

SSU3 Conference Schedule

Day 1 (Sunday, October 13th, 2019)

9:00-17:50	Registration (12F: Lobby)					
	Conference Hall (12F)		Room 1202 (12F)	Room 1203 (12F)	Room 1101 (11F)	Room 1102 (11F)
9:30-9:45	Opening Ceremony					
9:45-11:15	Keynote Speech Heath Rose Evolving directions in language learning strategies: The interplay between self-regulation and learner strategies in teaching and research					
11:30-12:30	Invited Workshop Natsuko Shintani Teaching strategies for L2 learning: Written corrective feedback	11:30-12:00	Richard Pinner Authenticity and Teacher-student motivational synergy	Toshiko Shibui How Goal Setting and Feedback are Effective for Adult Language Learners?	Agnieszka Kaldonek-Crmjakovic Naturally occurring language learning strategy instruction in an advanced EFL classroom	Pamela Gunning & Joanna White Experienced teacher practices vs researcher expectations in classroom-based strategy instruction
		12:10-12:40	Zhipeng Zhang & Ting Liu Chinese EFL Learners' Emotional regulation in technology-enhanced collaborative learning	Dorota Matsumoto "I faced it all and I stood tall and did it my way"—a case study of three third-age language learners and their learning strategies	Shinobu Nakamura Language learning strategy instruction to raise EAP freshman students' awareness of being an independent learner	Zoe Gavriilidou & Lydia Mitits Language learning strategy promotion by teachers in dual-immersion schools in Greece
12:40-14:00	Lunch (5F: KITCHEN Fujioken)					
14:00-15:30	Symposium Yoshiyuki Nakata, Heath Rose, Quint Oga-Baldwin, Ryo Nitta, & Atsuko Tsuda Multifaceted dimensions of regulated learning in language classroom context: Self-regulation, strategy use and socially-shared regulation	14:00-14:30	Honggang Liu Motivational Regulation Strategies in English Learning: Evidence from Young Learners in the Chinese Context	Frank, Yang Gong Learning strategy use of learners of Chinese as a foreign language in an exchange programme	Richard LaBontee Vocabulary Learning Strategy Use in the Swedish Second Language Learning Context	Gervazio Tchessa Declarative and Procedural Memory Abilities and Grammar Rule Complexity in Instructed SLA
		14:40-15:10	Maya Sugita McEown & Kristopher McEown Self-regulatory processes among Japanese EFL learners in CLIL course contexts	Sheng-hui, Cindy Huang Contextual Factors Mediating Learners' LLS Use: from EFL & CFL contexts	Koyo Sokooshi An Analysis of Vocabulary Learning Strategies Use: Focusing on High English Proficiency EFL Learners	Nicole Busby Comparing reading strategies in L1 and L2 academic reading
		15:20-15:50	Yukiko Nose & Ryo Moriya Investigating contextual and dynamic aspects of diverse L2 learners' emotions and emotional strategies: Integrating multiple methods for emotional support	Rui Zhang From Co-regulation to Self-regulation: Maintaining Intersubjectivity for Learning in an L2 Chinese Classroom	Qianran Huang The Relationship between the Meaning of the Japanese-Chinese Homographs and the Use of Vocabulary Learning Strategies of Chinese Learners of Japanese	Takaaki Goto Experienced-Readers' Strategies Proposed for Novice Readers in Extensive Reading
15:50-16:20	Coffee Break (12F: Lobby)					
16:20-17:50	Keynote Speech Xuesong (Andy) Gao Self-regulation in language learning strategy research					

Day 2 (Monday, October 14th, 2019)

9:00-17:50		Registration (12F: Lobby)				
	Conference Hall (12F)		Room 1202 (12F)	Room 1203 (12F)	Room 1101 (11F)	Room 1102 (11F)
9:30-11:00	Keynote Speech Luke Plonsky Second-language strategy instruction: Where do we go from here?					
11:15-12:15	Invited Workshop Yasuo Nakatani Communication strategies for public speaking: How business leaders in TED attract and guide their audience effectively	11:15-11:45	Andrew D. Cohen & Isobel Kai-Hui Wang Strategies for Fine-Tuning Word Meanings through Online and App Resources	Nataly Karikian Syrian EFL teachers' beliefs about listening strategy assistance	Liwen Liang Individual Agency in EAP learning and International Publication - The Stories of Chinese Doctoral Graduate Students Majoring Engineering	Yolanda Ruiz de Zarobe Metalinguistic awareness and reading strategy use in a multilingual context: from principles to practice
		11:55-12:25	Peng Yue The Relationship between Vocabulary Learning Strategies with Video: Native Chinese Learners of Japanese as a Foreign Language	Tomoko Yabukoshi A self-regulated learning approach to out-of-class listening practice	Vasiliki Antoniou A situated study of emotions and learner agency: analyzing strategy use in classroom micro-situations	Zoe Gavrilidou & Stefania Giannoglou Profiling strategy use of dyslectic children learning English as a foreign language
12:25-14:00		Lunch (5F: KITCHEN Fujioken)				
14:00-15:30	Symposium Carmen Amerstorfer, Anna Mystkowska-Wiertelak, & Jakub Bielak The multi-level situatedness of complex, flexible, and dynamic LLS	14:00-14:30	Shotaro Ueno Verifying the causal model of self-regulated vocabulary learning in a Japanese high school EFL setting: Focusing on the relationships among learning strategies, self-efficacy, and self-regulated capacity	Akihiko Sasaki & Osamu Takeuchi Japanese university students' strategy use in Mobile-Assisted Language Learning	RuMei, Rebecca Tsai & Sheng-hui, Cindy Huang Same Reading Strategies—different effects? Factors Affecting Use Results of Reading Strategies	Teresa Hernandez Gonzalez, Pamela Gunning, & Joanna White Success for all: Gamifying strategy-based instruction in language learning
		14:40-15:10	Jingyuan Wang & Atsushi Mizumoto Exploring the influence of self-efficacy in vocabulary use on lexical sophistication and strategies for productive vocabulary use	Yukiko Jozaki Oral Communication Strategy Use of Japanese and Belgian University Students and the Influence of Cultural and Social Differences on Strategy Use	Nae-Dong Yang A Strategies-based Approach to Reading Circles	Stella Anggrainy A Case Study on the Zone of Proximal Development: Scaffolding Role-Playing in Primary School English Language Teaching in Japan
		15:20-15:50	Honggang Liu More Hope and Less Anxiety?: A correlational study on the relationship between hope and anxiety in English learning in the Chinese context	Ed Griffiths, Nikolay Slavkov, Reza Farzi, & Melodie Cook Communication Strategy Instruction: opportunities created by Linguistic Risk-Taking	Chiraz Ouerfelli Exploring reading and writing strategy use development: A qualitative study in the Tunisian EFL context	Peicheng Ina Wei & Sheng-hui, Cindy Huang High-achieving young learners' EFL vocabulary learning strategies: What are their secrets?
15:50-16:20		Coffee Break (12F: Lobby)				
16:20-17:50	Invited Symposium Tomoko Yashima, Peter D. MacIntyre, Scott Aubrey, & Junko Toyoda Dynamic emotions underlying L2 Willingness to Communicate: Enjoyment, engagement, and anxiety	16:20-16:50	Patrick Shorb Strategic, Self-Regulating but not Necessarily Self-Directed: Improving Language Learning through the Theories of Harold Palmer and Life-Writing Pedagogy (Seikatsu Tsuzurikata)	Rintaro Sato Can gestures be a strategy to facilitate and improve L2 speaking? Effects of gestures on complexity, accuracy, and fluency in L2	Maria Mitsiaki Reflections on the strategy-based perspective of the listening teaching material in Modern Greek as a Second Language	Sangmok Lee Problems involved in the application of Artificial Intelligence in Foreign Language Learning
		17:00-17:30	Shravasti Chakravarty Using self-regulation strategies in group discussions: An exploratory study	Hideki Abe The effect of self-regulated learning on second language pronunciation: The structural relationships	Nathan Ducker Strategy Conflict: Balancing L1 Identities with L2 Task Requirements	Hiroyuki Obari A Study on English Education Using AI speaker and ICT
18:30-20:30	Conference Dinner (Flowers Cafe & Diner at Nakanoshima Banks)					

Day 3 (Tuesday, October 15th, 2019)

9:00-15:20	Registration (12F: Lobby)					
	Conference Hall (12F)		Room 1202 (12F)	Room 1203 (12F)	Room 1101 (11F)	Room 1102 (11F)
9:30-11:00	Keynote Speech Peter Yongqi Gu Dynamic assessment, strategy instruction and learner empowerment					
11:15-12:45	Invited Symposium Yolanda Ruiz de Zarobe, Osamu Takeuchi, Simone Smala, & Frank, Yang Gong Learning strategies across languages and cultures	11:15-11:45	Grzegorz Drożdż Grammatical exercises and the strategy of practicing naturalistically	Yuyang Cai Modeling the dynamic relationship between metacognitive strategies and English performance: An Associative Latent Transition Analysis	Akiko Nagao What is 'the teaching and learning cycle (TLC)'?	Yukio Ikari New Findings on the Relation between Noticing and Consciousness in L2 Learning
		11:55-12:25	Mayu Janssens-Shintani Enhancing L2 Learners' Grammar Acquisition with the Combination of Image-schema Based Grammar Method and Online Immediate Corrective Feedback	Hui-chia Judy Shih & Sheng-hui, Cindy Huang The Development of EFL Learners' Metacognitive awareness and strategies in a Flipped Classroom	Hiromi Tsuda Strategy use by low-proficiency learners in collaborative learning settings	Jonathan Moxon The role played of executive functions in the development of accuracy and fluency of oral production and listening comprehension of L2 English past counterfactual conditionals during interaction activities
12:45-14:00	Lunch (5F: KITCHEN Fujioken)					
14:00-15:30	Invited Symposium Mirosław Pawlak, Mariusz Kruk, Magdalena Szyszka, & Joanna Zawodniak Exploring strategies used for learning and using target language skills and subsystems: A micro-perspective	14:00-14:30	Hisako Yamashita Peer Coregulation and the Development of Learning Strategies: A case of two learners	Natsumi Wakamoto & Heath Rose Revisiting language learner strategies and developing a listening comprehension strategies (LCS) questionnaire for learning English as a global lingua franca (EGLF)	Jack Pun Exploring the language challenges and coping strategies of science students in English-medium instruction: A case study of teachers and students in Hong Kong secondary classrooms	Douglas Bell Discovering Life Beyond Powerpoint: Strategies to Enhance Teaching & Learning in Higher Education
		14:40-15:10	Akiko Fukuda Learner perceptions of English self-study within a framework of self-regulated learning: An analysis of Q-methodology	Yuka Yamauchi Spoken Word Recognition by Two EFL Learners: From a View of Listening Strategies	Satoshi Kurokawa To what extent do students Returning from English-Speaking Countries have better English Abilities than Non-study-abroad Students?	Vasiliki Antoniou Mediated development through the prism of concept map activity
		15:20-15:50	Nathan Ducker Strategies for Managing Willingness to Communicate: What can Learners do?			
16:00-16:20	Closing Ceremony Announcement of the next SSU venue (Carmen Amerstorfer & Peter Yongqi Gu)					