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| Autore | Torino. Archivio comunale |
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| Nota di contenuto | Understanding language learning strategies in context : an innovative, |

complexity-based approach -- Rebecca L. Oxford, Roberta Z. Lavine, and Carmen M. Amerstorfer -- Moving from theory to practice : a closer look at language learner strategies -- Andrew D. Cohen -- How individual differences relate to successful strategy use : self-regulated language learners round the world -- Carol Griffiths -- Listening to highly anxious EFL learners through the use of narrative : metacognitive and affective strategies for learner self-regulation -- Christina Gkonou -- Modelling a prototypical use of language learning strategies : decision tree-based methods in multiple contexts -- Atsushi Mizumoto and Osamu Takeuchi -- Mixing methods : investigating self-regulated strategies in a cooperative EFL learning environment -- Carmen M. Amerstorfer -- Making language learning strategies research useful : insights from China for the world -- Peter Yongqi Gu -- Language learning strategies of Greek EFL primary and secondary school learners : how individual characteristics affect strategy use -- Angeliki Psaltou-Joycey and Zoe Gavriilidou -- The use of pronunciation learning strategies in form-focused and meaning-focused activities : the impact of contextual and individual difference variables -- Miroslaw Pawlak -- Preparing teachers for language learning strategy instruction in diverse classrooms : a program for new teachers -- Anna Uhl Chamot -- Investigating English majors? : affective strategy use, test anxiety, and strategy instruction: contextual influences -- Jakub Bielak and Anna Mystkowska-Wiertelak -- Young language learners in classroom contexts : the development of strategy assessment methods and tools -- Pamela Gunning and Carolyn E. Turner -- Conclusion : lessons learned and a look at the future of situated learning strategies -- Carmen M. Amerstorfer and Rebecca L. Oxford.

Sommario/riassunto

This innovative book focuses on the relationships among self-regulated language learning strategies, students' individual characteristics, and the diverse contexts in which learning occurs. It presents state-of-the-art, lively, readable chapters by well-known experts and new, promising scholars, who analyze learning strategy theory, research, assessment, and use. Written by a team of international contributors from Austria, Canada, Greece, Japan, New Zealand, Poland, Turkey, the UK and the USA, this volume provides theoretical insights on how strategic learning interacts with complex environments. It explores strategy choice and the fluidity and flexibility of learning strategies. Research-based but practical themes in the book include strategy-related teacher preparation; differentiated strategy instruction to meet the needs of diverse learners of different ages, cultures, and learning styles; and creative, visualization-based development of strategy awareness. Examining methodologies for strategy research and assessment, the volume explores narrative, decision-tree, scenario-based, and questionnaire-based research, as well as mixed-methods research and new assessment tools for young learners' strategies. It presents research on strategies used for foreign/second language pronunciation, pragmatics, listening, reading, speaking, writing, and test-taking. By providing a wide range of examples of strategies in research and action in a number of countries, cultures, and educational settings, and by offering incisive section overviews and a detailed synthesis at the end, this book enables readers to develop a holistic understanding of language learning strategies. With additional online strategy materials available for downloading, *Language Learning Strategies and Individual Learner Characteristics* is invaluable to all those interested in helping language students learn more effectively
