

Conference Abstract

**INTERNATIONAL CONFERENCE 23-26 June, 2005:
Reflective Practice – The key to innovation in international education**

Plenary

Coming to Terms with Language Learner Strategies: what do strategy experts think about the terminology and where would they direct their research?

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In the summer of 2004, twenty-three international scholars who were significantly involved in the field of language learner strategies came together at Oxford University for three days to work together on the issues of learner strategies. Working groups focused on four themes: (1) strategy definitions and their relationship to other processes, (2) relating learner strategies to learners' short- and long-term goals, (3) relating learner strategies to individual and situational differences, and (4) demonstrating and communicating the importance of language learner strategies to the end-users.

This presentation will report on the results of a survey questionnaire that had these experts indicate whether they used a series of strategy terms and if so, how, and the problems that they had encountered doing so. In addition, the presentation will report on guidelines and directions for future learner strategy research that emerged from the working sessions. The issues to be discussed will include determining the theoretical model for strategy research, designing longitudinally-based classroom- and out-of-class research studies, and selecting or constructing the appropriate quantitative and qualitative measures.