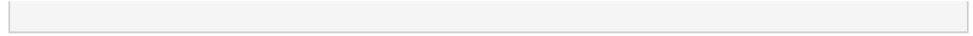# Teaching and Researching Language Learning Strategies: Self-Regulation in Context, Second Edition (Applied Linguistics in Action)

By Rebecca L. Oxford

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Teaching and Researching Language Learning Strategies: Self-Regulation in Context, Second Edition (Applied Linguistics in Action) By Rebecca L. Oxford

Now in its second edition, *Teaching and Researching Language Learning Strategies: Self-Regulation in Context* charts the field systematically and coherently for the benefit of language learning practitioners, students, and researchers. This volume carries on the author's tradition of linking theoretical insights with readability and practical utility and offers an enhanced Strategic Self-Regulation Model. It is enriched by many new features, such as the first-ever major content analysis of published learning strategy definitions, leading to a long-awaited, encompassing strategy definition that, to a significant degree, brings order out of chaos in the strategy field. Rebecca L. Oxford provides an intensive discussion of self-regulation, agency, and related factors as the "soul of learning strategies." She ushers the strategy field into the twenty-first century with the first in-depth treatment of strategies and complexity theory.

A major section is devoted to applications of learning strategies in all language skill areas and in grammar and vocabulary. The last chapter presents innovations for strategy instruction, such as ways to deepen and differentiate strategy instruction to meet individual needs; a useful, scenario-based emotion regulation questionnaire; insights on new research methods; and results of two strategy instruction meta-analyses. This revised edition includes in-depth questions, tasks, and projects for readers in every chapter. This is the ideal textbook for upper-level undergraduate and graduate courses in TESOL, ELT, education, linguistics, and psychology.

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Editorial Review

Review

"I welcome this masterly work from a renowned scholar. It is fresh, comprehensive, scholarly and readable. Oxford explores the quagmire of definitions of strategies leading to an integrated definition, and links strategies to self-regulation, autonomy and agency, giving us new ways of viewing this construct. Once again she moves the field forward."
? Marion Williams

"This book advances our understanding of the complexities of language learning strategies, their diverse theoretical underpinnings, and the individual variations and shifting shapes that characterize them. Rebecca Oxford discusses how complexity theory relates to language learning strategies, develops her S^{2}R model, and provides numerous practical applications for language teachers."

? Anna Uhl Chamot, *The George Washington University, USA*

"This long-awaited book presents an excellent linkage between theoretical insights with practical applications, and brings strategy research into a new era. A particular strength is the range of topics it covers: an enhanced Strategic Self-Regulation Model, complexity theory, agency, autonomy, skill-based strategies, and strategy instruction. It also provides an encompassing strategy definition. I commend this comprehensive book highly."
? Osamu Takeuchi, *Kansai University, Osaka, Japan*

"Rebecca Oxford's new book takes language learning strategies to a new level. It enhances her 2011 S^{2}R Model with a wealth of theoretical insights. Her freeing of strategies from rigid categories while assigning to them multiple roles creates a new perspective that revolutionalises the strategy field. It is definitely a book for teachers, researchers and students looking for practical teaching and researching ideas, and up-to-date references."

? Angeliki Psaltou-Joycey, *Aristotle University of Thessaloniki, Greece*

"I'm speechless at the breadth and depth of all that is included Rebecca Oxford's new strategy volume. This is the most in-depth, comprehensive, and original book ever written on L2 learning strategies. It looks at this important construct from affective, cognitive, and social perspectives; emphasizes the dynamism of strategies in context; and makes clear the power of strategies in learning and teaching. I love everything about the book – the way it is written, the references, and the wonderful questions in each chapter. It is a must-read for researchers and teachers all over the world."

? Ana Maria F. Barcelos, *Federal University of Viçosa, Brasil*

"This book is a true treasure for anyone interested in language learning strategies. Rebecca Oxford confronts head-on many of the existing controversies and offers a first comprehensive, brilliant and thought-provoking account of how strategies aid language learning. The landmark volume is a major step forward in the field

and is bound to shape research in the years to come."
? Miros?aw Pawlak, *State University of Applied Sciences, Poland*

"This exciting new edition offers a fresh perspective to the field of language learning strategies. Rebecca Oxford synthesizes information from the relevant literature within psychology and second language acquisition and discusses a series of innovative ideas on researching, assessing and teaching language learning strategies. No collection of readings on the topic would be complete without this book. I will introduce it as a core reading for my module in Topics in the Psychology of Language Learning and Teaching. I love this book, and I am sure my students will love it, too."
? Christina Gkonou, *University of Essex, UK*

"The second edition of Rebecca Oxford's Teaching and Researching Language Learning Strategies is the most exciting book in years in the field of strategic language learning. It offers the most comprehensive and systematic coverage of issues related to the topic, and contains a feast of new ideas and perspectives on strategic language learning. With visionary height, theoretical breadth and depth, and methodological rigour, this book ushers in a new era for research on language learning strategies."
? Peter Gu, *Victoria University of Wellington, New Zealand*

"This inspiring, innovative volume will captivate both strategy experts and newcomers. Oxford's profound theoretical explanations of strategic self-regulation are supported by real-life scenarios, comprehensive reviews of research, and beautifully painted mental images and metaphors. Oxford explains complex ideas in a clear, down-to-earth manner. Readers, prepare yourselves for lively excursions of the mind and plenty of 'aha' moments."
? Carmen M. Amerstorfer, *Alpen-Adria Universität Klagenfurt, Austria*

About the Author

Rebecca L. Oxford is Distinguished Scholar-Teacher and Professor Emerita at the University of Maryland and a part-time adjunct professor of second language teaching and psychology at the University of Alabama in both Birmingham and Huntsville, USA.

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Eric Langley:

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