



# Any drastic changes?

Comparing present-day L2 learning strategy use with that of the past in the Japanese EFL environment

Osamu TAKEUCHI, Ph.D.

Kansai University

Osaka, Japan

@ Invited Symposium in SSU3 Conference, Osaka, Japan

October 15, 2019



# Introduction



## Person, Task, and Context

- Attention paid to variation in strategy use in each learner.
- **Person** : age, gender, personality, self-efficacy, & motivation
- **Task**: task types, modes, complexity, difficulty
- **Context**: culture, FL vs. SL, classroom vs. out-of-the classroom

with the exception of some metacognitive strategies





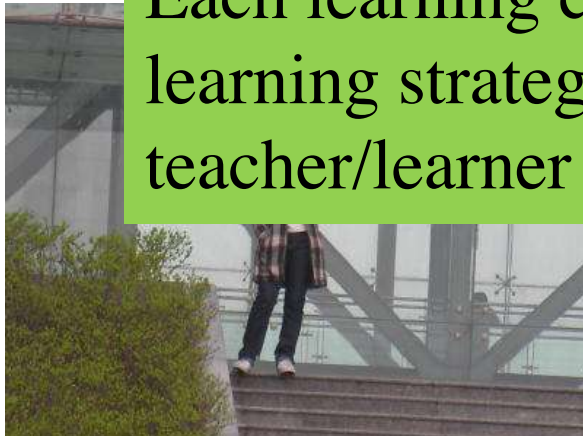
# Introduction



## Person, Task, and Context

- The use of L2 learning strategies is fully situated within a
- given learning environment, and its use and effectiveness
- depend on the learner, the learning task at hand, and the
- with the exception of some metacognitive strategies

Each learning context has its own unique set of language learning strategies, specifically tailored to its social values, teacher/learner beliefs, and learning conditions.





# Introduction



## Person, Task, and Context

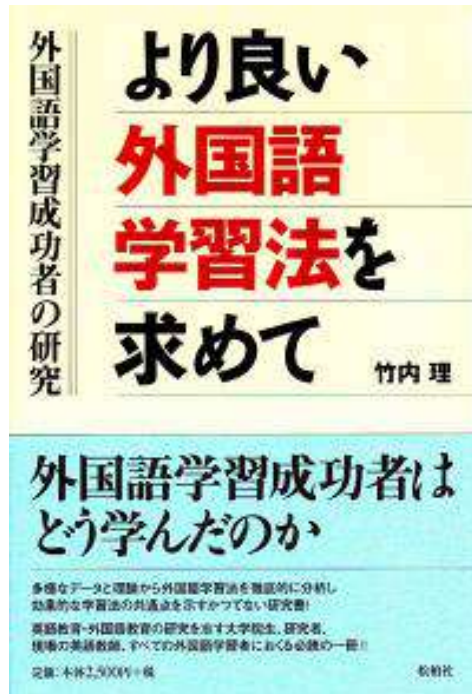
- Attention paid to variation in strategy use in each learner.
- **Person** : age, gender, personality, self-efficacy, & motivation
- **Task**: task types, modes, complexity, difficulty
- **Context**: culture, FL vs. SL, classroom vs. out-of-the classroom

## Technological Advancements

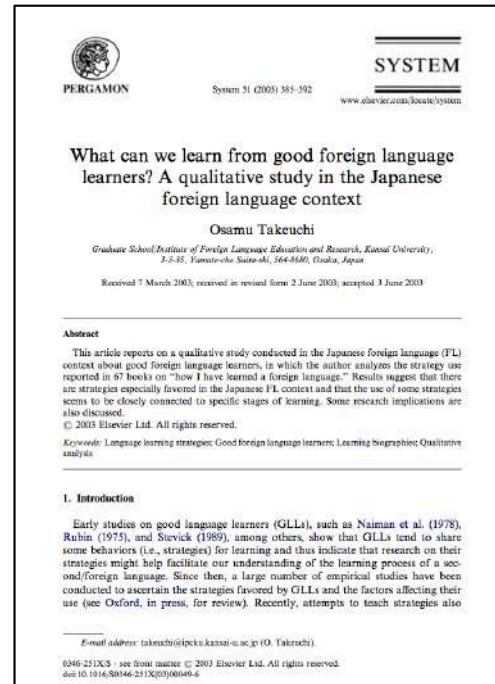
*Person-Task-Context* configuration of specific learning situations by Peter Gu → No strategy is in fact inherently good or bad, but only has the potential to be used effectively.



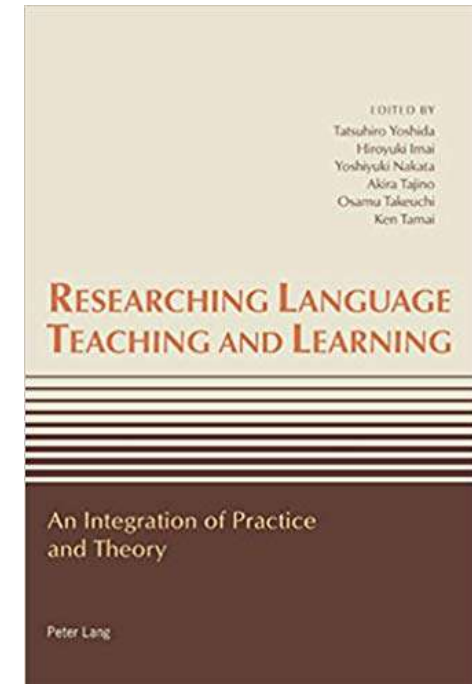
# The 2000 Study



Shohakusha  
2003  
(9<sup>th</sup> printing in 2019)



*SYSTEM*, 31  
2003



Peter Lang  
2009

All above based on the 2000 study for my Ph.D. dissertation



# Summary of the 2000 Study

Examined strategy use of the successful learners situated in the Japanese EFL environment

- College-level advanced EFL learners ( $n = 24$ )  
CEFR Upper B2 - C1 levels  
English learning biographies, reflecting on their experiences
- Highly-advanced professional EFL users ( $n = 18$ )  
CEFR C1- C2 levels  
**Twenty years ago**  
Semi-structured interviews of their L2 learning experiences
- Starting full scale learning of English after 12 in Japan
- Little experiences in English-speaking countries
- Qualitative approach of coding and grouping
- No internet service or advanced digital technology available



# Summary of the 2000 Study

## **Metacognitive Strategy Use**

- Maximizing opportunities to use English
- Pushing oneself into using English
- Having regular practice and exposure

## **Cognitive Strategy Use**

- Memorizing, repeating, borrowing, imitating,
- Guessing, reading-aloud, and contextualizing



# Summary of the 2000 Study

## Findings in the 2000 study

<b>Cognitive strategies</b>	
Speaking	Memorizing key sentences and using them in communication went together
Listening	Listening repeatedly
	Using transcription and dictation
Writing	Borrowing and writing a lot
Pronunciation	Imitating and trying to use in communication
Reading	Guessing at meanings
	Reading-aloud various texts many times
Vocabulary	Contextualizing
	Vocalizing and writing many times
	Making associations, using affixes, and so forth





# Summary of the 2000 Study

## Findings in the 2000 study

<b>Cognitive strategies</b>	
Speaking	Memorizing key sentences and using them in communication went together
Listening	Listening repeatedly
	Using transcription and dictation
Writing	Borrowing and writing a lot
Pronunciation	Imitating and trying to use in communication
Reading	Guessing at meanings
	Reading-aloud various texts many times
Vocabulary	Contextualizing
	Vocalizing and writing many times
	Making associations, using affixes, and so forth



# Summary of the 2000 Study



20 years have passed.

## Metacognitive Strategy Use

- Maximizing opportunities to use English
- Pushing oneself into using English
- Having regular practice and exposure

## Cognitive Strategy Use

- Memorizing, repeating, borrowing, imitating,
- Guessing, reading-aloud, contextualizing



Due to the rapid **change of society**, its values, language teaching methodology, and the tools available for learning

→ **We can expect changes in strategy use.**



# Purpose of the Current Study

To compare present-day learning strategy use with that of the past in the Japanese EFL environment, and to shed light on any changes between them.

*\*Caution needs to be exercised because the results reported here are based on the pilot stage of the on-going research project and thus are tentative at best.*



# Participants and Methods

- College-level advanced EFL learners ( $n = 21$ )  
CEFR Upper B2 - C1 levels  
English learning biographies, reflecting on their experiences
- Highly-advanced professional EFL users ( $n = 8$ )  
CEFR C1 – C2 levels  
Semi-structured interviews of their L2 learning experiences
- Starting full scale learning of English after 10 in Japan
- Little experiences in English-speaking countries
- Qualitative approach of coding and grouping
- Comfortable with advanced digital technology use



# Major Findings of the 2019 Study

Basic strategies have not changed much, but the tools for scaffolding their use have changed greatly, thereby introducing some new types of strategies and modifications in the use of existing strategies.



# Major Findings of the 2019 Study

## Metacognitive Strategy Use

- Maximizing opportunities to use English
- Pushing oneself into using English

Tend to turn to on-line resources such as YouTube, TED, podcast programs, and Skype on-line conversation services, instead of radio programs, TV programs, and magazines. Nonetheless, looking for opportunities has not changed so much.



# Major Findings of the 2019 Study

## **Metacognitive Strategy Use**

- Maximizing opportunities to use English
- Pushing oneself into using English
- Emphasizing regular practice and exposure to English

## **Cognitive Strategy Use**

- Memorizing, repeating, borrowing, imitating,
- Guessing, reading-aloud, and contextualizing



# Major Findings

## Tentative Findings in the 2019 study

<b>Cognitive strategies</b>	
Speaking	Memorizing key sentences and using them in communication went together
Listening	Listening repeatedly
	Using transcription and dictation
Writing	Borrowing and writing a lot
	Negotiation, peer feedback
Pronunciation	Imitating and trying to use in communication
Reading	Guessing at meanings
	Reading-aloud various texts many times
Vocabulary	Contextualizing
	Vocalizing and writing many times
	Making associations, using affixes, and so forth
<b>Social &amp; Affective Strategies</b>	
Collaboration	Knowledge sharing, peer feedback
Regulating emotions	Sharing frustration in learning with peers





# Major Findings

## Tentative Findings in the 2019 study

<b>Cognitive strategies</b>	
Speaking	Memorizing key sentences and using them in communication went together

In addition to face-to-face communication opportunities, those on Skype or video-conference are frequently reported.

Writing	Borrowing and writing a lot
	Negotiation, peer feedback
Pronunciation	Imitating and trying to use in communication
Reading	Guessing at meanings
	Reading-aloud various texts many times
Vocabulary	Contextualizing
	Vocalizing and writing many times
	Making associations, using affixes, and so forth
<b>Social &amp; Affective Strategies</b>	
Collaboration	Knowledge sharing, peer feedback
Regulating emotions	Sharing frustration in learning with peers



# Major Findings

## Tentative Findings in the 2019 study

<b>Cognitive strategies</b>	
Speaking	Memorizing key sentences and using them in communication went together
Listening	Listening repeatedly
	Using transcription and dictation
	The use of YouTube and TED video clips is widespread.
	Negotiation, peer feedback
Pronunciation	Imitating and trying to use in communication
Reading	Guessing at meanings
	Reading-aloud various texts many times
Vocabulary	Contextualizing
	Vocalizing and writing many times
	Making associations, using affixes, and so forth
<b>Social &amp; Affective Strategies</b>	
Collaboration	Knowledge sharing, peer feedback
Regulating emotions	Sharing frustration in learning with peers



# Major Findings

## Tentative Findings in the 2019 study

The use of digital corpora and on-line or electronic dictionaries is prominent.

A new trend is on-line collaborative writing activities, in which knowledge sharing, peer review, and monitoring the writing process are easy to do.

<b>Cognitive strategies</b>	
Speaking	Memorizing key sentences and using them in
Using transcription and creation	
<b>Writing</b>	Borrowing and writing a lot
	Negotiation, peer feedback
<b>Pronunciation</b>	Imitating and trying to use in communication
<b>Reading</b>	Guessing at meanings
	Reading-aloud various texts many times
<b>Vocabulary</b>	Contextualizing
	Vocalizing and writing many times
	Making associations, using affixes, and so forth
<b>Social &amp; Affective Strategies</b>	
<b>Collaboration</b>	Knowledge sharing, peer feedback
<b>Regulating emotions</b>	Sharing frustration in learning with peers

Using is a key word.



# Major Findings

## Tentative Findings in the 2019 study

<b>Cognitive strategies</b>	
Speaking	Memorizing key sentences and using them in communication went together
Listening	Listening repeatedly
	Using transcription and dictation
Writing	Borrowing and writing a lot
	Negotiation, peer feedback

On-line opportunities have increased drastically, and the use of digital annotation tools is prevalent.

Reading	Guessing at meanings
	Reading-aloud various texts many times

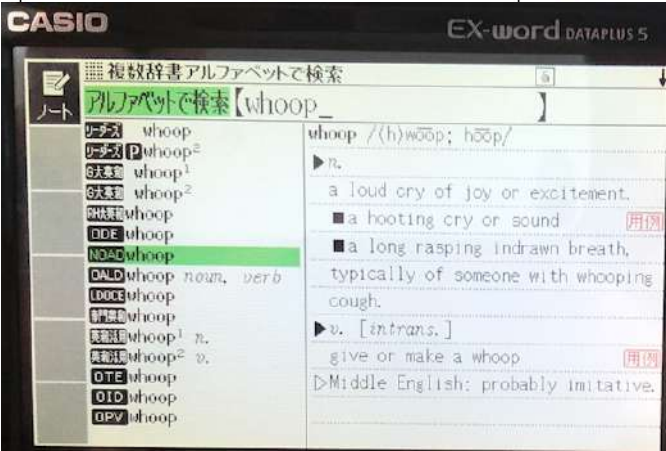

The only difference is the use of digital recording when they reflect on their own reading-aloud activities.

	Making associations, using affixes, and so forth
<b>Social &amp; Affective Strategies</b>	
Collaboration	Knowledge sharing, peer feedback
Regulating emotions	Sharing frustration in learning with peers



# Major Findings

## Tentative Findings in the 2019 study

Cognitive strategies	
	
<p><b>Reading</b></p>	<p>Guessing at meanings</p>
	<p>Reading-aloud various texts many times</p>
<p><b>Vocabulary</b></p>	<p>Contextualizing</p>
	<p>Vocalizing and writing many times</p>
	<p>Making associations, using affixes, and so forth</p>
<p><b>Social &amp; Affective Strategies</b></p>	
<p><b>Collaboration</b></p>	<p>Knowledge sharing, peer feedback</p>
<p><b>Regulating emotions</b></p>	<p>Sharing frustration in learning with peers</p>



# Major Findings

## Tentative Findings in the 2019 study

Cognitive strategies	
Speaking	Memorizing key sentences and using them in communication went together
Listening	Listening repeatedly
	Using transcription and dictation
Writing	Borrowing and writing a lot
	Negotiation, peer feedback
Pronunciation	Imitating and trying to use in communication

Unique metacognitive strategy use such as spaced learning, regular review, visualizing the outcomes, sending a reminder of daily practice time, clipping and saving for later learning

Vocabulary	Contextualizing
	Vocalizing and writing many times
	Making associations, using affixes, and so forth
Social & Af	The use of vocabulary learning software is salient.
Collaboration	Knowledge sharing, peer feedback
Regulating emotions	Sharing frustration in learning with peers



# Major Findings

## Tentative Findings in the 2019 study

<b>Cognitive strategies</b>	
Speaking	Memorizing key sentences and using them in communication went together
Listening	Listening repeatedly
	Using transcription and dictation
Writing	Borrowing and writing a lot
	Negotiation, peer feedback
Pronunciation	Imitating and trying to use in communication
Reading	Guessing at meanings
	Reading-aloud various texts many times
Vocabulary	Contextualizing
	Vocalizing and writing many times
	Making associations, using affixes, and so forth
<b>Social &amp; Affective Strategies</b>	
Collaboration	Knowledge sharing, peer feedback
Regulating emotions	Sharing frustration in learning with peers



# Major Findings

## Tentative Findings in the 2019 study

<b>Cognitive strategies</b>	
Speaking	Memorizing key sentences and using them in communication went together
Listening	Listening repeatedly
	Using transcription and dictation
Writing	Borrowing and writing a lot
	Negotiation, peer feedback
Pronunciation	Imitating and trying to use in communication
Reading	Guessing at meanings
	Reading-aloud various texts many times
Vocabulary	Contextualizing
	Vocalizing and writing many times
	Making associations, using affixes, and so forth
<b>Social &amp; Affective Strategies</b>	
Collaboration	Knowledge sharing, peer feedback
Regulating emotions	Sharing frustration in learning with peers





# Comparison of the Two Studies

**Findings in the 2000 study**

<b>Metacognitive strategies</b>	
	Maximizing opportunities to use English
	Pushing oneself into using English
	Having regular practice and exposure to English
<b>Cognitive strategies</b>	
Speaking	Memorizing key sentences and using them in communication went together
Listening	Listening repeatedly
	Using transcription and dictation
Writing	Borrowing and writing a lot
Pronunciation	Imitating and trying to use in communication
Reading	Guessing at meanings
	Reading-aloud various texts many times
Vocabulary	Contextualizing
	Vocalizing and writing many times
	Making associations, using affixes, and so forth

**Tentative Findings in the 2019 study**

<b>Metacognitive strategies</b>	
	Maximizing opportunities to use English
	Pushing oneself into using English
	Having regular practice and exposure to English
<b>Cognitive strategies</b>	
Speaking	Memorizing key sentences and using them in communication went together
Listening	Listening repeatedly
	Using transcription and dictation
Writing	Borrowing and writing a lot
	Negotiation, peer feedback
Pronunciation	Imitating and trying to use in communication
Reading	Guessing at meanings
	Reading-aloud various texts many times
Vocabulary	Contextualizing
	Vocalizing and writing many times
	Making associations, using affixes, and so forth
<b>Social &amp; Affective Strategies</b>	
Collaboration	Knowledge sharing, peer feedback
Regulating emotions	Sharing frustration in learning with peers



# Concluding Remarks

- These results **are tentative** at best.
- **Strategies** in this environment **have not changed** drastically over the past twenty years.
- Seeking opportunities, having regular practice, promoting automatization, making full use of good samples are **still prevalent**.
- On the contrary, the **tools** for scaffolding the strategy use **have changed** greatly, bringing **some variations** to their strategy use.
- The digital tools have certainly produced some **new strategies** or **modified the use of existing strategies**.
- Strategies for **regulating emotions** are often mentioned by the present-day successful EFL learners. → worth further investigation.



# Concluding Remarks

Thank you very much for  
staying awake!



The rest is silence.

[takeuchi@kansai-u.ac.jp](mailto:takeuchi@kansai-u.ac.jp)



# A Review of Strategy Research



Takeuchi, O. (2019). Language learning strategies: Insights from the past and directions for the future. In X. A. Gao (Ed.), *Second handbook of English language teaching*. NY: Springer. On-line first version is available at doi: [10.1007/978-3-319-58542-0\\_37-1](https://doi.org/10.1007/978-3-319-58542-0_37-1)