit between learner and teacher, to learn about options for language learning, and to learn and practice strategies that facilitate self-reliance.”

Insights from Research Regarding Explicit Strategy Instruction

Explicit instruction in the use of a broad range of strategies for developing grammar, reading, writing, listening, and speaking skills, as well as foreign language vocabulary, has become a prominent issue in language acquisition research. Efforts in strategy instruction have been undertaken and researched for some time in first language pedagogy, especially with regard to reading strategies (e.g., Belmont and Butterfield 1977; Brown, Campione, and Day 1980; Duffy, Book, and Roehler 1983; Pressley and Levin 1983; Brown, Palinscar, and Armbruster 1984; Garner 1987), and parallel efforts in assessing foreign language strategy training have begun to appear in the literature (see Wenden and Rubin 1987; Cohen 1990; O’Malley and Chamot 1990; Oxford 1990, 1993; Wenden 1991; Oxford and Leaver, forthcoming).

Most of the research in the area of foreign language learning strategies has focused on the identification, description, and classification of useful learning strategies. This research has been aimed at learners who successfully or unsuccessfully used their knowledge of learning strategies to complete various language tasks or to describe their own learning processes. Although researchers have demonstrated that language learners can benefit greatly from learning how to apply a wide range of strategies across language skills and learning tasks, what remains to be determined is the most effective way to conduct strategies instruction.

While no empirical evidence has yet been provided to determine the best overall framework for strategy training programs, at least three individual training sequences have been identified. They have been designed to
raise student awareness of the purpose and rationale of strategy use, to give
students opportunities to practice the strategies that they are being taught,
and to help students understand how to use the strategies in new learning
contexts. Each of the following sequences encourages conscious and pur-
poseful strategy use and transfer, and allows students to monitor their per-
formance and evaluate the effectiveness of the strategies they are using.

Oxford et al. (1990) outline a useful sequence for the introduction of
strategies that emphasizes explicit strategy awareness, discussion of the
benefits of strategy use, functional and contextualized practice with the
strategies, self-evaluation and monitoring of language performance, and
demonstrations of how to transfer the strategies to new language tasks.
This sequence is not prescriptive regarding strategies that the learners are
supposed to use, but rather descriptive of the various strategies that they
could use for a broad range of learning tasks. The sequence they suggest is
the following:

1. ask learners to do a language activity without any strategy training;
2. have them discuss how they did it, praise any useful strategies and
   self-directed attitudes that they mention, and ask them to reflect on
   how the strategies they selected may have facilitated or hindered the
   language learning process;
3. suggest and demonstrate other helpful strategies, mentioning
   expected benefits, as well as the need for greater self-direction, making
   sure that the students are aware of the rationale for strategy use.
   Learners can also be asked to identify those strategies that they do not
   currently use, and consider ways that they could include new strate-
   gies in their learning repertoires;
4. allow learners plenty of time to practice the new strategies;
5. demonstrate how the strategies can be transferred to other tasks;
6. provide practice using the techniques with new tasks and allow learn-
   ers to make choices about the strategies they will use;
7. help students understand how to evaluate the success of their strategy
   use and to gauge their progress as more responsible and self-directed
   learners.

Pearson and Dole (1987) have suggested a different approach to the
sequence of first language strategy training that can also be applied to the
study of foreign languages. This model targets isolated strategies by includ-
ing explicit modeling and explanation of the benefits of applying a specific
strategy, extensive functional practice with the strategy (ranging from
highly structured practice to independent strategy selection and use), and
the eventual transfer of the strategy to new learning contexts. Students
may better understand the applications of the various strategies if they are
first modeled by the teacher and then practiced individually. Their
sequence includes:

1. initial modeling of the strategy by the teacher, with direct explanation
   of the strategy’s use and importance;
2. guided practice with the strategy;
3. consolidation whereby teachers help students identify the strategy and
   decide where it might be used;
4. independent practice of the strategy; and
5. application of the strategy to new tasks.

After a range or set of strategies have been introduced and practiced, the
teacher can further encourage independent strategy use and promote learner
autonomy by encouraging learners to take responsibility for the selection,
use, and evaluation of the various strategies they have been taught.

Chamot and O’Malley’s (1994) sequence for facilitating the comple-
tion of language learning tasks includes four stages:

1. **Planning**: The instructor presents the students with a language task
   and explains the rationale behind it. Students are then asked to plan
   their own approaches to the task, choosing strategies they think will
   facilitate its completion. For example, they can activate prior knowl-
   edge by recalling their approaches to similar tasks and predict poten-
   tial difficulties.
2. **Monitoring**: During the task the students are asked to “self-monitor”
   their performance by paying attention to their strategy use and check-
   ing comprehension.
3. **Problem solving**: As they encounter difficulties, the students are
   expected to find their own solutions. For example, they can draw
   inferences or ask for clarification.
4. **Evaluation**: After the task has been completed, the learners are then
given time to “de-brief” the activity, that is, to evaluate the effective-
ness of the strategies they used during the task. They can also be given
time to verify their predictions, give summaries of their performance, and reflect on how they could transfer their strategies to similar language tasks or across language skills.

Each of these sequences emphasizes discussions about the use and value of strategies, self-evaluation, and the transfer of strategies to new tasks, which are all necessary components of explicit strategies instruction. They can be used in various combinations to complement each other and to add variety to a strategy training program. During strategies instruction, teachers should be encouraged to provide suggestive, rather than corrective, feedback to allow students to consider alternative ways of approaching different learning tasks and allow them to focus on self-evaluation of the effectiveness and efficiency of their strategy applications.

**Options Available for Student-Directed Learning Strategy Instruction**

A number of different instructional models for foreign language learning strategy programs have already been developed and put into practice in various educational settings. The following eight options bring strategy instruction directly to the students and range from general study skills development separate from the language course to strategy training integrated into foreign language classes. Each differs in the level of explicitness of the instruction, the level of student awareness of the practical applications and transferability of the strategies, and the level of integration into the foreign language curriculum.

**General Study Skills Courses**

Most universities offer programs that help students to develop general study skills, to clarify their educational goals and values, and to diagnose individual learning preferences. These programs are sometimes intended for students who are on academic probation, but they can also target successful students who want to improve their study habits. Many of these general academic skills, such as using flashcards, overcoming anxiety, and developing good note-taking skills, can be transferred to the process of learning a foreign language. The courses are sometimes designed to include language learning as a specific topic of focus in order to highlight how learning a foreign language may differ from other types of academic coursework. Foreign language students can be encouraged to participate in these courses to develop general learning strategies.

These kinds of programs are especially helpful for more motivated students, who have experience transferring learning skills across class subjects, and can also assist learners in the development of a general awareness of the learning process. Participating students may become more efficient language learners even though the training is not provided within a contextualized language learning setting. However, general study skills courses may not be sufficient training for the task demands of learning a foreign language, although they may be the answer for universities without the funding necessary to provide specialized learning strategy instruction for students enrolled in foreign language classes.

**Peer Tutoring**

TANDEM programs began in the 1970s in Europe and have begun to flourish in many universities across the United States. Henri Holec (1988) describes this system as a “direct language exchange” program that pairs students of different native language backgrounds together for mutual tutoring sessions. Thus, for example, an American student of Italian would be paired with a student from Italy who is studying English as a second language. The principle requirements of the tutoring sessions are that the students have regular meetings, that they alternate the roles of both learner and teacher, and that the two languages be practiced separately and in equal amounts. Often, the students exchange suggestions about what kinds of language learning strategies they typically use, thus providing an ad hoc form of strategy training. Holec reports that feedback from participating students has been very positive, noting that the majority found the meetings to be less stressful than regular class sessions, a welcome change from more academic sources of language learning, and excellent opportunities to take more responsibility for learning. However, negative reactions have been primarily caused by the lack of structured learning materials, since the meetings can often be quite informal and thus do not provide the students with an organized approach to improving target language skills.

Another way to structure peer tutoring sessions is to encourage students who are studying the same language (at the same or different levels of proficiency) to organize regular target-language study groups. Students who have already completed the language course may also be invited to attend these meetings to maintain their fluency in the language. The less proficient
students can benefit from the language skills of the more advanced students and ask for examples of the kinds of strategies they could use. The advanced students will benefit from the extra language practice and can become more aware of how they apply strategies to their language learning. In addition, the students themselves may have more insights into the particular difficulties of the target language than their own language teachers.

The peer tutoring approach to strategies training is very inexpensive and easy to organize, although, in terms of the strategy training itself, few students have the background necessary to provide each other with suggestions for systematic strategy use. Further, students may not be aware of how to transfer strategies across language skills and tasks. However, if the students are also receiving another form of strategy training, the peer tutoring sessions could be devoted to discussions of the students’ reactions to the various learning strategies.

Research-Oriented Training

This kind of training is usually associated with empirical research. Researchers at several major universities are developing projects designed to assess the results of strategy instruction on student performance. Generally, an experimental group of foreign language students receives some kind of treatment (i.e., strategy instruction) and is compared with one or more control groups. Often, it is the researcher, and not the regular classroom teacher, who provides the training, although researchers are beginning to provide the regular classroom teacher with the necessary instructional materials to carry out the training programs (see, e.g., Weinstein and Underwood 1985; Chamot and O’Malley 1994).

While the experimental groups quite often show marked improvement in language performance, Oxford (1990) reports that the results have been mixed because there are several problems associated with strategy training for research purposes. First, not all students get to participate, and thus only a limited number of students benefit from the strategies instruction. However, on the plus side, the research project(s) may provide the impetus for implementing full-scale training programs and thus provide program administrators with research-based models that show how the strategy training might fit into a particular foreign language curriculum. Second, the strategy training is not always contextualized, so students often do not learn how to transfer the new strategies to other learning contexts. Because the transferability of strategies is an important aspect of any training program, students will not fully benefit from the strategies instruction until they are able to use the strategies effectively across language tasks. In this case, the more “aware” students will benefit most from the instruction. Third, researchers often choose to focus only on certain strategies for specific language skills, rather than conduct extensive training across both tasks and language skills. Again, this does not provide the learners with sufficient strategy training, although some students may be able to develop new strategy applications of their own.

Despite the problems, research-oriented training provides university foreign language program administrators and strategy researchers with empirical data related to the effectiveness of strategy training in authentic language classrooms. (For a comprehensive review of classroom studies, see Derry and Murphy 1986; O’Malley and Chamot 1990.)

Videotaped Minicourses

Joan Rubin developed an interactive videodisk program and accompanying instructional manual designed for adults (high school and above) to use before beginning an introductory-level foreign language course. The one-hour Language Learning Disc was designed to raise students’ awareness of learning strategies and of the learning process in general, to show students how to transfer strategies to new tasks, and to help students take charge of their own progress while learning the language. Using authentic language situations, the instructional program includes twenty different foreign languages, and students can select the language, topic, and level of difficulty they wish to focus on. The materials are structured to expose language students to various strategies in many different contexts, and the videodisk is divided into three main sections: (1) an introduction, (2) general language learning strategies, and (3) strategies related to reading, active listening, or conversation.

Although the benefits of this highly interactive and individualized program are considerable, several problems are associated with the videodisk. Unfortunately, it has had very limited circulation and thus has not been widely available to university-level foreign language programs. In addition, it requires very specialized technical equipment to operate. The necessary equipment is expensive to buy and has limited applications apart from the videodisk. However, students can use the multimedia package to explore several different aspects of the language learning process to prepare them for the study of a foreign language.
Awareness Training

Also known as consciousness-raising or familiarization training, this kind of training is often provided apart from regular language classroom instruction, and is usually the learners’ first introduction to the concept of learning strategies. Oxford (1990, p. 202) describes awareness training as a program in which “participants become aware of and familiar with the general idea of language learning strategies and the way such strategies can help them accomplish various language tasks. In awareness training, however, participants do not have to use strategies in actual, on-the-spot language tasks.” Dickinson (1992) emphasizes two kinds of learner awareness necessary for effective foreign language learning strategy instruction: language awareness (knowledge that makes it possible to talk about and describe language) and language learning awareness (knowledge about some of the factors that influence the learning process). Oxford and Cohen (1992, p. 13) refer to the latter as “strategy” awareness: “When one talks about strategy awareness, one is referring to the learner’s understanding of his or her own strategy applications—how he or she takes in new language material, encodes it, and transforms it to make it usable for actual communication.” This kind of awareness training should preferably take place within the individual classroom setting, but it can also be provided by language learning “experts” for large numbers of students.

For example, first-year language students at Carnegie Mellon University are required to participate in a set of activities that account for 15 percent of the grade in the language course. The students must attend three lectures on language learning, read one article on language learning strategies, complete Oxford’s Strategy Inventory for Language Learning (SILL), complete a short questionnaire on their language learning background and motivation, and write three 250-word papers, reflecting on the behaviors and strategies discussed in the lectures, reading, and class discussions. The syllabus explains the rationale for this training: “In the course of this class, you will be asked to reflect on how you are learning and whether you are using the most appropriate strategies for your own learning styles and needs” (Harrington, Freed, and Tucker 1994). Feedback from student diaries seems to indicate benefits from the enhanced awareness of learning that this approach has encouraged.

Another example of general awareness training was provided during the Foreign Language Learning Strategy Symposium at the University of Minnesota in April 1994. The two featured speakers, Anna Uhl Chamot and Rebecca L. Oxford, gave a joint lecture entitled “Foreign Language Learning Strategies: Practical Ways to Enhance the Language Learning Process.” Current language learners from various language programs learned about the historical development of strategy training, current theoretical and research contexts, comprehension and production strategies, and ways to learn vocabulary. Chamot and Oxford also gave the participants a hands-on activity that included several learning strategies and thus provided firsthand experience with practicing the strategies. The lecture served as a general introduction to the variety of strategies that can be used when learning a foreign language, and the brief question-and-answer session that followed the lecture gave students opportunities to address issues related to their particular language learning needs.

Although awareness-raising is a crucial aspect of strategy training, it may not provide the learners with enough information and strategy practice to allow them to self-direct the learning process fully. Because this training is often not contextualized or related to the particular language tasks the students will be asked to perform in their own classrooms, many students may have difficulty knowing how and when to use the strategies to which they have been exposed, organizing and planning their strategy use, finding language-specific strategies, and transferring strategies across skills or tasks.

On the other hand, some students may find that this kind of training is sufficient to encourage independent (and appropriate) strategy use, and they seem to intuitively grasp the broader applications of language learning strategies. This option provides students with a general introduction to strategy applications, does not take time away from classroom language instruction, and can allow foreign language programs to collaborate in the development of general strategy training because it does not require language-specific strategy instruction.

Strategy Workshops

Short workshops can also be devoted to increasing overall learner awareness of learning strategies through various consciousness-raising and strategy assessment activities. They can be organized as a series of events to address the improvement of specific language skills (e.g., speaking, writing, vocabulary, etc.) or for learning a specific foreign language. These courses can be offered as noncredit classes for anyone interested in language learning, whether or not enrolled in a language course, or can be required as part of a language or academic skills course. Often these workshops offer a combination of lecture, hands-on practice with specific strategies for various language
tasks, and discussions about the general effectiveness of systematic strategy use, in addition to awareness training.

An example of this method is the “Workshop Series in Language Learner Training” offered in consultation with the Learning and Academic Skills Center at the University of Minnesota. All university students were invited to attend one or more of the sessions, each of which focused on distinct aspects of the language learning process. The series included topics such as “Vocabulary Learning,” “Attending to Ensure Learning and Speaking to Communicate,” and “Reading for Comprehension.” These workshops provided students with theoretical and empirical bases for learning strategy use, hands-on activities using general and specific strategies, and a bibliography of resources for further self-study. The participants also had opportunities for extensive small group discussions concerning problems that students often face in university-level language classrooms, ways to improve overall strategy use, the transfer of strategies to other language tasks, and goal-setting suggestions. Response to these workshops was overwhelmingly positive, and the students themselves have requested that more workshops be provided on a regular basis. The students were able to work with specific language skills, practice the strategies with direct feedback from the workshop leader, and ask for advice about improving strategy use.

The main advantage of this option is that each workshop can be devoted to a specific topic or skill and offered on an ongoing basis. Although a single workshop may be the only available option, a series of workshops may best meet the needs of a particular institution. If these workshops are provided over a period of time, they can reinforce the strategy training by serving to remind students on an ongoing basis of the importance of strategy applications. In addition, students may want to attend only those sessions related to the language they are studying or those that address their immediate language needs. As with general awareness training, these workshops can be offered to address general strategy applications, and thus be useful across language programs, although they can also be tailored to the needs of a particular language program.

Strategies Inserted into Language Textbooks

Many foreign language textbooks have begun to appear that (implicitly or explicitly) “embed” learning strategies into the class activities and thus into the language curriculum. When the strategies are implicit and thus not explained, modeled, or reinforced by the classroom teacher or the textbook itself, it does not provide for contextualized strategy training, and students may not be aware that they have been using the strategies at all. Sometimes the rationale for these activities is only explained in the teacher’s manual and the teacher does not have sufficient training to explain the strategies’ importance or value as language learning tools. Or a strategy may be described briefly in English (e.g., an explanation of how reflecting on the title of a reading to activate background schemata can aid target language comprehension), but is not reinforced by other activities in the book. Experienced language learners may recognize the usefulness of these strategies and find ways to transfer them to similar tasks, but the average or beginning student may not understand that these strategies can be transferred to new tasks or they may simply forget to use them. Thus, the language instructor will have to explicitly debrief and reinforce the strategies in the textbook, making sure that the students are aware of the purpose of systematic strategy use, in order to take advantage of the benefits of these strategies.

There are also a few textbooks that are expressly devoted to overt strategy instruction and “spiraling” (or progressive reinforcement) of the strategies as part of the language course itself. These books have strategy-embedded activities as well as explicit explanations of the benefits and applications of the various strategies they address. Because the focus of the activities is contextualized language learning, learners can develop their learning strategy repertoires at the same time they are learning the target language. Although most of the activities have been written for English as a second language (e.g., the Tapestry and In Contact—On Target—in Charge series), foreign language textbooks are also now becoming available (e.g., ¿Sabías Que...?: Beginning Spanish).

There are several advantages to using textbooks with explicit strategy instruction, the most obvious of which is that students will not have to undergo extracurricular training because the strategies are already included as part of the regular language course. In addition, these textbooks reinforce strategy use across both tasks and skills, and thus encourage students to continue applying the strategies on their own. However, the teachers themselves may still require strategy training in order to use the materials appropriately. This can be accomplished by providing in-service foreign language teacher development programs specifically designed to allow teachers to become aware of the applications of learning strategies and promote extensive strategy use in their classes. (See “Suggestions for Developing In-service Strategy Training Seminars,” below.)
Strategies Integrated into the Foreign Language Classroom

Whether or not strategies are included in the textbooks, classroom teachers can integrate the strategy training into the regular language coursework, thus providing the students with contextualized strategy practice. Students will be able to see the direct applications of the various strategies to the language they are studying, have opportunities to share their strategies with the other students in the class, and increase their strategy repertoires within the context of the typical language tasks they are asked to perform. The teachers can individualize the strategy training, suggest languagesspecific strategies, and reinforce the strategies as they present the regular course content.

Although empirical research has not yet confirmed whether strategy training is most effective when woven into the regular language curriculum or when it is provided through separate, content-independent sessions (O’Malley and Chamot 1990, p. 184), researchers tend to agree that integrated strategy training is the preferred approach “in order to demonstrate to students the specific applications of the strategies and to promote the transfer of strategies to new tasks.” Strategies that are presented as part of the regular course content, embedded into activities from the students’ own textbooks and materials, provide for contextualized strategy practice and reinforcement. For large foreign language programs, this option is an efficient and highly cost-effective way to provide explicit strategy training to a great number of students.

Suggestions for Developing In-service Strategy Training Seminars

Foreign language program administrators can develop in-service strategy training seminars for classroom teachers in order to train teachers in the “techniques for delivering effective learning strategy instruction to students” (O’Malley and Chamot 1990, p. 154). The participating language instructors can gain a better sense of the individual needs of their students and positively reinforce effective strategy use during the course of the regular language curriculum, learn how to embed the strategies into everyday class activities, and overtly work with strategies related to specific curricular guidelines. Teacher training in learning strategies can also prepare the instructors for the spontaneous introduction of strategies in their classes, thus providing individualized and contextualized strategies instruction for a large number of students. In addition, these teachers then become “strategy experts” themselves and thus can offer valuable feedback on the effectiveness of integrated strategies instruction.

As with strategy training for students, there are several different options that program administrators can choose from, ranging from general awareness training to full-scale training seminars. For example, individual language programs could offer short awareness-raising workshops and lectures; language instructors could be asked to attend any of the numerous presentations, colloquia, and workshops given at professional conferences; or they could take part in an inservice strategy training seminar.

Of these options, seminars provide the most extensive (and most individualized) strategy training for teachers. These seminars could be offered as part of the preservice orientation program for incoming foreign language instructors within specific language departments or be organized as inservice training programs through the collaboration of several language departments. This kind of training would ideally include several different methods of instruction: lectures, outside reading assignments, pair and small-group discussions, hands-on strategy activities, journals describing learning/teaching experiences and issues, observations of classes taught by teachers who have already implemented strategy training with their students, interactive sessions to practice the development of strategy-integrated lesson plans, and peer/student microteaching.

Lectures and readings concerning the theoretical and research contexts in which strategy training has developed can provide the necessary foundation for more specialized and detailed strategy training. In addition, they can be tailored to the individual needs of the participants and thus enhance the effectiveness of the training program. In the case of reading assignments, the more that the participating instructors can learn about strategies instruction outside of class, the better time will be spent in the training classroom.

Discussions could include the emergence of strategy training as a means of integrating diverse teaching philosophies, methodologies, and learning styles/preferences, as well as address the various philosophical and methodological issues concerning the process of learning/acquisition. These discussions (in pairs or small groups) can serve to set the context for which the instructors will eventually use their training: the authentic foreign language classroom. The teachers-in-training should have numerous opportunities to reflect on the information being presented in the seminar, as well as to discuss their own language learning and teaching experiences,
in order to prepare them for their future roles as facilitators of their own students’ reactions to learner training. In addition, if this part of the training program emphasizes the role of the learner as a source of strategy and language learning knowledge, the instructors may feel more comfortable with these kinds of discussions in their own classes since they will have already had experience sharing similar ideas and suggestions.

A practical hands-on approach, where the participants themselves actively experiment with the strategies presented, will help to prepare the instructors to train their own students and allow them to practice implementing the strategies at the same time. For example, they could take diagnostic surveys (e.g., learning style/personality inventories and strategy assessment surveys), reflect on ways that they may differ from other language learners (e.g., think about and discuss their own language learning experiences and how individual style differences can affect strategy choice), actively participate in learner training activities (e.g., learn new vocabulary with different mnemonic devices, answer general comprehension questions after skimming a text, rehearse short speeches, selectively attend to short listening passages), and engage in problem-solving or metacognitive discussions (e.g., in small groups or pairs, discuss various ways to approach a particular task, isolate potential difficulties, make strategy choices, implement the selected strategies, and evaluate their effectiveness). After actively engaging in and reacting to authentic strategy use, the teachers-in-training can gain a better understanding of what to expect from their own students, as well as develop firsthand practice with generating multiple problem-solving techniques (i.e., choosing their own strategies). Thus, the instructors would experience the strategies before actually teaching them.

Participants may also find it useful to keep journals of their experiences during the training sessions to use as a resource when later called upon to present strategy training themselves. These journals could include affective reactions to the training, as well as ideas for the integration of strategies into various kinds of activities. Excerpts from these journal entries could later be compiled into a resource handbook for the teachers to use as support after the training program has ended.

Another useful resource for the teachers is the opportunity to observe authentic class sessions conducted by other language instructors who have already undergone the strategy training program. The teachers can meet to exchange ideas about specific aspects of the presented lessons and discuss how the strategy training fits into the overall language curriculum. If possible, the teachers-in-training should also have a chance to talk with the students in the class to discuss their reaction to the use of strategies. It is the learners themselves who can provide some of the most significant and insightful comments about the realities of classroom strategy training. If there are not enough language classrooms to observe, teachers could also watch videotapes of class sessions taught by colleagues who regularly provide explicit strategy instruction. These teaching demonstrations of strategies taught to students in authentic contexts can be especially helpful to show the teachers how the strategies are being embedded into a particular course curriculum.

Another important component of a teacher-training seminar of this type is providing the teachers with opportunities to practice integrating strategies into everyday lesson plans and developing strategy-based teaching materials. If the teachers only receive prepared strategy materials to use with their students, they may have difficulty adapting the strategy instruction to their own students’ needs. The seminar could provide the teachers with opportunities to generate their own ideas about how the strategies could be incorporated into their current language curricula by having them create new teaching materials. This can be accomplished by having the teachers bring in actual lessons that they have already prepared, and then in pairs or small groups they could work together to brainstorm ways in which different strategies could be inserted into the activities, create new materials to fill in any gaps, and finally share their ideas with the rest of the class. As a group, the participants could next generate several possibilities for presenting each activity, and by sharing these lesson plans, they would have access to a wide variety of ideas for strategy integration that they could later incorporate into future lessons. In addition, lesson-plan-integration activities can also serve as a feedback mechanism for both the training coordinator (to assess the effectiveness of the training) and for the teachers themselves (to gauge their ability to apply the content of the seminar in practical ways).

Finally, after the teachers have had opportunities to create new materials, as well as to integrate strategy training into typical lesson plans, they should be able to present short strategy/language lessons to their peers in order to practice strategy training techniques before introducing them into their own classrooms. They would get further receptive practice with strategies from these presentations, as well as get essential productive practice with teaching various strategies. These microteaching sessions can also be extended to small groups of current language students for additional teaching practice. This would provide authentic responses to strategy
training from actual language learners, allowing the teachers to experience a simulated classroom atmosphere much like what they will eventually face. If possible, these sessions could be videotaped, be used to generate discussions about the effectiveness of the lessons, and allow the teachers to reflect on their teaching skills, as well as provide the training coordinator with additional insight into the teachers’ needs within and beyond the training sessions (e.g., to adjust the current training curriculum, for follow-up support after the “official” training has ended, or for future training sessions).

Anna Uhl Chamot at Georgetown University and her colleagues from the Washington, D. C., area school districts have offered training seminars for same-language teachers as part of an ongoing series of research projects. The teachers who participate in these projects receive prepackaged lesson plans, as well as instruction in creating their own materials, in order to provide students with strategy-integrated activities as part of their regular language curriculum. The teachers have opportunities to observe their same-language colleagues and are encouraged to begin conducting the class sessions without further materials from the research team (see O’Malley and Chamot 1990; Chamot and O’Malley 1994).

On the other hand, the teacher-training seminar at the University of Minnesota was created for teachers from different foreign language programs and no prepackaged teaching materials are provided. The seminar focuses on training the teachers to create their own instructional materials from the very beginning of the program. The teachers are thus responsible for applying the strategies to their own curricular needs, and, when possible, are paired with teachers from their own language department to share lesson plan ideas. For the less commonly taught languages (e.g., Hebrew, Hindi, Irish, Norwegian, Portuguese, etc.), the teachers are asked to form cross-language strategy support teams. Teaching suggestions are shared throughout the different foreign language programs and teachers thus have contact with a wide variety of instructional materials, teaching philosophies, and performance criteria.

Both of these teacher-training methods have been successful in bringing fully integrated strategy instruction to a great number of students by way of the regular classroom language teachers. The administrative decisions made for the different formats of these seminars were based upon the needs of the individual institutions, as well as the need to provide students with systematic strategy training that has been integrated into everyday classroom activities. The goal of this kind of seminar is to train classroom language teachers (who will eventually train their own students) in the identification, practice, reinforcement, and transfer of language learning strategies.

A Step-by-Step Approach to the Design of Strategy Training Programs

The options outlined above provide language program administrators with several choices for providing strategy training for large numbers of students. Based on the needs, resources, and time available to an institution, the next step is to plan the instruction the students will receive. Many considerations must be taken into account when designing explicit strategy training programs for foreign language learners. The following seven-step approach is largely based on suggestions for strategy training by Oxford (1990). This model is especially valuable because it can easily be adapted to the needs of various groups of learners and the resources available to a particular institution, as well as to programs for both short- and long-term strategy instruction. It can be used to prepare short workshops and awareness-training lectures for students and/or serve as a guideline for teachers who have attended strategy training seminars.

Determine the Learners’ Needs and the Resources Available

The first step in designing any foreign language curriculum is to assess the needs of the learners. This is an especially crucial step when designing a curriculum that will integrate strategy training. The factors involved in this kind of needs assessment include: the level of proficiency of the learners, their experience with strategy use or with learning other languages, their beliefs and attitudes about language learning, their expectations regarding the roles of both the classroom teacher and the individual language learner, and the reasons why they have chosen to study a particular foreign language.

Next, the amount of time to be allotted to the training program must be considered. Will the program consist of short-term intervention or extensive strategy instruction? How many hours can be dedicated to this kind of instruction? Scheduling when the strategy training will take place within the particular foreign language curriculum should also be considered in this step.

How much funding is available for the training program? Should individual language programs sponsor the training or should it be a collaboration among several departments? Will the training be language-specific
or more general in nature? Which kind of training program will be most cost-effective and thus reach the greatest number of students? Can the training be offered only once a year, or will it be offered on an ongoing basis throughout the year?

Finally, who will conduct the training itself? Does the sponsoring institution have resident “experts” who can carry out the program(s) and/or develop the materials needed, or will outside lecturers/trainers need to be brought in? (For further description of decisions related to materials development, see “Prepare the Materials and Activities” below.)

Select the Appropriate Strategies
First, determine the strategies that the learners already use and select those that are appropriate to the characteristics and needs of the learners. In addition to questionnaires and student interviews, a popular assessment tool is Oxford’s (1990) Strategy Inventory for Language Learning (SILL), which has been translated into several foreign languages and has undergone extensive reliability and validity testing. (For a detailed description of methods of strategy assessment, see Cohen and Scott, forthcoming.) Learner characteristics to keep in mind during the selection process include learning style preferences, cultural or educational background, levels and types of motivation, previous language study, and needs-related factors, such as proficiency goals and the kinds of tasks learners will be asked to perform in the language classroom.

Also, consider the transferability of the strategies to other language learning tasks. For example, the strategy of relating new language information to a meaningful visual image (e.g., a picture of an object or activity, or a mental representation of a word or phrase) can not only be extended to learning new vocabulary, but can also be useful for reading, writing, speaking, listening, and grammar tasks. Most strategies can be generalized in this way, although some (such as rote memorization) may have more limited benefits across language tasks.

Finally, decide whether the training will have a broad or a narrow focus. In other words, will the training focus on multiple clusters of strategies or will it include just a few? Or will the training consist of a combination of these approaches by first providing the learners with a wide range of strategies and then focusing exclusively on those which the learners themselves have chosen? Because one of the primary goals of strategy instruction is to encourage the learners to use strategies on their own, the latter approach may be more beneficial. By providing the learners with a broad range of strategies, the learners could thus select those which they find most useful. (See Dansereau 1985 for a description of these different approaches.) This decision may be affected by the amount of time available for strategy training and the proposed structure of the training program, as well as by the immediate and long-term needs of individual learners.

Consider the Benefits of Integrated Strategy Training
As noted above, there are significant benefits from providing strategy training as part of the regular class curriculum. Integrated strategies training is contextualized, can be individualized according to the needs of a particular group of learners, and provides hands-on practice with the strategies during authentic language learning tasks. Wenden (1987b, p. 161) notes that integrated strategy training “enables the learner to perceive the relevance of the task, enhances comprehension, and facilitates retention.”

However, Wenden also notes that fully integrated strategy instruction may not encourage learner autonomy nor the spontaneous (unprompted) application of strategies by individual learners, may not be possible due to time or institutional constraints, or may not adequately meet the learners’ objectives. She (1987b, p. 161) remarks, “In such cases, a course that focuses exclusively on helping students develop the skills necessary to learn the language on their own would appear to be the more appropriate, although less integrated, alternative.” Thus the decision to integrate the strategies into daily classroom activities, using the course content to stimulate explicit strategy instruction and to reinforce the use of specific strategies, may not be feasible, but would provide the learners with contextualized strategy practice and would further allow students to actively apply the strategies they have been learning in class.

Consider Motivational Issues
Will students be graded on their efforts and/or receive course credit for participation in the strategy training program, or will they be motivated to learn the strategies simply because they want to become more effective language learners? As Oxford et al. (1990, pp. 206–7) point out, “[I]f learners have gone through a strategy assessment phase, their interest in strategies is likely to be heightened, and if you explain how using good strategies can make language learning easier, students will be even more interested in participating in strategy training.” However, inducements such as extra credit may substantially increase enthusiasm in the college classroom, whether the strategy training is integrated in the daily activities or not.
Training programs can also be required for students as part of their regular language coursework, using special grading systems. In addition, motivation can also be increased if the learners have at least some control over the strategies they will learn. The students themselves may prefer to choose the strategies that will be included in the training program, and because the learners will eventually be expected to select their own strategies when performing language tasks, their input early in the training process can facilitate the transition from explicit instruction and guided practice to self-directed strategy use.

Another factor to be considered is the relative level of resistance to strategy training. Some students may be reluctant to try out new strategies, preferring to rely on the strategies that they already employ, or may not be convinced of the benefits that accompany systematic strategy use. Other learners may have negative reactions to the training because of very strong cultural or personal beliefs about the teacher's role in the classroom and may resist the increased responsibility for learning that accompanies strategy training.

**Prepare the Materials and Activities**

First, it must be determined who will develop the instructional materials. Will teachers receive prepackaged training materials (from a textbook, curriculum coordinator, or researcher) or will they be expected to produce their own materials (perhaps by adapting the activities in the current curriculum to include strategies)? Will the learners themselves contribute to the development and collection of materials, thereby becoming even more involved in and having more control over the instructional program, or will the trainer (teacher, coordinator, or researcher) alone make decisions regarding the course materials and activities?

Next, will the strategy training be “flexible” and allow for the spontaneous introduction of new strategies as needed during a classroom activity or will there be a fixed training curriculum? While the latter may offer convenience and consistency across training programs, the former allows for more individualized strategy instruction. However, in order to conduct spontaneous strategy training in the classroom, the language teachers themselves need to undergo some form of in-service training to ensure that they have received appropriate and sufficient preparation for this kind of strategy instruction. If the goal is to provide the greatest number of students with individualized, contextualized strategy training, the teachers must also be trained.

Finally, the focus of instruction and the types of tasks that the learners will be asked to perform also need to be addressed during this preparatory phase. For example, does the course focus on oral production of the target language, does it emphasize the development of reading skills, or does it consist of an integrated skills approach? What kinds of activities do the teachers present during the classroom sessions and assign for homework? The types of strategies chosen should vary according to the skills that are emphasized and the typical kinds of learning activities that are included in the curriculum. Another possibility is to expand the types of activities typically found in the language classroom to make them more “strategy-friendly.” Examples of this are cooperative learning tasks and small group discussions that focus on learner reactions to the training sessions. As Oxford et al. (1990, p. 209) wisely remark, “Activities must be interesting, varied, and meaningful, and they should deal not just with intellectual aspects of language learning, but with the affective side as well.”

**Conduct Explicit Strategy Training**

Learners should be fully informed of what strategies they are being taught, the value and purpose of employing these strategies, and ways that they can transfer the strategies to other learning tasks. Learners should also be explicitly trained to select, monitor, check, and evaluate the strategies that they use (Brown, Campione, and Day 1980). This kind of explicit strategy training (sometimes called “direct” strategy training) differs from “blind” strategy training in one important aspect. While both kinds of training can include activities in which strategies are embedded (i.e., structured to elicit the use of specific strategies), the latter approach to strategy training does not provide the learners with explicit information about what strategies are being used or why they are useful. In other words, the students may not be aware that they are using the strategies that the activity has been designed to elicit, and thus may not be able to generalize the strategies to other learning contexts. Oxford (1990) cites several studies in which blind strategy training has resulted in improved performance on a particular language task, but in which learners did not continue to employ the strategy when faced with new language tasks. Wenden (1987a, 1987b, 1991) points out that when students are given information about the function, usefulness, and transferability of the strategies they are practicing, they will be more likely to use them spontaneously in other contexts. Since one of the primary goals of strategy instruction is to foster learner independence and autonomy, O'Malley and Chamot (1990, p. 184) conclude that “strategy training
should be direct in addition to being embedded. In other words, students should be apprised of the goals of strategy instruction and should be made aware of the strategies they are being taught.”

Evaluate and Revise the Strategy Training
Ongoing evaluation and revision of the training program is necessary to ensure its success. The learners themselves can provide some of the most insightful feedback for the teacher-trainer. Examples of criteria that can be used to evaluate the program include improved student performance across language tasks and skills, general learning skill improvement (including enhanced problem-solving skills), maintenance of the new strategies over time, the effective transfer of strategies to other learning tasks, and a positive change in learner attitudes toward the training program and the language course itself (Wenden 1987b; Oxford 1990). Tarone and Yule (1989) emphasize that ongoing needs assessment, based on feedback from the learners themselves, is an important part of any language program. If the focus of instruction is indeed on the learner, then learner input is essential to the successful evaluation and revision of the training.

As noted above, some strategy instruction may be unplanned and spontaneous, based on the immediate needs of learners who are having difficulties with a particular language task. These on-the-spot revisions can provide the learners with highly individualized strategy instruction, as well as additional practice using specific learning strategies. However, flexible strategy instruction requires that the teacher trainer (or the classroom teachers themselves) also undergo some sort of strategy training to facilitate strategy discussions with students.

Finally, the training program should also be revised after it has been completed, based on both teacher trainer and student feedback, before it is presented to the next set of learners. This last step naturally leads back to the first, in which the learners’ specific needs are taken into consideration, thus fully completing the instructional cycle.

Conclusion
These options and guidelines for implementing foreign language learning strategy instruction allow program administrators who are interested in incorporating learning strategies into their foreign language curricula to tailor the training to suit the needs of their various numbers of students, as well as the needs of the individual institution or language program. The most important considerations when designing a strategy training program are the students’ needs, the available resources (including time, the costs associated with developing a training program, materials, and the availability of teacher-trainers), and, ultimately, the feasibility of providing this kind of instruction.

As this chapter has described, the overall goal of any strategy training program is to help learners become more successful in their attempts to learn a foreign language. The task when considering the inclusion of learning strategies in a foreign language curriculum is to choose an instructional model that introduces the strategies to the students; teaches them to identify, practice, evaluate, and transfer strategies to new learning situations; and promotes learner autonomy so that students can continue their learning after they leave the language classroom. Students can be given more responsibility for learning and make informed choices about how they will learn the target language, thus becoming actively involved in the learning process.

There are several advantages of conducting strategy training programs for language instructors so that strategy training can be integrated into foreign language classes. These programs can be the most efficient and effective way to provide explicit strategies instruction to a large number of students. They can allow teachers to develop the skills necessary to conduct contextualized strategy training with their own students, give teachers a clearer understanding of how to encourage their students to use the strategies in and out of class, allow for flexible and highly individualized strategy training, provide students with opportunities to learn the strategies at the same time they are learning the language, and provide an arena for further research on the effectiveness of strategies instruction. When graduate teaching assistants receive strategy training, the benefits of their training can spread to other institutions after they graduate, and they can thus begin the movement to provide explicit and integrated strategies instruction for all foreign language students at all American colleges and universities. It is these teachers who will be the driving force behind making learning strategy instruction a reality in the foreign language classroom.

Notes

3. See Naiman, Fröhlich, and Todesco (1975), Rubin (1975), Stern (1975), and Naiman, Fröhlich, Stern, and Todesco (1978), often collectively known as the “good language learner” studies, as well as Hosenfeld (1976). Nation and McLaughlin (1986) have addressed the difficulties associated with this approach to strategies research.


5. For more information about the videodisk, contact Joan Rubin, 2011 Hermitage Avenue, Wheaton, MD 20902.


7. For more information on learning strategies, see Appendix 1 (Informational Computer Networks) and Appendix 2 (Annotated Bibliography of Learning Strategy Books). For a more detailed description of a sample teacher training curriculum, see Weaver (1994).

Works Cited


Appendix 1

Informational Computer Networks

Several informational networks that deal with issues related to foreign and/or second language learning and teaching are accessible by electronic mail. These computer lists and other electronic services allow foreign language students, instructors, researchers, and program administrators a forum for sharing and requesting up-to-date information about a variety of language-related issues, including learning strategy programs and research projects that are in progress throughout the world. There are also networks that deal with the instructional issues of individual foreign languages, as well as provide curricular recommendations for foreign language program administrators. Because all of the sharing is done electronically, these networks are a highly cost-efficient means of accessing information regarding learning strategies instruction. The following computer networks are a sample of the many electronic forums available for obtaining more information about foreign language learning strategies and foreign language learning strategies instruction:

1. The NeSSLA Report (Network of Styles and Strategies in Language Acquisition). First published in 1992 as the Consortium for Research on Adult Language Learning and Acquisition (CORALLA) Newsletter by Rebecca Oxford, the new version of this informational newsletter is provided through the Center for Advanced Research on Language Acquisition (CARLA) at the University of Minnesota. It includes reports of ongoing research projects, updates on learning strategy programs, lists of current publications, ongoing professional conferences, and other information related to learning styles and strategies, both nationally and internationally. It is distributed electronically through Internet, and hard copies are also available upon request. To subscribe, post the message: SUBSCRIBE NeSSLA <your name> to CARLA@MAROON.TC.UMN.EDU or send a letter of inquiry
6. **LINGUIST**: This list is an e-conference that serves as a place of discussion for those issues that concern the academic discipline of linguistics and related fields. The e-conference is international in orientation, and hopes to provide a forum for the community of linguists as they exist in different countries. There is no specific ideological or theoretical focus; discussion of any linguistic subfield is welcomed. To subscribe, post a message to: LINGUIST-REQUEST@UNIWA.UWA.OZ.AU or LISTSERV@TAM.VM1.TAMU.EDU.

7. **TESL-L (Teachers of English as a Second Language)**. This list provides an electronic forum for teachers of English as a second or foreign language (ESL/EFL) around the world to exchange questions and ideas. The list is international in scope and is supported by a grant from the U. S. Department of Education's Fund for the Improvement of Post-Secondary Education (FIPSE) to build an extensive database of materials relevant to the field. TESL-L also has a large database of Computer-Assisted-Language-Learning (CALL) materials and programs. To subscribe, post the message: SUB TESL-L <your first name> <your last name> to LISTSERV@CUNYVM.CUNY.EDU.

Other lists include:

8. **EDSTYLE (Learning Styles Theory and Research)**
LISTSERV@SJUVM.BITNET or LISTSERV@SJUVM.STJOHNS.EDU.

9. **TEACHEFT (Teaching Effectiveness)**
LISTSERV@WCU.BITNET.

10. **FLAC-L (Foreign Language Across Curriculum)**
LISTSERV@BROWNVM.

11. **LLTI (Language Learning Technology International Information Forum)**
LISTSERV@DARTCMS1.

12. **LTEST-L (Language Testing Research and Practice)**
LISTSERV@UCLA.CN1.

13. **MULTI-L (Language and Education in Multilingual Settings)**
LISTSERV@BARILVM.

14. **TESLFF-L ("Fluency First" and Whole Language Pedagogy)**
LISTSERV@CUNYVM.

15. **NLRC (National Language Resource Center: University of Minnesota)**
NLRC-REQUEST@MAIL.UNET.UMN.EDU.
Appendix 2
Annotated Bibliography of Learning Strategy Books

Several excellent books have been written in this area. Some are intended specifically for students and others are written for teachers and researchers. All of them address awareness training, as well as provide useful guidelines for applying learning strategies to the study of a foreign language. Results from second language research on learning strategies, as well as practical materials, make these books important resources for the development of strategy training programs. The books can also be used to supplement foreign language course textbooks or be used in teacher training programs. Several of them list additional sources of information about learning strategies and learning strategies instruction.

Books Aimed Directly at Learners:


   This learner-directed strategies manual helps to prepare students for the process of learning a foreign language by using practical exercises. Based on empirical research, each chapter highlights strategies that students need to pay attention to while they are studying a foreign language. The strategies include: goal setting, developing self-confidence, calculated risk taking, cooperative learning, and resisting direct translation to L1. The book can be used to supplement any foreign language course.


   The practical guidelines presented in this book are an excellent introduction to learning strategies for any current language learner. Using a series of short assessment tools, learners can begin to self-diagnose their learning style preferences, language learning attitudes, and language processing skills. The book provides real-world examples to describe the language learning process in an informal way.


   Developed to supplement existing course materials, this book is designed for learners of English as a second or foreign language. Learners have opportunities to reflect on their current strategies, develop new strategies, assess short-term learning goals, organize their learning, and self-evaluate the language learning process for each of the four skills (reading, writing, speaking, and listening), as well as for grammar and vocabulary. The book is very practical and learner-centered, and authentic examples of student responses are provided.


   The second edition of this popular book for language learners stresses learner autonomy. It provides concrete suggestions for how learners can become more independent, effective, and successful in their attempts to learn foreign languages. Divided into two parts, this useful reference guide introduces learners to the nature of the language learning process and then provides step-by-step suggestions on how to improve vocabulary, grammar, reading, writing, listening, and speaking skills. Easy to read, the book is an excellent resource for beginning, as well as advanced, language learners.


   Written for ESL learners, this teacher/student guide provides extensive hands-on practice with ten different strategies. The book is divided into two parts: managing the learning process and managing information. Examples of the strategies include categorization, inferencing, and selectively attending. The flexible activities can be used individually or to supplement a language course, and can easily be adapted for use with foreign language curricula.

Books Aimed at Teachers and Researchers:


   The primary scope of this book is the incorporation of learning strategies into content-based curricula. It is a very practical volume that helps the language or content teacher to develop lesson plans that integrate explicit strategies instruction. By providing numerous examples of lesson plans and activities across many subject areas, the authors provide a clear and practical approach to strategies instruction and assessment.


   This volume is useful for anyone interested in the applications of learning strategies. Each of the first six chapters provides numerous examples for
the reader to practice the strategies presented (for vocabulary, speaking, reading, and writing), and the rest of the book consists of a survey of the language learning strategy research. Especially useful for researchers, current language learners and teachers will also find many helpful suggestions for enhancing the learning process.


Intended for language teachers, this volume condenses several years of strategy research by reviewing the background to learner training and examining the key ideas involved. It provides excellent summaries of awareness training theory and technique, as well as suggestions for classroom activities. It is an excellent resource for the strategies teacher-trainer.


This book is especially useful for learning strategy researchers. A complete review of the literature is provided, and the authors describe, classify, and explain the rationale behind systematic strategy applications. Various instructional models are presented, providing the reader with numerous examples of how learning strategy instruction is being conducted at the national and international levels. Theoretical and practical approaches to strategies instruction make this book an important source for both language teachers and language researchers.


The most famous of the strategy books, Oxford’s text is the source of the Strategy Inventory for Language Learning (SILL), which has been translated into several foreign languages and provides learners with a hands-on method to self-diagnose their language learning strategies. The book contains extensive examples of how the different strategies presented can be applied across language skills and tasks. This would be an excellent textbook for a teacher training seminar as it presents learning strategies instruction in a systematic, practical format, while also providing the theoretical foundations of strategy applications.


This volume will encompass various aspects of learner awareness of strategies through strategy assessment techniques, as well as through direct instruction in strategy use. It incorporates the works of several of the most prominent researchers and teacher trainers in the field. The focus of the book is on the individual learner, combining both research- and teaching-oriented perspectives. Because of its vast applicability to a broad range of interests in learning strategies, this book will be an important resource for both teachers and researchers.


Based on extensive interviews with “successful” learners, Stevick’s book provides the reader with an authentic account of learner differences. Each of the seven learners details a unique approach to the learning process. The book summarizes each of the interviews by providing descriptions of the students’ learning patterns and strategies, and suggests ways for both learners and teachers to facilitate the language learning process. Theoretical, personal, and practical approaches to language learning are the main ingredients of this one-of-a-kind book.


This book provides teachers with a step-by-step approach to the systematic design of language learning curricula intended to encourage and facilitate learner autonomy. Beginning with theoretical foundations, Wenden provides the reader with practical, research-based suggestions on how to train learners to develop strategies in order to become more independent and effective learners. Especially helpful to teachers and teacher trainers are the several assessment tools presented throughout the book.


Combining the work of several authors, Wenden and Rubin address three main areas in their book: the conceptual frameworks of learning strategies, research-based insights into strategies and strategies instruction, and ways to promote learner autonomy. The book provides an overall perspective of the issues related to studying learning strategies in the foreign language classroom. Many of the chapters have provided a starting point for those interested in strategies research. The book is especially useful as an introduction to the concept of learning strategies, as well as a resource for both language researchers and educators.