

# A SYSTEMATIC REVIEW OF LANGUAGE LEARNER STRATEGY RESEARCH IN THE FACE OF SELF-REGULATION

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## JOURNAL

System

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## KEY TERMS

### Language learner strategy

*Actions chosen by learners (either deliberately or automatically) for the purposes of learning or regulating the learning of language*

### Self-regulation

*Self-regulation refers to the degree to which individuals are active participants in their own learning*

## WHAT CAN I LEARN FROM THIS SECONDARY RESEARCH?

- Models and taxonomies of language learner strategies
- The state-of-the-art of language learner strategy research and self-regulation



## WHAT EVIDENCE IS SUMMARISED?

A total of

**24**

articles were synthesised in this review

## WHAT DOES IT FIND?

- Motivation can directly contribute to learners' linguistic success
- Learners' individual differences determine their learning outcomes
- Metacognitive strategies directly affect learners' academic achievement
- The challenges of self-regulation for learners are commitment management, controlling emotions, boredom and procrastination

## HOW CAN I USE THE FINDINGS IN MY TEACHING?

- English teachers can help learners toward discovering their learning styles, which can lead them to develop their repertoire of language learning strategies more effectively
- English teachers need to develop learners' declarative, procedural, and conditional knowledge of language learning strategies. This can be achieved by not only presenting to them factual information about the strategies but providing them with opportunities to experiment and reflect on newly acquired strategies

