SELF-REGULATED SECOND LANGUAGE LEARNING: A REVIEW OF TYPES AND BENEFITS OF STRATEGIES, MODES OF TEACHER SUPPORT, AND PEDAGOGICAL IMPLICATIONS

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KEY TERMS

Self-regulated language learning

An active and constructive process of language learning which requires learners to employ strategies to set goals and monitor their learning process

WHAT EVIDENCE IS SUMMARISED?

58 studies

WHAT DOES IT FIND?

- To take charge of the language learning process, learners can use metacognitive strategies e.g., "self-monitoring" and "planning". Other metacognitive strategies include "self-evaluation" and "goal setting".
- For some language learning tasks, learners can use cognitive strategies. The most common strategies are "rehearsal" and "record reviewing". Other cognitive strategies include "elaboration" and "contribution making".
- To address the affective aspects of language learning, motivational strategies can be used e.g., "emotion regulation" and "effort regulation".
- Language learning environment can be improved if learners use behavioral strategies e.g., "peer learning" and "seeking help". Other behavioral strategies include "environment structuring", "handling feedback", and "resource management".

WHAT CAN I LEARN FROM THIS SECONDARY RESEARCH?

- Types of self-regulated language learning strategies
- Benefits and limitations of self-regulated language learning strategies

HOW CAN I USE THE FINDINGS IN MY TEACHING?

- Teachers can encourage learners to create vocabulary-related illustrations, and share them in their group chats to enable comment exchange and encourage both effort regulation and emotion regulation.
- Teachers can provide better guidance to learners by using certain tools including Internet-based systems (e.g., e-portfolio, e-learning platforms, and Wikis).
- Teachers should lead learners toward adopting different self-regulated learning strategies, so they can develop their repertoire of skills based on their needs and preferences.