## References

Adams, A-M. & Gathercole, S.E. (2000). Limitations in working memory: implications for language development. *International Journal of Language and Communication Disorders*, 35, 1, 95-116.

Alexander, A, Graham, S. & Harris, K.R. (1998). A perspective on strategy research: progress and prospects. *Educational Psychology Review*, *10*, *2*, 1998.

Ames, C. (1992). Classrooms, goals, structures and student motivation. *Journal of Educational Psychology*, 84, 267-271.

Anderson, J.R. (1980). *Cognitive Psychology and its Implications*. San Francisco: Freeman. Latest edition 2000, New York: Worth Publishers.

Anderson, N.J. (1991). Individual differences in strategy use in second language reading and testing. *Modern Language Journal* 75, 460-472.

Anderson, N.J. and Vandergrift L. (1996). Increasing metacognitive awareness by using think-aloud protocols and other verbal report formats. In R. Oxford (Ed.) *Language Learning Strategies Around the World: cross cultural perspectives*, 3-18 (Technical Report 13) Second Language Teaching and Curriculum Center, University of Hawaii, Honolulu,

Antòn, M. & Di Camilla, F. (1998). Socio-cognitive functions of L1 collaborative interactions in the L2 classroom. *The Canadian Modern Language Review*, *54*, *3*, 314-342.

Macaro, E. (2000) Learner strategies in foreign language learning: cross national factors. *Tuttitalia*, 22, 9-18.

Macaro, E. (2001) *Learning Strategies in second and foreign language classrooms*. London: Continuum. Pp. 282.

Macaro, E. (2003) *Teaching and Learning a Second Language: a guide to current research and its applications*. London: Continuum. Pp. 284.

Avila, E. & Sadoski, M. (1996). 'Exploring new applications of the keyword method to acquire English vocabulary.' *Language Learning*, 46, 3, 379-395.

Ayaduray, J. & Jacobs, G. (1997). Can learner strategy instruction succeed? The case of higher order questions and elaborated responses. *System*, 25, 4, 561-570.

Aziz, L. (1995). A model of paired cognitive and metacognitive strategies: its effect on second language grammar and writing performance. *Unpublished doctoral dissertation*, University of San Francisco.

Bacon, S.M. (1992). The relationship between gender, comprehension, processing strategies and cognitive and affective response in foreign language listening. *The Modern Language Journal*, 76, 2, 160-176.

Baddeley, A. (1986). Working Memory. Oxford: Clarendon Press

Baddeley, A. (1997). Human Memory: Theory and Practice. Hove: Psychology Press

Beaton, A., Gruneberg, M. & Ellis, N. (1995) Retention of foreign language vocabulary learned using the keyword method: a ten year follow up. *Second Language Research*, 11, 2,112-20.

Bereiter, C. & Scardamalia, M. (1987). *The Psychology of Written Composition*. London: Erlbaum.

Bialystock, E. (1983). Some factors in the selection and implementation of communication strategies. In C. Faerch, and G. Kasper, G. (eds.) *Strategies in Interlanguage Communication*. London: Longman

Block, E. (1986). The comprehension strategies of second language readers. *TESOL Quarterly*, 20, 3, 463-493

Bügel, K & Buunk, B.P. (1996). Sex differences in foreign language text comprehension: the role of interests and prior knowledge. *Modern Language Journal*, 80, 1, 15-31.

Carrell, P.L. (1989). Metacognitive awareness and second language reading. *The Modern Language Journal*, 73, 2, 121-130.

Carrell, P.L. Pharis, B.G. & Liberto, J.C. (1989). Metacognitive strategy training for ESL reading. *TESOL Quarterly*, 23, 4, 647-678.

Chamot, A.U. & El-Dinary, P.B. (1999). Children's Learning Strategies in Language Immersion Classrooms. *The Modern Language Journal*, *83*, *3*, 319-338.

Chamot, A.U. & El-Dinary P.B. (2000). *Children's Learning Strategies in Language Immersion Classrooms*. Department of Education, Washington, DC: National Capital Language Resource Center, Washington, DC.

Chien, C. (1998). The strategy use in listening comprehension for EFL learners in Taiwan. *RELC Journal*, 29, 1, 66-91.

Christianson, K. (1997). Dictionary use by EFL writers: what really happens? *Journal of Second Language Writing*. 6, 1, 23-43.

Clarke, M.A. (1979). Reading in Spanish and English: evidence from adult ESL students. *Language Learning*, *29*, 121-150.

Cohen, A.D. (1998). Strategies in Learning and Using a Second Language. London: Longman.

Cohen, A.D. (2003). Strategy-based learning of speech acts: developing and evaluating a web-based curriculum. Paper presented at the *Independent Language Learning Conference, The Open University, Milton Keynes*, UK, 5<sup>th</sup> December 2003.

Cohen, A.D. & Aphek, E. (1980). Retention of second-language vocabulary over time: investigating the role of mnemonic associations. *System*, 8, 3, 221-235.

Cohen, A.D. & Hosenfeld, C. (1981). Some uses of mentalistic data in second language research. *Language Learning*, *31*, *2*, 285-313.

Cohen, A.D., Weaver, S.J. & Li, T-Y. (1995). *The impact of strategies-based instruction on speaking a foreign language*. Research Report. Center for Advanced Research on Language Acquisition, University of Minnesota, Minneapolis MN. Cited at length in Cohen (1998).

Conti, G. (2001). E possible migliorare l'efficacia della correzione attraverso l'istruzione strategica? (Is it possible to improve correction effectiveness through strategy instruction?) *Tuttitalia*, 23, 4-14.

Cowan, N. (1999). An embedded-process model of working memory. In A. Miyake and P Shah (eds.) *Models of Working Memory: Mechanisms of Active Maintenance and Executive Control*, 62-101. Cambridge: Cambridge University Press.

Das, J. P. (1988) Simultaneous-successive processing and planning. In R.R Schmeck. (ed.) *Learning Strategies and Learning Styles*. London: Plenum Press.

De Larios, J.C., Murphy, L. & Manchon. R. (1999). The use of restructuring strategies in EFL writing: A study of Spanish learners of English as a foreign language. *Journal of Second Language Writing.* 8, 1, 13-44.

DeKeyser, R. (2001). Automaticity and automatization. In P. Robinson (ed.) *Cognition and Second Language Instruction*, 125 – 151. Cambridge: Cambridge University Press.

Dickinson, L. (1988). Learner Training. In A. Brookes and P. Grundy (eds.) *Individualisation and Autonomy in Language Learning*. 45-53. Modern English Publications and The British Council.

Dörnyei, Z. (1995). On the teachability of communication strategies. *TESOL Quarterly*, 29, 1, 5-85.

Dörnyei, Z. (2001). Teaching and Researching Motivation. London: Longman.

Dörnyei, Z. & Skehan, P (2003) Individual differences in second language learning. In C.J. Doughty and M.H. Long, (eds.), *The Handbook of Second Language Acquisition*, 589 – 630. Oxford: Blackwell Publishing.

Ehrman, M. & Oxford, R. L. (1989). Effects of sex differences, career choice, and psychological type on adult language learning strategies. *Modern Language Journal*, 72, 253-65.

Ellis, N. (2001). Memory for language. In P. Robinson (ed.) *Cognition and Second Language Instruction*. 33 – 68. *Cambridge*: Cambridge University Press.

Entwhistle, N. (1988). Motivational factors in students' approaches to learning. In R.R. Schmeck. (ed.) *Learning Strategies and Learning Styles*. 21–52. London: Plenum Press.

Ericsson, K.A. & Simon, H.A. (1987). Verbal reports on thinking. In G. Faerch and G. Kasper (eds.) *Introspection in Second Language Research*. 24-53. Clevedon: Multilingual Matters.

Erler, L. (2003). Year 7 pupils' experiences of reading French as a foreign language. *Unpublished Doctoral Dissertation*. University of Oxford.

Flower, L. & Hayes, J.R. (1981). A cognitive process theory of writing. *College Composition and Communication*, 32, 365-387.

Fraser, C.A. (1999). Lexical processing strategy use and vocabulary learning through reading. *Studies in Second Language acquisition*, 21, 225-241.

Fukkink, R.G. and de Glopper, K. (1998). Effects of instruction in deriving word meaning from context: a meta-analysis. *Review of Educational Research*, 68, 4, 450-469.

Gathercole, S. E. & Baddeley, A. D. (1993). Working Memory and Language. Hove: Psychology Press.

Grabe, W. & Stoller, F.L. (2002). *Teaching and Researching Reading*. London: Longman.

Graham, S. (1997). Effective Language Teaching. Clevedon: Multilingual Matters.

Green, P. & Hecht, K. (1992) Implicit and explicit grammar: an empirical study. *Applied Linguistics*, 13, 168-184.

Grenfell, M. & Harris. V. (1999). *Modern Languages and Learning Strategies: in theory and practice*. London: Routledge.

Gu, Y. (2002). Gender, academic major, and vocabulary learning strategies of Chinese EFL learners. *RELC Journal*, *33*, *1*, 35-54.

Gu, Y. & Johnson, K. J. (1996). Vocabulary learning strategies and language learning outcomes. *Language Learning* 46, 4, 643-679.

Harley, B. (2000) Listening strategies in ESL: do age and L1 make a difference? *TESOL Quarterly*, 34, 4, 769-776.

Harrington, M. (2001). Sentence processing. In P. Robinson (ed.) *Cognition and Second Language Instruction*. 91 – 124. Cambridge: Cambridge University Press.

Hoffman, S.Q. (1997). Field dependence/independence in second language acquisition and implications for educators and instructional designers. *Foreign Language Annals*, 30, 2, 222-234.

Holunga, S. (1994). The effect of metacognitive strategy training with verbalization on the oral accuracy of adult second language learners. *Unpublished doctoral dissertation*: University of Toronto.

Kellerman, E. (1991) Compensatory strategies in second language research: a critique a revision and some (non-) implications for the classroom. In R. Phillipson, E. Kellerman, L. Selinker, M. Sharwood-Smith and M. Swain (eds.) *Foreign and Second Language Pedagogy Research*. Clevedon: Multilingual Matters.

Kember, D. & Gow, L. (1994). An examination of the interactive model of ESL reading from the perspective approaches to studying. *RELC Journal*, 25, 1, 1-25

Kern, R. G. (1994). The role of mental translation in second language reading. *Studies in Second Language Acquisition 16, 4,* 441-61.

Kim, D. (1999). An exploration of listening comprehension linked to authentic input and language learning strategies in a second language. Unpublished doctoral thesis, University of Texas at Austin.

Klohs, L. (1994). Use of mnemonic strategies to facilitate written production of a second language by high school French students. *Unpublished doctoral dissertation*, University of Minnesota, Minneapolis St. Paul.

Knight, S. (1994). Dictionary use while reading: the effects on comprehension and vocabulary acquisition for students of different verbal abilities. *The Modern Language Journal*, 78, 3, 285-299.

Koda, K. (1990). The use of L1 reading strategies in L2 reading: effects of L1 orthographic structures on L2 phonological recoding strategies. *Studies in Second Language Acquisition*, 12, 4, 393-410.

Kohler, D.B. (2002). The effects of metacognitive language learning strategy training on lower-achieving second language learners. Unpublished doctoral dissertation, Department of Instructional Psychology and Technology, Brigham Young University, USA.

Lam, W. & Wong, J. (2000). The effects of strategy training on developing discussion skills in an ESL classroom. *ELT Journal*, *54*, *3*, 245-255.

Laviosa, F. (2000). The listening comprehension processes and strategies of learners of Italian: a case study. *Rassegna Italiana di Linguistica Applicata*, *2*, 129-159.

Lawson, M.J. & Hogben, D. (1998). Learning and recall of foreign language vocabulary: effects of a keyword strategy for immediate and delayed recall. *Learning and Instruction*, *8*, *2*, 179-194.

Lee, J-W. & Shallert, D. L. (1997). The relative contribution of L2 language proficiency and L1 reading ability to L2 reading performance: a test of the threshold hypothesis in an EFL context. *TESOL Quarterly*, 31, 4, 713-739.

Leow, R.P. & Morgan-Short, K. (2004). To think aloud or not to think aloud: the issue of reactivity in SLA research methodology. *Studies in Second Language Acquisition*, *26*, 35-57.

Levine, A., Reves, T. & Leaver, B.L. (1996). Relationship between language learning strategies and Israeli versus Russian cultural-educational factors. In R. Oxford (Ed.) *Language Learning Strategies Around the World: cross cultural perspectives*, 157-166. (Technical Report 13) Second Language Teaching and Curriculum Center, University of Hawaii, Honolulu,

Libben, G. (2000). Representation and processing in the second language lexicon: the homogeneity hypothesis. In J. Archibald (ed.) *Second Language Acquisition and Theory*, 229 – 248. Oxford: Blackwells.

LoCastro, V. (1994) Learning strategies and learning environments. *TESOL Quarterly* 28, 2, 409-414.

LoCastro, V. (1995) "The author responds" . . . *TESOL Quarterly, 29, 2,* 172-174. Locke, E.A. (1996). Motivation through conscious goal setting. *Applied and Preventive Psychology,* 5, 117-124.

McDonough, S.H. (1995). *Strategy and Skill in Learning a Foreign Language*. London: Arnold.

McGruddy, R. (1999). The effect of listening comprehension strategy training with advanced-level ESL students. Unpublished Doctoral dissertation: Georgetown University, USA.

McLaughlin, B. (1987). Theories of Second-Language Learning. London: Arnold.

McLaughlin, B. (1990). Restructuring. Applied Linguistics, 11, 2, 113-128.

Mitchell, I. (1992. The class level. In J.R. Baird and J.R. Northfield (eds.) *Learning from the PEEL Experience*, 61-104. Melbourne: Monash University Press.

Montgomery, J.W. (1995). Examination of phonological working memory in specifically language-impaired children. *Applied Psycholinguistics*, *16*, 355-378.

Myake, A. & Shah, P. (1999). *Models of Working Memory: Mechanisms of active maintenance and executive control.* Cambridge: Cambridge University Press.

Naiman, N., Frohlich, M., Stern, H. & Todesco, A. (1978). *The Good Language Learner*. Ontario: The Ontario institute for Studies in Education. (New Edition, 1996, Clevedon: Multilingual Matters).

Nakatani, Y. (2002). *Improving Oral Proficiency Through Strategy Training*. Unpublished doctoral dissertation. University of Birmingham, UK. Nation, I.S.P. (1990). *Teaching and Learning Vocabulary*. Massachusetts: Newbury House.

Nation, I.S.P. (2001). *Learning Vocabulary in Another Language*. Cambridge: Cambridge University Press.

Nayak, N., Hansen, N., Krueger, N., & McLaughlin, B. (1990). Language Learning Strategies in Monolingual and Multilingual adults. *Language Learning*, 40, 2, 221-244.

Norman, D.A. & Rumelhart, D.E. (1975). *Explorations in Cognition*. San Francisco: W.H. Freeman & Co.

Nunan, D. (1997). Strategy training in the language classroom: an empirical investigation. *RELC Journal*, 28,2, 56-81.

O'Malley, J.M. (1987). The effects of training in the use of learning strategies on acquiring English as a second language. In A. Wenden and J. Rubin (eds.) *Learner Strategies in Language Learning*. 133- 144. Englewood Cliffs, NJ: Prentice Hall International.

O'Malley, M. J. & Chamot, A.U. (1990). *Learning Strategies in Second Language Acquisition*. Cambridge: Cambridge University Press.

O'Malley, M. J., Chamot, A.U. & Küpper, L. (1989). Listening comprehension strategies in second language acquisition. *Applied Linguistics*, 10, 4, 418-437.

Oxford, R., Crookall, D., Cohen, A., Lavine, R., Nyikos, M. & Sutter W. (1990). Strategy training for language learners: six situational case studies and a training model. *Foreign Language Annals*, 22, 3, 197-216.

Oxford, R. & Nyikos, M. (1989). Variables affecting choice of language learning strategies by university students. *The Modern Language Journal*, 73, 3, 291-300.

Oxford, R.L. (1990). *Language Learning Strategies: What Every Teacher Should Know*. Boston, MA: Heinle and Heinle.

Oxford, R.L. & Burry-Stock, J.A. (1995). Assessing the use of language learning strategies worldwide with the ESL/EFL version of the strategy inventory for language learning (SILL). *System, 23, 1,* 1-23.

Ozeki, N. (2000). Listening strategy instruction for female EFL college students in Japan. Unpublished doctoral dissertation, Indiana University of Pennsylvania. Paribakht, T.S. & Wesche, M.B. (1993). Reading comprehension and second language development in a comprehension-based ESL programme. TESL Canada Journal, 11, 9-27.

Phakiti, A. (2003) A closer look at gender and strategy use in L2 reading. *Language Learning*, 53, 4, 649-702.

Pearson, P. D. & Dole, J.A. (1987). Explicit comprehension instruction: a review of research and a new conceptualization of learning. *Elementary School Journal*, 88, 151-165. (Cited in Cohen 1998).

Pintrich, P.R. (1995). Understanding self-regulated learning. In P.R. Pintrich (ed.) *Understanding Self-regulated Learning*. San Francisco: Jossey-Bass.

Porte, G. K. (1995). Writing wrongs: copying as a strategy for underachieving EFL writers. *ELT Journal*, 49, 2, 144-151.

Porte, G.K.(1997). The etiology of poor second language writing: the influence of perceived teacher preferences on second language revision strategies. *Journal of Second Language Writing*, 6, 1, 61-78.

Prince, P. (1996). Second language vocabulary learning: the role of context versus translations as a function of proficiency. *The Modern Language Journal*, 80, 4, 478-493.

Raymond, P.M. (1993). The effects of structure strategy training on the recall of expository prose for university students reading French as a second language. *The Modern Language Journal*, 77, 4, 445-458.

Rees-Miller, J. (1993). A critical appraisal of learner training: theoretical bases and teaching implications. *TESOL Quarterly*, 27, 4, 679-689.

Robinson, P. (1996) Learning simple and complex rules under implicit, incidental, rule-search, and instructed conditions. *SSLA*, 18, 27-67.

Rost, M. (1990). Listening in Language Learning. London: Longman

Sanaoui, R. (1995). Adult learners' approaches to learning vocabulary in second languages. *The Modern Language Journal.* 79, 1, 15-28.

Sarig, G. (1987). High-level reading in the first and in the foreign language: some comparative process data. In J. Devine, P.L. Carrell and D.E. Eskey (eds.) *Research in Reading English as a Second Language*. 105-123. Washington, D.C.: TESOL,

Schmeck R.R. (1988) (ed.). *Learning Strategies and Learning Styles*. London: Plenum Press.

Schmidt, R. W. (1990). The role of consciousness in second language learning. *Applied Linguistics*, 11, 2, 129-158.

Schraw, G., & Moshman, D. (1995). Metacognitive theories. *Educational Psychology Review*, 7, 4, 351-371

Seliger, H.W. (1983). The language learner as linguist: of metaphors and realities. *Applied Linguistics*, 4, 3, 179-191.

Service, L. (1992). Phonology, working memory, and foreign language learning. *Quarterly Journal of Experimental Psychology*, 45a, 21-50.

Sheorey, R. (1999). An examination of language learning strategy use in the setting of an indigenized variety of English. *System*, *27*, 173-190.

Skehan, P. (1991) Individual differences in second-language learning. *Studies in Second Language Acquisition*, 13, 275-298.

Skehan, P. 1989. *Individual differences in second-language learning*. London: Arnold.

Smith, P. (with others) (in process) *A systematic review of learner strategy training*. Centre for Evidence in Policy and Practice Information. Institute of Education, University of London.

Stanovich, K.E. (1980). Toward an interactive-compensatory model of individual differences in the development of reading fluency. *Reading Research Quarterly 16, 1,* 32-65.

Stevick, E.W. (1990) Research on What? Some terminology. *The Modern Language Journal*, 74, 2, 143-153.

Taillefer, G.F. (1996). L2 reading ability: further insight into the short-circuit hypothesis. *The Modern Language Journal*, 80, 4, 461-477.

The New Oxford Dictionary of English (1998). Oxford University Press.

Thompson, I. & Rubin, J. (1996). Can strategy instruction improve listening comprehension? *Foreign Language Annals*, 29, 3, 331-342.

Towell, R. Hawkins, R. & Bazergui, N. (1996). The development of fluency in advanced learners of French. *Applied Linguistics*, 17, 1, 84-119.

Tremblay, P.F. and Gardner, R.C. (1995). Expanding the motivation construct in language learning. *The Modern Language Journal*, 79, 4, 505-520.

Tsui, A.B.M. & Fullilove, J. (1998). Bottom-up and top-down processing as a discriminator of L2 listening performance. *Applied Linguistics*, 19, 4 432-451.

Van Hell, J.G. & Mahn, C. A. (1997). Keyword mnemonics versus rote rehearsal: learning concrete and abstract foreign words by experience and inexperienced learners. *Language Learning*, 47, 3, 507-546.

Vandergrift, L. (1998). Successful and less successful listeners in French: what are the strategy differences? *The French Review*, 71, 3, 370-394.

Victori, M. & Lockhart, W. (1995) Enhancing metacognition in self-directed language learning. *System, 23, 2,* 223-234.

Watanabe, Y. (1997). Input, intake and retention: effects of increased processing on incidental learning of foreign language vocabulary. *Studies in Second Language Acquisition*, 19, 287-307.

Weiner, B. (1992) Human Motivation: metaphors, theories and research. London: Sage.

Wenden, A. & Rubin, J. (1987) (eds.). *Learner Strategies in Language Learning*. London: Prentice Hall.

Wenden, A. (1987). Conceptual background and utility. In A. Wenden and J. Rubin, (eds.) *Learner Strategies in Language Learning*. 3-14. London: Prentice Hall.

Wenden, A. (1987). Incorporating learner training in the classroom. In A. Wenden and J. Rubin. (1987) (eds.), *Learner Strategies in Language Learning*. London: Prentice Hall

Wenden, A. (1995). Learner training in context: a knowledge-based approach. *System*, 23, 2, 183-194.

<sup>&</sup>lt;sup>i</sup> The precise relationship between working memory and long term memory is, however, still a matter for considerable debate (see Miyake and Shah 1999)