

3rd International Conference on Situating Strategy Use:

Stepping Into a New Era of Strategy Research and Practice



Conference Handbook

October 13-15, 2019
Osaka International Convention Center
(Grand Cube Osaka)
Osaka, Japan

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Welcome to Osaka, Japan!



Dear SSU3 Participants,

It is my great pleasure to welcome you to the 3rd International Conference on Situating Strategy Use (SSU3) at Grand Cube Osaka, located in the center of the Osaka metropolitan area. This interdisciplinary conference aims to stimulate ongoing research and further probe into less investigated issues concerning language learning strategies and other related areas within an international community of scholars.

For the 3rd conference, we have an incredible line-up of plenary speakers, symposium panelists, and workshop lecturers. Even more important, however, is the fact that over 150 researchers, teachers, and graduate students from more than 19 different countries will get together in the course of the next three days. We are quite sure that the participants will witness the extraordinarily high level of research presentations against the backdrop of the wonderful autumn scenery of Japan. This conference also represents an excellent opportunity for the participants to meet colleagues from all over the world, share ideas, and start something very exciting with them. For graduate students, we are confident that this conference will be a good start to a productive career in research. For teachers, great ideas for the classroom can be exchanged with others, and for researchers, exciting feedback on their latest research will be gathered from international colleagues.

The SSU3 committee members and I wish you all a productive and enjoyable conference. We also look forward to getting to know as many of you as possible over the coming three days. 「皆さんにお会いできるのを楽しみにしています。」

All the best,

On behalf of the organizing committee,
Osamu Takeuchi, Ph.D.
Chair, SSU3 Organizing Committee
Professor of Applied Linguistics, Kansai University

About SSU3

The Third International Conference on Situating Strategy Use: Stepping Into a New Era of Strategy Research and Practice will be held in Osaka, Japan, from 13 to 15 October 2019 at the Osaka International Convention Center (Grand Cube Osaka). This interdisciplinary conference aims to stimulate the ongoing research and further probe into less investigated issues concerning language learning strategies and other related areas within an international community of scholars.

The conference will focus on the role of language learning strategies and other individual, contextual, or situational differences in second and foreign language (L2) learning.

Topics covered in SSU3, but are not limited to, the followings:

- Theoretical background to language learning strategies
- Integrated research on language learning strategies
- Contextual and cultural differences in strategy use
- Language skills and strategy use (e.g., writing strategy, listening strategy)
- Tasks and strategy use in L2 learning
- Lx (L3, L4, etc.) learning and strategy use
- Language learning strategies and self-regulation
- Metacognitive awareness and strategy use
- The learner as an agent in language learning strategy use
- Language learning strategies and proficiency
- Individual differences (e.g., motivation, emotions, beliefs) and strategy use in L2 learning
- Bilingualism and strategy use
- Third age language learners and strategy use
- Working memory and second language acquisition
- Strategy clustering
- Fluidity in L2 strategy use
- Strategy-based instruction
- EMI (English Medium Instruction) and strategy use
- Teaching L2 strategy use to younger learners
- Information technology and strategy use in L2 learning
- Research methodology on language learning strategies

Important Dates

1. Call for proposals opens — Early August, 2018
2. Online submission opens — Late December, 2018
3. Online submission closes — April 22, 2019
4. Notification — Late May, 2019
5. Registration opens — June 1, 2019
6. Early bird registration closes — August 15, 2019
7. Conference — October 13-15, 2019

Sponsorship

We are supported by

**Osaka International Convention Center
&
Osaka Convention and Tourism Bureau**

We would like to acknowledge the following premier sponsors for their efforts in making SSU3 possible. We appreciate their generous support.



We are also grateful to the following organizations for their support:

- The Japan Association of College English Teachers (JACET)
- The Japan Association for Language Education and Technology (LET)
- Kansai English Language Education Society (KELES)
- The Japan Society of English Language Education (JASELE)

Organizing Committee

Chair:	Osamu Takeuchi (Kansai University)
Secretaries General:	Atsushi Mizumoto (Kansai University)
	Maiko Ikeda (Kansai University)
Members:	Tomoko Yabukoshi (Nihon University)
	Akihiko Sasaki (Mukogawa Women's University)
	Michiko Ueki (Kansai University)
	Yu Tamura (Kansai University)
	Kris Ramonda (Kansai University)
	Mizuki Moriyasu (Independent Scholar)
	Ayaka Shimizu (Kansai University)

Scientific Committee

Carmen Monika Amerstorfer (Alpen Adria University)	Yuliya Ardasheva (Washington State University)
Luh Putu Artini (Universitas Pendidikan Ganesha)	Andrew Cohen (University of Minnesota)
Andy Gao (University of New South Wales)	Zoe Gavrilidou (Democritus University of Thrace)
Christina Gkonou (University of Essex)	Peter Gu (Victoria University of Wellington)
Pamela Gunning (Concordia University)	Vee Harris (University of London)
Guangwei Hu (Hong Kong Polytechnic University)	Maiko Ikeda (Kansai University)
Atsushi Mizumoto (Kansai University)	Yasuo Nakatani (Hosei University)
Mirosław Pawlak (Adam Mickiewicz University, Kalisz, State University of Applied Sciences, Konin)	Angeliki Psaltou-Joyce (Aristotle University of Thessaloniki)
Heath Rose (University of Oxford)	Miyuki Sasaki (Nagoya City University)
Natsuko Shintani (Kansai University)	Osamu Takeuchi (Kansai University)
Michiko Ueki (Kansai University)	Natsumi Wakamoto (Doshisha Women's College of Liberal Arts)
Isobel Kai-Hui Wang (University of Graz)	Cynthia White (Massey University)
Tomoko Yabukoshi (Nihon University)	Lawrence Jun Zhang (University of Auckland)

Registration

Sawako Hamatani (Kansai University)	Ryo Sawaguchi (Kansai University)
Sakurako Shiozaki (Kansai University)	Saki Taniguchi (Kansai University)

Photography

Mayu Iwatani (Independent Scholar)

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 Opening speech (Osamu Takeuchi, Chair) Moderator (Kris Ramonda)					
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 Moderator (Maiko Ikeda)					
11:30-12:30	Invited Workshop Natsuko Shintani Teaching strategies for L2 learning: Written corrective feedback Moderator (Yū Tamura)	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-Cmjakovic 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 Gavrilidou & 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 Moderator (Michiko Ueki)					

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? Moderator (Atsushi Mizumoto)					
11:15-12:15	Invited Workshop Yasuo Nakatani Communication strategies for public speaking: How business leaders in TED attract and guide their audience effectively Moderator (Maiko Ikeda)	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	Nathan Ducker Strategy Conflict: Balancing L1 Identities with L2 Task Requirements	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	Jingyuan Wang & Atsushi Mizumoto Exploring the influence of self-efficacy in vocabulary use on lexical sophistication and strategies for productive vocabulary use	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)

9:00-14:40	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 Moderator (Kris Ramonda)					
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
15:40-16:00	Closing Ceremony Announcement of the next SSU venue (Carmen Amerstorfer & Peter Yongqi Gu) Moderator (Atsushi Mizumoto)					

SSU3 Conference Schedule

Day 1 (Sunday, October 13th, 2019)

The morning sessions are canceled due to the typhoon.

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 Opening speech (Osamu Takeuchi, Chair) Moderator (Kris Ramonda) →Day 1 (afternoon)					
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 Moderator (Maiko Ikeda) →Day 3					
11:30-12:30	Invited Workshop Natsuko Shintani Teaching strategies for L2 learning: Written corrective feedback Moderator (Yu Tamura) →Day 1 (afternoon)	11:30-12:00	Richard Pinner Authenticity and Teacher-student motivational synergy →Day 2	Toshiko Shibui How Goal Setting and Feedback are Effective for Adult Language Learners? →Day 1 (afternoon)	Agnieszka Kaldonck-Crnjakovic Naturally occurring language learning strategy instruction in an advanced EFL classroom →Day 2	Pamela Gunning & Joanna White Experienced teacher practices vs researcher expectations in classroom-based strategy instruction →Day 3
		12:10-12:40	Zhipeng Zhang & Ting Liu Chinese EFL Learners' Emotional regulation in technology-enhanced collaborative learning →Day 3	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 →Day 3	Shinobu Nakamura Language learning strategy instruction to raise EAP freshman students' awareness of being an independent learner →Day 3	Zoe Gavrilidou & Lydia Mitis Language learning strategy promotion by teachers in dual-immersion schools in Greece →Day 3

SSU3 Conference Schedule (Revised)

Day 1 (Sunday, October 13th, 2019)

12:00-17:50	Registration (12F: Lobby)					
12:00-14:00	Lunch (5F: KITCHEN Fujioken)					
	Conference Hall (12F)		Room 1202 (12F)	Room 1203 (12F)	Room 1101 (11F)	Room 1102 (11F)
14:00-14:15	Opening Ceremony Opening speech (Osamu Takeuchi, Chair) Video message (Joan Rubin) Greetings from Rebecca Oxford (Delivered by Carmen Amerstorfer) Moderator (Kris Ramonda)					
14:15-15:45 14:35-16:05	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	14:15-14:45	Honggang Liu → Day 3	Frank, Yang Gong → Day 3 Toshiko Shibui How Goal Setting and Feedback are Effective for Adult Language Learners?	Richard LaBontee → Day 3	Gervazio Tehesa → Canceled
		14:55-15:25	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
		15:35-16:05	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 → Day 3	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
16:05-16:20	Coffee Break (12F: Lobby)					
16:20-17:50	Keynote Speech Xuesong (Andy) Gao Self-regulation in language learning strategy research Moderator (Michiko Ueki)	16:20-17:20	Invited Workshop Natsuko Shintani Teaching strategies for L2 learning: Written corrective feedback Moderator (Yu Tamura)			

Free Wi-Fi (SSID: FREE-OICC, PASSWORD: grandcube)

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)
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		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 → Canceled Richard Pinner Authenticity and Teacher-student motivational synergy	Zoe Gavrilidou & Stefania Giannoglou → Day 3 Agnieszka Kaldonek-Cmjakovic Naturally occurring language learning strategy instruction in an advanced EFL classroom
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		14:40-15:10	Nathan Ducker Strategy Conflict: Balancing L1 Identities with L2 Task Requirements	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 → Canceled	Ed Griffiths, Nikolay Slavkov, Reza Farzi, & Melodie Cook Communication Strategy Instruction: opportunities created by Linguistic Risk-Taking	Chinz Ouerfelli → Day 3	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)					
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		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	Jingyuan Wang & Atsushi Mizumoto Exploring the influence of self-efficacy in vocabulary use on lexical sophistication and strategies for productive vocabulary use	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)

Registration (12F: Lobby)							
9:00-16:00	Conference Hall (12F)		Room 1202 (12F)	Room 1203 (12F)	Room 1101 (11F)	Room 1102 (11F)	Room 802 (8F)
9:30-11:00	Keynote Speech Luke Plonsky Second-language strategy instruction: Where do we go from here? Moderator (Atsushi Mizumoto)						
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	Rui Zhang From Co-regulation to Self-regulation: Maintaining Intersubjectivity for Learning in an L2 Chinese Classroom
		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 → Canceled Maria Mitsiaki Reflections on the strategy-based perspective of the listening teaching material in Modern Greek as a Second Language	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	Pamela Gunning & Joanna White Experienced teacher practices vs researcher expectations in classroom-based strategy instruction
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	Zoe Gavrilidou & Stefania Giannoglou Profiling strategy use of dyslectic children learning English as a foreign language
		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 → Canceled Frank, Yang Gong Learning strategy use of learners of Chinese as a foreign language in an exchange programme	Zhipeng Zhang & Ting Liu Chinese EFL Learners' Emotional regulation in technology-enhanced collaborative learning
		15:20-15:50	Teresa Hernandez Gonzalez, Pamela Gunning, & Joanna White Success for all: Gamifying strategy-based instruction in language learning	Honggang Liu Motivational Regulation Strategies in English Learning: Evidence from Young Learners in the Chinese Context	Shinobu Nakamura Language learning strategy instruction to raise EAP freshman students' awareness of being an independent learner	Zoe Gavrilidou & Lydia Mitits Language learning strategy promotion by teachers in dual-immersion schools in Greece	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
15:45-17:15	Keynote Speech Heath Rose Evolving directions in language learning strategies: The interplay between self-regulation and learner strategies in teaching and research Moderator (Maiko Ikeda)	16:00-16:30	Richard LaBontee Vocabulary Learning Strategy Use in the Swedish Second Language Learning Context	Chiraz Ouerfelli Exploring reading and writing strategy use development: A qualitative study in the Tunisian EFL context			
17:20-17:40	Closing Ceremony Announcement of the next SSU venue (Carmen Amerstorfer & Peter Yongqi Gu) Moderator (Atsushi Mizumoto)						

Day 1 (Sunday, October 13th) / 9:45-11:15 / Conference Hall (12F)

Keynote Speech



**Evolving directions in language learning strategies:
The interplay between self-regulation and learner
strategies in teaching and research**

Heath Rose
University of Oxford, United Kingdom

This talk explores current and future directions in strategy research in order to establish a research agenda that is compatible with instructed language learning settings. Language learning strategy research has been subjected to two substantial waves of criticisms in the past—the last of which culminated in calls for the field to be replaced with the construct of self-regulation. Rather than retreating from the research arena in the wake of such criticisms, learning strategy researchers have rallied in recent years, and the field is experiencing a renewed research resurgence. This talk focuses on the issues surrounding strategy and self-regulatory theorizations, and it uses this as a platform to evaluate how the field has responded to critiques in innovative ways. The presentation explores trends evident in a number of recent studies that are part of this resurgence, in order to inform future avenues for strategy research. The talk also explores the interplay of self-regulation, other-regulation and strategy use (e.g. Thomas & Rose, 2018), questioning whether strategies need to be self-regulated to be effective. Such perspectives might be seen to minimize the role of the teacher as a key agent of change in influencing the strategic behaviour of their students, despite sustained evidence that strategy instruction can (and does) work.

Biography

Heath Rose is an Associate Professor of Applied Linguistics in the Department of Education at the University of Oxford. Before moving into academia, Heath worked as a language teacher in Australia and Japan for 15 years. His research interests are in Global Englishes, learning strategies, and TESOL. He is author of numerous books including *Introducing Global Englishes* (Routledge, 2015) and *Global Englishes for Language Teaching* (Cambridge University Press, 2019).

Day 1 (Sunday, October 13th) / 16:20-17:50 / Conference Hall (12F)

Keynote Speech



Self-regulation in language learning strategy research

Xuesong (Andy) Gao

University of New South Wales, Australia

In the last decade, researchers who explore language learners' strategic engagement have found it difficult not to refer to the notion of self-regulation when publishing their works. In fact, many language learning researchers have used the theorization of self-regulation to frame language learning strategy research in recent publications. In this talk, I review the relevant studies on self-regulated language learning since the concept of self-regulatory learning capacity was promoted to replace language learning strategy as an individual difference factor. I not only document what has been achieved in the studies on self-regulated language learning but I also contend that the advancement of self-regulation in language learning research has not solved the problems that it was supposed to solve with regard to language learning strategy research. For this reason, I present a study that uses sociocultural perspectives on language learning to explore English language learners' self-regulated strategic learning of language and subject content in Hong Kong. I argue that more research on self-regulated strategic learning needs to be informed by a variety of theoretical perspectives so that they will help us understand both how and why language learners strategically regulate and control their language learning process.

Biography

Xuesong (Andy) Gao is associate professor in TESOL at the School of Education, University of New South Wales. He has published extensively on topics including language learning strategy, language teacher education and language education policy. He co-edits *System: An International Journal of Educational Technology and Applied Linguistics* for Elsevier.

Day 2 (Monday, October 14th) / 9:30-11:00 / Conference Hall (12F)

Keynote Speech



Second-language strategy instruction: Where do we go from here?

Luke Plonsky
Northern Arizona University, United States of America

A vast body of research has been concerned with second/foreign (L2) language strategy instruction (SI). To my knowledge, in fact, this topic has been the subject of over 400 studies, reviews, book chapters, monographs, and dissertations/theses. Such great attention to this domain is not without good reason. There are a number of theoretical and practical rationales supporting empirical efforts in this area. Building on the last four decades of research, this paper seeks to accomplish three main goals that I hope will both elucidate our understanding of SI as well as inform future research and practice. The first goal is to provide a birds'-eye view on the effects of SI. Toward this end, I will examine the results of several recent meta-analyses (e.g., Ardasheva et al., 2018; Plonsky, in press). The second goal is concerned not with what we know but, rather, with what questions remain. In particular, I will identify fruitful questions for future research (see Plonsky & Sudina, in press). Finally, whereas the first and second goals are substantive in nature, the third is methodological. Beginning with the assumption that high quality research is a pre-requisite for theoretical and empirical progress (see Plonsky, 2013, in press), this phase of the discussion will address a number of research and reporting practices in SI. More specifically, following recent reviews within the strategies literature (e.g., Rose et al., 2018, in *System*) and elsewhere in applied linguistics (e.g., Marsden et al., 2018, in *Applied Psycholinguistics*), I will identify a number of issues related to design, measurement, and quantitative data analysis where improvements are needed in SI research.

Biography

Luke Plonsky is Associate Professor of Applied Linguistics at Northern Arizona University, where he teaches courses in SLA and research methods. His work in these areas has resulted in over 60 articles, book chapters, and books. Luke is Associate Editor of *SSLA*, Managing Editor of *Foreign Language Annals*, Co-Editor of de Gruyter Mouton's Series on Language Acquisition, and Co-Director of the IRIS Database (iris-database.org). In addition to prior appointments at Georgetown and University College London, Luke has taught in Japan, The Netherlands, Spain, and Puerto Rico.

Day 3 (Tuesday, October 15th) / 9:30-11:00 / Conference Hall (12F)

Keynote Speech



Dynamic assessment, strategy instruction and learner empowerment

Peter Yongqi Gu

Victoria University of Wellington, New Zealand

Strategy instruction puts our research claims to the test. It must also be encouraged if language learning strategy research is to fulfil our claim for practical usefulness. This presentation focuses on strategy assessment for strategy instruction. In particular, I will examine how dynamic assessment of strategies can benefit strategy instruction and eventually empower the learners.

Strategy assessment has normally been associated with strategy instruction research in order to capture the effectiveness of the instruction programme. Typically, this effectiveness has been reported in two ways, improvement in task learning, and improvement in strategy use. Very often improvement is indicated by the gain scores between pre- and post-tests. Additionally, diagnosing strategy use among a group of students is also a crucially important procedure before instruction takes place. This helps make sure that the strategy intervention programme is targeted and that the instruction is differentiated.

In this presentation, I will show that strategy assessment in strategy instruction research has almost exclusively focused on the assessment of strategic learning and not assessment for strategic learning. Specifically, I will illustrate how dynamic assessment of strategic language learning, especially that in the interactionist tradition (assessment-mediation-assessment), can lead to the growth of strategic learning ability.

Biography

Peter Yongqi Gu is Associate Professor of applied linguistics at the School of Linguistics and Applied Language Studies, Victoria University of Wellington, New Zealand. He has also taught in mainland China, Hong Kong, and Singapore. He has published extensively on vocabulary learning and teaching, language testing and assessment, and language learning strategies.

Day 2 (Monday, October 14th) / 16:20-17:50 / Conference Hall (12F)

Invited Symposium

Dynamic emotions underlying L2 Willingness to Communicate: Enjoyment, engagement, and anxiety

Organizers:

Tomoko Yashima
Kansai University, Japan

Peter D. MacIntyre
Cape Breton University, Canada

Presenters:

Peter D. MacIntyre
Cape Breton University, Canada

Scott Aubrey
The Chinese University of Hong Kong, China

Junko Toyoda
Kansai Gaidai University, Japan

Tomoko Yashima
Kansai University, Japan



This symposium will focus on research on emotions underlying L2 Willingness to Communicate (WTC) and communication in language classrooms. Each presentation will include details about innovative data collection methods designed to capture emotional dynamics. Anxiety—and its influence on L2 communication—has been examined frequently. Building upon that foundation, a recent surge of interest in positive psychology has encouraged researchers to focus on positive emotions as well, including enjoyment and feelings associated with engagement. Facilitating new insights into emotions and WTC is the diversification of research methods to capture the dynamics of emotion on different time scales. This symposium will discuss the following topics: 1) Two research methods will be demonstrated from a complex, dynamic systems perspective (idiodynamics, and experience sampling) with reference to specific studies of anxiety and WTC; 2) Effects of task-based teaching intervention in a junior high schools will be presented focusing on learners' enjoyment, engagement, self-confidence, and WTC; 3) A semester-long intervention in a university EFL classroom designed to encourage learners' participation in discussions of various topics will capture the dynamic nature of learners' emotions, including anxiety, interest, and satisfaction, while the amount of learner talk fluctuated; and 4) Finally a report on a study that examined the change in 'flow' states of Japanese EFL learners over five tasks. Participants reported on their task experiences for each task performance via questionnaires and learner diaries. Methodologically, the presentations will discuss the merits and challenges involved in using dynamic methods, while from a pedagogical perspective, interventional studies will offer insights into how instruction can create contexts in which positive emotions are heightened and negative emotions reduced, leading to greater L2 WTC.

Day 3 (Tuesday, October 15th) / 11:15-12:45 / Conference Hall (12F)

Invited Symposium

Learning strategies across languages and cultures

Organizers:

Yolanda Ruiz De Zarobe
University of the Basque Country,
UPV/EHU Spain

Osamu Takeuchi
Kansai University, Japan

Presenters:

Osamu Takeuchi
Kansai University, Japan

Simone Smala
University of Queensland, Australia

Frank, Yang Gong
University of Macau, China

Yolanda Ruiz De Zarobe
University of the Basque Country, UPV/EHU Spain



The concept of ‘language learning strategies’ (LLS), related to the learner’s consciously chosen tools for language learning improvement (Oxford, 2011; Griffiths 2013) has attracted, and continues to attract, a great deal of interest to teachers, learners and researchers. If we follow the premise that learning strategies can make language learning more effective, efficient, and enjoyable (Oxford et al. 2014), we can understand why its interest is not dwindling today. The aim of this symposium is to discuss the inseparable relation between language and culture with a focus on learning strategies in second language acquisition. Notably, we will analyse how, when, and what type of learning strategies can be used to help students become successful in their target language learning. In order to do so, we will bring together studies from four different countries: Japan, China, Australia and Spain that investigate how LLS can be employed in the learning of foreign languages in a diversity of contexts, from formal instruction to exchange programmes, from English as a foreign language (EFL) contexts, to content-based instruction. By tracing the experience of students and teachers across contexts and countries, we hope to expand our knowledge and understanding of the LLS field.

Day 3 (Tuesday, October 15th) / 14:00-15:30 / Conference Hall (12F)

Invited Symposium

Exploring strategies used for learning and using target language skills and subsystems: A micro-perspective

Organizer:

Mirosław Pawlak

Adam Mickiewicz University, Kalisz, Poland / State University of Applied Sciences,
Konin, Poland

Presenters:

Mirosław Pawlak

Adam Mickiewicz University, Kalisz, Poland /
State University of Applied Sciences,
Konin, Poland

Mariusz Kruk

University of Zielona Góra, Poland

Magdalena Szyszka

Opole University, Poland

Joanna Zawodniak

University of Zielona Góra, Poland



Research into language learning strategies (LLS) has successfully withstood the many criticisms that have been leveled over the last few decades (e.g., Dörnyei, 2005; Dörnyei & Ryan, 2015) and new lines of inquiry have been opened up, as evident in the attempts to account for strategy use in terms of the tenets of complex dynamic systems (e.g., Oxford, 2017). Still, despite the recent efforts to change the situation (e.g., Cohen & Wang, 2018), there are few studies that have adopted a micro-perspective on LLS by investigating their use in the performance of specific activities and tasks. The symposium aims to make a contribution to this important area by bringing together original studies that investigate the LLS employed for the purpose of learning and using target language skills and subsystems in a situated manner. It will open up with a state-of-the-art overview of existing research targeting strategy use in different learning tasks. This will be followed by four papers targeting LLS employed for: (1) practicing pronunciation, (2) completing a focused communication task which requires the use of a preselected grammatical feature (Ellis, 2003), (3) engaging in online communication in a virtual world, and (4) composing a piece of writing and then conducting its revision. In each case, various factors impacting LLS use will be taken into account. The symposium will close with a synthesis of the findings of the four studies, which will serve as a basis for a consideration of future research directions as well as the methodological issues involved.

Day 1 (Sunday, October 13th) / 11:30-12:30 / Conference Hall (12F)

Invited Workshop



**Teaching strategies for L2 learning:
Written corrective feedback**

Natsuko Shintani
Kansai University, Japan

Written corrective feedback (WCF) is the information provided to L2 learners about the ill-formedness of their written production (Loewen, 2012). It is considered to be an essential part of writing instruction by helping to improve students' language knowledge. Various strategies for providing WCF have been identified by researchers in terms of the explicitness of feedback (direct, indirect, and metalinguistic CF), the focus of the feedback (focused and unfocused CF), the medium of feedback (computer-mediated CF), and the timing of feedback (immediate and delayed CF). The effectiveness of these different types of feedback has been much of interest for researchers and teachers.

This workshop focuses on the effectiveness of WCF. It first overviews theoretical underpinnings of WCF for language learning. Drawing on the cognitive-interactionist viewpoint, I will examine what cognitive processes are involved when learners write and revise the text based on feedback. I will then introduce the various feedback strategies and examine their effectiveness by considering the five questions raised by Hendrickson (1977): Should learner errors be corrected?; Which learner errors should be corrected?; When should learner errors be corrected?; How should learner errors be corrected?; Who should correct learner errors? I will conclude the workshop with suggestions for future written CF research.

Biography

Natsuko Shintani is a Professor in the Faculty of Foreign Language Studies, Kansai University. She has taught applied linguistics courses at the postgraduate level at Nanyang Technological University in Singapore and the University of Auckland in New Zealand. Her research interests encompass the roles of interaction in second language acquisition, second language writing, and task-based language teaching.

Day 2 (Monday, October 14th) / 11:15-12:15 / Conference Hall (12F)

Invited Workshop



Communication strategies for public speaking: How business leaders in TED attract and guide their audience effectively

Yasuo Nakatani
Hosei University, Japan

This workshop shares practical approaches regarding how to plan and develop an effective speech by using relevant communication strategies. The importance of specific training for oral presentation has been argued in the field of business communication. In order to persuade potential stakeholders, a speaker should help listeners identify the purpose of speech at the very beginning. Then the speaker needs to deliver clear and convincing messages to let them follow his perspective easily. To achieve these goals, presentations should be effectively organized to guide and direct audience to understand the contents of speeches. These principles could apply in higher education contexts for oral presentation training. However, to date, there is little research which examines the actual discourse of oral presentations by reliable scientific methods, such as corpus data analysis.

The author has used corpus data analysis on the transcripts of 100 TED speakers in business. The results indicate that there are persuasive terms and collocations for their presentations. It can be said that these are effective communication strategies for public speaking. Moreover, the frequent use of such strategies are significantly different from those of Japanese CEO's.

In this work shop, we start from reviewing previous public speaking theories and their practice. Then, we share the implications from the current TED corpus analysis regarding effective strategy use. The participants have an opportunity to develop their speech draft and share their ideas with others.

Biography

Yasuo Nakatani is a professor of Applied Linguistics at Hosei University. He received his PhD from University of Birmingham and is a visiting scholar at University of Oxford. He has published many papers in competitive journals, such as *Modern language Journal*. He is a reviewer of *Modern Language Journal*, *TESOL Quarterly*, *SSLA*, *Language Learning*, *System*, and *Journal of Pragmatics*.

Day 1 (Sunday, October 13th) / 14:00-15:30 / Conference Hall (12F)

Symposium

Multifaceted dimensions of regulated learning in language classroom context: Self-regulation, strategy use and socially-shared regulation

Yoshiyuki Nakata
Doshisha University, Japan

Heath Rose
University of Oxford, United Kingdom

Quint Oga-Baldwin
Waseda University, Japan

Ryo Nitta
Nagoya Gakuin University, Japan

Atsuko Tsuda
Hyogo Prefectural Kawanishi-Midoridai
High School, Japan

The proposed colloquium is concerned with the multifaceted dimensions of regulated learning, that has attracted little attention of SLA scholars. More specifically, in order to gain a fuller understanding of multifaceted nature of regulated learning which includes cognitive as well as social aspects, we investigate not only self-regulated strategy use among individual learners (Oxford, 2017; Zimmerman, 1998), but also the role of social facets of self-regulation (Hadwin, Järvelä & Miller, 2011) in various classroom contexts, both quantitatively and qualitatively.

To explore both dimensions, this colloquium will investigate the impact of self-regulation on the processes of how individual learners come to self-regulate, and under what kind of social climate they do so. The first presenter, through a recent systematic review of self-regulated learning (SRL) and language learner strategies (LLS), will explore how language learning research has responded to calls for SRL to replace LLS, to evaluate the impact of individual self-regulation within research in recent years. Following this, the second presenter will report the results of an empirical study of engagement and disengagement in the primary school EFL context, discussing the relationship between strategy use and foreign language engagement. Finally, the third presenters will highlight the social aspect of regulation, by discussing the results of a qualitative enquiry which describes the complex relationship between student motivation, strategy use, socially-shared regulation and classroom climate in the secondary school EFL context.

This colloquium will encourage the audience to reflect on individual as well as social aspect of self-regulation in their own contexts.

Day 2 (Monday, October 14th) / 14:00-15:30 / Conference Hall (12F)

Symposium

The multi-level situatedness of complex, flexible, and dynamic LLS

Carmen Amerstorfer

Alpen-Adria-Universität Klagenfurt, Austria

Anna Mystkowska-Wiertelak

Adam Mickiewicz University, Poznań/Kalisz, Poland

Jakub Bielak

Adam Mickiewicz University, Poznań/Kalisz, Poland

The application of language learning strategies (LLS) is influenced by a multitude of factors, which relate to the language learner (e.g., individual learner differences; IDs), the immediate learning situation (e.g., a specific learning task), the learning environment (e.g., technology in the classroom), and the general learning context (e.g., educational policies). The interplay between those factors is flexible and dynamic, which will be the core theme of this symposium.

Drawing on data from a mixed-methods study, the opening presentation by Carmen M. Amerstorfer will provide examples of strategic L2 learning situations emphasising the flexibility of LLS due to IDs and other criteria exerting an effect on learners. Focusing on contextual influences, Jakub Bielak will present a retrospective study that investigated the transition of high school learners to English majors at university. The transition was in many cases accompanied by significant shifts in IDs such as motivation, which in turn gave rise to different patterns of LLS use. The third presentation by Anna Mystkowska-Wiertelak will focus on IDs and analyse the connection between L2 learners' engagement and their LLS use. The results of the study suggest that learner engagement is related in a positive way to self-regulation both on the behavioural and cognitive plane. The link between disengagement and LLS appears to be more complex and largely related to an inconsistent use of LLS and the participants' inability to formulate short- and long-term goals. Finally, the audience will be invited to discuss the complexity, flexibility, and dynamicity of strategic language learning.

Papers
Day 1 (Sunday, October 13th)

11:30-12:00

Room 1202 (12F)

Authenticity and Teacher-student motivational synergy

Richard Pinner (Sophia University, Japan)

Studies repeatedly show one of the most crucial factors affecting student motivation is the teacher (Dörnyei & Kubanyiova, 2014). Focusing on the link between teacher and students' motivation, this paper provides a practitioner's account to examine the social dynamics of the language classroom. Core beliefs were found to be crucial in maintaining a positive motivational relationship. Motivation will be approached from an ecological perspective; that is looking at the connections between people and their environment, incorporating the natural peaks and troughs of the emotional landscape of the classroom and situating that within wider social context. Particular emphasis is placed on the concept of authenticity as the sense of congruence between action and belief, and the way that teachers construct their approach according to a philosophy of practice (Pinner, 2016). I posit that authenticity can either work as a gap or a bridge between positive student-teacher motivation. In other words, when students and teachers both share an appreciation of the value of classroom activity, the learning is authentic. This presentation reflects on these complex issues and begins exploring them in context. This paper attempts to be as practical as possible by sharing lived professional experiences from the classroom. Samples of students' work will be shown that indicate their level of engagement in class, with a discussion of strategies employed to help them maintain motivation, such as reflection and tasks involving metacognitive strategies.

Room 1203 (12F)

How Goal Setting and Feedback are Effective for Adult Language Learners?

Toshiko Shibui (Seigakuin University, Japan)

Some of my students just attend classes without paying attention to the class goals or their own learning aims, and are not sometimes motivated enough. They also cannot get efficient grade and they are not autonomous learners, however the previous studies (Sato et al., 2013; Shibui, 2015; Sugitani, 2012) of meta-cognitive strategies increased their awareness of willing to study. Therefore, this research pay attention to students' meta-cognition and use meta-cognitive strategies such as students' goal setting and feedback about each class every time by recording on the learning sheets. Furthermore, students will increase their confidence by experiencing and noticing small success during the class because successful experience can stimulate their awareness even though small success. This research is conducted for 77 university students by questionnaire, monitoring, and scaffolding students. Research question is "Does lesson goal setting at the beginning of each lesson combined with feedback at lesson's end contribute to more autonomous learners?" At the end of the semester, every students would compare their willingness to study with previous ones with the sheets, and these results would proof how goal setting and feedback are useful for students' consciousness.

11:30-12:00

Room 1101 (11F)

**Naturally occurring language learning strategy instruction
in an advanced EFL classroom**

Agnieszka Kaldonek-Crnjakovic (Institute of English Studies, University of Warsaw, Poland)

This study examined naturally occurring language learning strategy instruction in an advanced adult classroom of English as a foreign language (EFL) in Poland. This study is novel in the field of language learning strategies as it considered the teacher's context and focused on real-world classroom instruction.

30 consecutive lessons of 60 minutes, which constituted the entire pre-preparatory course for an internationally recognised EFL exam at the advanced level, were recorded, transcribed, and analysed for the teacher's utterances and dialogues between the teacher and students with the aim to identify language learning strategy instruction. The study sought an answer to the following questions: What forms does the instruction take?, How frequent is it?, How explicit is it?, Does it represent any model of strategy instruction?, What language skills does it concern?

The findings suggest that language learning strategy instruction in this advanced adult EFL classroom occurred across different language skills and took different forms, which depended on, among others, the task and the phase of the course. For example, it was found that strategy instruction was more frequent and explicit at the beginning of the course. The strategy instruction also aimed at regulating different aspects of language learning strategies, yet, predominately cognitive ones. However, no unified model of the instruction was used, which suggests that strategy instruction in an advanced EFL classroom is a complex and dynamic process.

Room 1102 (11F)

**Experienced teacher practices vs researcher expectations
in classroom-based strategy instruction**

Pamela Gunning (Concordia University, Canada)
Joanna White (Concordia University, Canada)

Strategy-based instruction (SBI) is growing in importance (Gu, 2018) but SBI with young language learners is under researched (Ruiz de Zarobe & Zenotz, 2017). Existing methods advocate reflective feedback as crucial for deepening student understanding of strategy use and self-regulation (Gunning & Turner, 2018; Purpura, 2013). Nevertheless, few studies have focused on debriefing, a vital step that is under-planned by teachers (Scrivener, 2011). To our knowledge, no research has examined the influence of experienced primary school ESL teacher practices on SBI.

We report two classroom-based strategy interventions involving three experienced teachers, who practised a direct teaching approach. They attended one hour of pre-intervention SBI training and viewing videos of teachers conducting SBI. We gave them SBI tools, a planning structure, a PowerPoint presentation, and a planning template. We observed their teaching once per month for seven months and filmed them. Because they were experienced, and had prior SBI training, we did not mentor them. However, during our visits, we insisted on the value of post-task reflection, feedback, and strategy sharing. They acknowledged the importance of this step and promised to implement it, but still they implemented, almost exclusively, the teacher-directed SBI steps: awareness-raising, modelling, and guided practice. They acknowledged our expectations regarding reflective feedback but did not appropriate these expectations.

Future SBI research needs to devise ways of encouraging teachers to modify engrained teaching approaches and make reflective feedback and strategy sharing integral to their planning.

This investigation has implications for classroom-based research, in-service, and pre-service SBI training.

12:10-12:40

Room 1202 (12F)

Chinese EFL Learners' Emotional regulation in technology-enhanced collaborative learning

Zhipeng Zhang (Western Sydney University, Australia)
Ting Liu (The University of New South Wales, Australia)

In this presentation, we report on how a group of Chinese university EFL learners regulate their emotional responses in technology-enhanced collaborative language learning. Informed by recent research on the roles of positive emotions in second language acquisition, this study focuses on how Chinese EFL learners regulate their emotional fluctuations to achieve positive emotions for language learning in a technology-enhanced learning environment. The study involved 9 participants in 3 different groups, who are engaged in out of class group activities enhanced by WeChat, one of the most popular social media apps in China. Multiple data were collected on the participants' participation and emotional regulation through video recording of non-linguistic behaviors and online chat data in the social media. The participants were also surveyed to document their emotional responses by providing emotional logs, filling emotional temperature questionnaire and semi-structured interviews. The qualitative data were then analysed through coding, constant questioning and comparison before the results of different data analysis were triangulated. The analysis revealed that the participants used a variety of cognitive, behavioral, emotional and discursive strategies to regulate their emotional responses to the challenges in learning English together in the technology-enhanced setting. They also used these strategies to self-regulate, co-regulate and collectively regulate their emotions to achieve and maintain positive emotions in enhancing their learning. The results suggest that we should pay more attention to the roles of positive emotions as an antecedent and consequence of emotion regulation in group learning process.

Room 1203 (12F)

“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

Dorota Matsumoto (Waseda University, Japan)

More focused research of learning a foreign language in later stages of life has emerged relatively recently and it is still in its infancy, so to speak. However, we live in an era of ageing populations and dramatic demographic changes, hence it has become crucially important to attend to this population of learners. The reasons and motivations relating to why some people of the third age, a life stage of personal achievement and fulfillment after retirement, continue or even start to learn a foreign language are the focus of my research. In this paper, I shall introduce a qualitative case study of three third-age foreign language learners living in Japan, who shared their ways of learning a foreign language in semi-structured interviews. After sorting their learning strategies into repetitive routine tasks which they tackle on a fairly regular basis, and the ways they seek novelty and interest, I ponder whether passion and perseverance, the two components of grit, along with resilience intertwined with savouring are character traits or important (conscious or unconscious) learning strategies for these life-long foreign language learners.

12:10-12:40

Room 1101 (11F)

Language learning strategy instruction to raise EAP freshman students' awareness of being an independent learner

Shinobu Nakamura (Musashi University, Japan)

In a globalized world, ability to use English as a lingua franca is becoming an urgent agenda for Japanese university students. However, the knowledge and skills of English teachers can pass on to students through classroom instruction is limited. Beyond the level of learning English as knowledge, teachers need to instruct students how to acquire the language using different resources such as their classmates and materials. In this research, ten language learning strategies (LLS) were naturally implemented in an EAP (English for Academic Purposes) course which met four times a week for two months. LLS the researcher incorporated into the course involved LLSs students can conduct by themselves and with their classmates to develop four skills of English; reading, writing, speaking and listening. After a quarter semester, students were asked to fill out a survey on how effective those LLSs were, whether they would like to continue using them to develop their own English skills, and the reason for continuation and discontinuation of LLS use. Students' answers of each LLS effectiveness and willingness to continue were tallied up and the reasons for continuation and discontinuation were analyzed. As a result, since some of the LLSs were introduced and conducted only once or twice during the quarter semester, students couldn't judge if the LLS was effective or whether they would like to continue. On the other hand, a couple of LLSs were positively evaluated. The researcher will compare the result of this study and literature to discuss reasons behind students' reactions.

Room 1102 (11F)

Language learning strategy promotion by teachers in dual-immersion schools in Greece

Zoe Gavriilidou (Democritus University of Thrace, Greece)
Lydia Mitits (Democritus University of Thrace, Greece)

The present paper reports on the results of a mixed-methods study of language learning strategies (LLSs) promoted by Greek L2 and Turkish L1 teachers in dual-immersion primary schools in Thrace, Greece. Those schools provide education for the Muslim minority children whose L1 is mainly Turkish, but there are also Pomak and a small number of Roma L1 speakers. The curriculum is divided into subjects taught in L1 Turkish and L2 Greek. Overall, language proficiency level and academic achievement in those schools are low. The study was conducted as a part of first/second language in-service teacher training program for the education of minority children and was designed and implemented to provide teachers of Greek L2 and Turkish L1 with additional teaching methodology. It focuses on 102 teachers' self-evaluation and reflection of the LLSs they promote in the classroom. The teacher self-evaluation was measured with an instrument based on Oxford' (1990) SILL developed as part of the Thales project in Greece for profiling EFL teachers' LLS promotion in class (Psaltou-Joycey, Penteri & Gavriilidou 2016). It was followed by 12 teacher interviews and class observations. Our findings show that teachers report high frequency of strategy promotion. There is a significant effect of gender, experience in teaching in the particular schools, and education level on social, affective, and compensation strategies respectively. Statistically significant differences are found between L1 Turkish and L2 Greek teachers on individual strategy promotion items.

14:00-14:30

Room 1202 (12F)

**Motivational Regulation Strategies in English Learning:
Evidence from Young Learners in the Chinese Context**

Honggang Liu (School of Foreign Languages, Northeast Normal University, China)

Motivational regulation strategy (MRS), a classic topic in the field of education, began to attract researchers' attention in second language acquisition last century. Types of MRS classified by Wolters (1998) have been applied and replicated in the research of L2 learners' use MRS in their language learning. Extant findings have verified Wolters' classifications in 1998 but less attention has been given to the features of MRS in L2 learning. The same gap also exists in the research conducted by Chinese scholars.

To address the above gap, this study targeted junior high school students (aged 13 to 16) and explored what types of MRS the students used in their English learning and whether there was a featured MRS in their English learning. The current study collected data through a questionnaire developed based on Wolters (1998) and a pilot interview. A total of 765 students from three schools were involved in this study and 734 valid questionnaires were put into data processing.

Based on the findings and previous literature, several conclusions were drawn from this study: (1) seven types of MRS were used in young English learners in China; (2) the performance self-talk in Wolters (1998) was contextualized as the intermediate achievement self-talk for the high value of getting marks in various examinations; (3) the cross-cultural communication strategy was a newly proposed self-regulated strategy; and (4) the attribution was newly found to be a strategy to regulate students' English learning.

Room 1203 (12F)

**Learning strategy use of learners of Chinese as a foreign language
in an exchange programme**

Frank, Yang Gong (University of Macau, China)

In the last decade, Chinese has emerged as an increasingly important language taught and learned as a foreign or second language within and outside China. However, relatively little attention has been paid to the language learning strategies used by learners of Chinese as a foreign or second language. The present study investigated the use of Chinese language learning strategies among six English-speaking college students enrolled in an exchange programme in Beijing, China. The data for this study were collected through individual interviews, group interviews and reflection journals. It was found that these students used a variety of learning strategies and strategy categories were used in the order of metacognitive, social, cognitive, compensation and, memory. Results are discussed in terms of implications for teaching and learning Chinese as a foreign or second language in an exchange context and future research.

14:00-14:30

Room 1101 (11F)

Vocabulary Learning Strategy Use in the Swedish Second Language Learning Context

Richard LaBontee (The University of Gothenburg, Sweden)

This study seeks to explore the vocabulary learning strategies (VLS) that adult, beginner Swedish L2 learners report using and connect their use to demographic groups to investigate possible patterns of VLS use that may exist throughout. The study aggregates these findings in order to propose preliminary learner profiles with regards to VLS use in the Swedish L2 vocabulary learning context.

To collect relevant data, The Swedish Vocabulary Learning Strategy Survey (SVLSS 2.0) is distributed to 401 learners enrolled at institutes of higher learning across Sweden. The SVLSS 2.0 is structured using a VLS taxonomy consisting of four major categories including; strategies for improving vocabulary knowledge, strategies for establishing new vocabulary knowledge, productive activation strategies, and self-regulative strategies. A preliminary evaluation of the SVLSS 2.0 performed in this study suggests good reliability for VLS category representation, but is inconclusive regarding the validity of its underlying construct structure.

Findings indicate that older adult learners with beginner Swedish proficiency report using more productive activation strategies than younger learners with even lower proficiencies. Also, younger learners with beginner proficiency use more strategies for establishing new vocabulary than do older learners at even lower proficiencies. Findings confirm and expand upon previous findings from L2 VLS research that as proficiency in a L2 improves, VLS use is broadened across different strategy types, and frequency of use increases. Findings also suggest that even across granular levels of learners' proficiency, age groups, and language contact, significant shifts in VLS use are found.

Room 1102 (11F)

Declarative and Procedural Memory Abilities and Grammar Rule Complexity in Instructed SLA

Gervazio Tchessa (Auckland University, New Zealand, Malawi)

L2 acquisition is characterised by considerably high variability in the rate of learning and the ultimate level of achievement, with grammar learning posing a particular difficulty for learners. Lately, there have been calls to characterise L2 acquisition by examining the interplay between L2 learners' individual differences (IDs), learning conditions and linguistic complexity (DeKeyser 2016; Housen & Simoens 2016). However, research has largely ignored this three-way interaction of the acquisition constraints. Adopting the ex post facto, this paper investigates the association between IDs in declarative and procedural memory abilities and the knowledge of 14 simple and complex grammatical structures of instructed L2 English in 103 learners at three different educational levels. The declarative memory ability was measured using the Continuous Visual Memory Test, Llama-B, Differential Aptitudes Test and Three-Term Contingency Learning Task while the procedural memory ability was measured using the Serial Reaction Times and Llama-D tests. Using Timed Grammaticality Judgment Test, Elicited Imitation Test and Untimed Grammaticality Judgment Test to assess learners' grammar knowledge, and employing structural equation modelling, the results indicate that declarative memory strongly predicts grammar knowledge and the acquisition of both simple and complex grammatical structures in instructed L2 English. These results have significant implications for both L2 acquisition theory and pedagogical practices.

References

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14:40-15:10

Room 1202 (12F)

Self-regulatory processes among Japanese EFL learners in CLIL course contexts

Maya Sugita McEown (Waseda University, Japan)

Kristopher McEown (Waseda University, Japan)

The proposed research investigated self-regulatory emotional processes among Japanese EFL learners in CLIL course contexts. The research examined to what extent learners' initial goal-orientations for English and course content affected learners' self-efficacy and self-evaluation throughout CLIL courses. More specifically, 1) which types of goal-orientations for English and course content do learners initially endorse; and 2) to what extent learners' goal-orientations affect changes in self-efficacy and self-evaluation for both English and the course content. Questionnaires were administered on three occasions. For the first administration, four types of goal-orientations, self-efficacy, and self-evaluation were evaluated with two intended aims namely, for learning English and for learning the course content. For the second and third questionnaire administrations, self-efficacy and self-evaluation for learning English and course content were evaluated. Cluster Analysis showed that there were three cluster groups among the participants: a) learners who obtained high scores for all goal-orientations, b) learners who had high scores in mastery avoidance goal for both learning English and learning course content, and c) learners with high scores in mastery approach for both learning English and learning course content. Based on these cluster groups, changes in self-efficacy and self-evaluation were observed. Descriptive statistics showed cluster group "c" increased self-efficacy and self-evaluation for both learning English and course content, whereas cluster "b" had reduced levels of self-efficacy and perceived self-evaluation for English and course content throughout the course. Based on these findings, research and practical implications will be made for future CLIL courses.

Room 1203 (12F)

Contextual Factors Mediating Learners' LLS Use: from EFL & CFL contexts

Sheng-hui, Cindy Huang (Department of English, National Changhua University of Education, Taiwan)

Drawing on a sociocultural perspective, this qualitative study aims to explore the contextual factors mediating learners' language learning strategies (LLS) use in English as a Foreign Language (EFL) and Chinese as a Foreign Language (CFL) contexts. Seven EFL learners in Taiwan and seven CFL learners in the United States were interviewed. The data were collected and analyzed through a grounded theory approach. Three main categories of contextual factors including language learning goals, significant others, and material tools were revealed to mediate learners' LLS use. Although the major categories of contextual factors were found to be similar in both EFL and CFL groups, the underlying components in each category were different due to cultural beliefs and the educational system in the two language learning contexts. Teachers are suggested to take contextual factors into consideration when conducting strategy-embedded instruction. In the presentation, detailed students' strategy use and descriptions about underlying factors of the use will be shown and discussed.

14:40-15:10

Room 1101 (11F)

**An Analysis of Vocabulary Learning Strategies Use:
Focusing on High English Proficiency EFL Learners**

Koyo Sokooshi (Graduate School of Education, Hiroshima University, Japan)

The purpose of this study is to investigate vocabulary learning strategies (VLSs) used by Japanese EFL undergraduates at a high proficiency level of English. Although many studies concerning VLSs have aimed to deepen the understanding of the use of VLSs, very few studies focused on how the differences of proficiency levels influence VLSs use by EFL learners. Therefore, the focus of the present study is to examine the use of VLSs by learners with a high proficiency level of English and discuss discrepancies between different proficiency levels. All the methods in the current study are based on Mizumoto (2010) as a replication study, except for the factor of proficiency level. The participants of this study consisted of 80 second-year Japanese undergraduates, who majored in English. They were requested to complete a questionnaire concerning use of VLSs developed by Mizumoto (2010), do the Vocabulary Size Test (Nation & Beglar, 2007), and submit TOEIC scores as a measure of English proficiency. The collected data were analyzed using exploratory factor analysis and descriptive statistics for further scrutiny. One of the significant findings is that the mean score of independence was comparatively high ($M = 3.69$, $SD = 1.05$), which suggests that compared to intermediate learners of English, high-proficiency learners have a stronger tendency to be independent as learners and try to learn more than what is expected of them such as requirements of exam study. Accordingly, this finding has important implications for developing VLSs instruction based on different proficiency levels.

Room 1102 (11F)

Comparing reading strategies in L1 and L2 academic reading

Nicole Busby (Norwegian University of Science and Technology (NTNU), Norway)

Metacognitive awareness is one of the key predictors of successful reading, especially for second language and academic reading. This paper reports results from a study investigating Norwegian university students' metacognitive awareness when reading academic texts in Norwegian (L1) and English (L2). 316 students answered a questionnaire which included a 30-item survey of reading strategies and self-ratings of reading proficiency in both languages. The analysis reveals that participants rated their own reading proficiency as much higher in L1 reading than L2, and yet the reported awareness of reading strategies was strikingly similar for the two languages. Regression models show significant associations between self-ratings of proficiency and the number and type of reading strategies reported, particularly in the L2, demonstrating that there is an important connection between these. Research on other populations has shown a much higher use of reading strategies in L2, so the similarity in approaches to L1 and L2 reading in this sample may reflect a high level of L2 proficiency, but also high expectations of proficiency, perhaps leading to overconfidence, meaning they do not feel a need to use reading strategies for decoding L2 text. Instead, these students may benefit from additional training in the use of higher-level reading strategies to improve their comprehension of L2 academic texts. This research demonstrates that awareness of reading strategies in L2 reading is important even for those with high English proficiency, and teaching students about these tools could lead to better reading comprehension.

15:20-15:50

Room 1202 (12F)

Investigating contextual and dynamic aspects of diverse L2 learners' emotions and emotional strategies: Integrating multiple methods for emotional support

Yukiko Nose (Osaka University, Japan)
Ryo Moriya (Waseda University, Japan)

In the area of language learner emotion research, previous studies have confirmed the multidimensional characteristics of emotions (e.g., Barcelos, 2015) and have explained the inseparable relationship with human activities (Gkonou & Miller, forthcoming; Swain, 2013). Although scholars have applied innovative approaches to explore learner emotions (e.g., Gkonou, 2017; Mercer, 2017), to offer emotional support for students, research on the ecological understanding of how learners optimally use their emotional strategies in certain situations, letting L2 learners be emotionally regulated (Gross, 2015), is still scarce. Therefore, to address these issues, this exploratory study investigates how diverse learners' emotions and emotional strategies are contextually and dynamically interwind each other toward some hypothetical classroom situations.

Six students (i.e., three Japanese learners; three English learners) participated in this study. The current study was divided into two phases: the first one included a scenario-based questionnaire called MYE (c.f., Gkonou & Oxford, 2016), while wearing heart monitors to measure idiodynamic fluctuations (i.e., idiodynamic method; Gregersen, MacIntyre, & Meza, 2014), and the second one included a follow-up, semi-structured interview was conducted with each participant (these two steps lasted about 90 minutes in total). To analyze multiple sources of data, we applied qualitative social network analysis (Hollstein, 2011) and Trajectory Equifinality Model (Sato, Mori, & Valsiner, 2016) to explore contextually-constituted and dynamic features of learners' emotions and emotional strategies. In the presentation, we will conclude by visualizing some trajectory patterns of diverse learners' emotions and emotional strategies and discussing some potentials of emotional support within and beyond the classroom.

Room 1203 (12F)

**From Co-regulation to Self-regulation:
Maintaining Intersubjectivity for Learning in an L2 Chinese Classroom**

Rui Zhang (Newcastle University, United Kingdom)

Vygotsky's (1978) sociocultural theory (SCT) sees that human development is derived from interaction with others in the learning environment, that learning is a mediated activity in which the knowledge is co-constructed. In the language classroom, SCT approaches negotiation for meaning (Long, 1996) through the concept of co-regulation, in which learners are considered as active co-constructors of learning experiences.

Using the discourse analysis methodology, this research dynamically scrutinises the situated teacher-learner interactions in an L2 Chinese classroom at a UK university. Within the SCT theoretical framework, the analysis depicts and reveals that how an English learner of L2 Chinese and his teacher, through the deployment of a variety of linguistic and interactional resources, co-regulate each other's interactional and learning behaviours to jointly construct the learning of L2 grammatical and pragmatic meanings.

By analysing the audio and video recordings of classroom interaction in this particular classroom, it is revealed that there exists a co-regulation loop which contributes to the understanding, explicating and learning of the L2. In this loop, the learner's performance triggers the teacher assistance; in return, the teacher's assistance pushes the learner to modify his contribution. Based on the modified learner contribution, a new loop may occur. During the loop(s), the learner relies on co-regulation as an interactional resource, a learning strategy, and a demonstrated classroom interactional competence (Walsh, 2011) to achieve L2 self-regulation. Such findings shed light on the understanding of dynamics in L2 Chinese classrooms, and help to approach the language learner's active role from the Vygotskian perspective.

15:20-15:50

Room 1101 (11F)

The Relationship between the Meaning of the Japanese-Chinese Homographs and the Use of Vocabulary Learning Strategies of Chinese Learners of Japanese

Qianran Huang (Kyoto University, Japan)

This study aims to investigate the relationship between the acquisition of Japanese-Chinese homographs and vocabulary learning strategies used by Chinese learners. The objective vocabulary in this study are Japanese kanji words which are the same with or similar to Chinese words in Character pattern but are not the same with Chinese words in meanings. In this study, a group of learners are asked to finish a questionnaire about vocabulary learning strategies. After the questionnaire, a vocabulary test is given to measure learners' comprehension of Japanese-Chinese homographs. According to the scores of the test and the result of the questionnaire, a correlation analysis will be conducted to find out which strategies are highly correlated with the score and which strategies are lowly correlated with the score. The result of this study may be useful to improve Japanese vocabulary learning strategies instruction in the future because we can teach Chinese Learners of Japanese those strategies which are highly related to vocabulary score to see that whether their comprehension of homographs will be improved.

Room 1102 (11F)

Experienced-Readers' Strategies Proposed for Novice Readers in Extensive Reading

Takaaki Goto (University of Shizuoka, Japan)

The purpose of this research is to clarify what strategies experienced readers propose for novice readers in extensive reading. Extensive reading has been on rapid increase in Japan. It is an approach to the teaching and learning of second language reading in which learners read large quantities of books and other materials that are well within their linguistic competence (Day and Bamford, 1998). In many cases, students follow the three rules or strategies by Sakai (2002). 1. Do not use dictionaries. 2. Skip the words and expressions you do not know while reading. 3. Change the book when it is not interesting. However, there has not been much research on experienced-readers' strategies proposed for novice readers in extensive reading, which should be useful because of bottom-up strategies. In 2018, extensive reading was implemented in the class. The students were encouraged to read graded readers partly in-class as well as out-of-class. Finally they were required to write advice or strategies on sticky notes to encourage novice readers. 23 out of 30 students referred to strategies, which were analyzed with the KJ method (Kawakita, 1970). The most frequent was 'Start easier books (10 cases)', followed by 'Choose books based on your interest and reading level (9 cases)', 'Keep reading (6 cases)' and 'Do not use dictionaries (2 cases)'. Although they knew the three rules of extensive reading, they rather proposed other aspects of strategies. Thus fixed strategies can be different from those of experienced-readers, which should be considered in class.

Papers
Day 2 (Monday, October 14th)

11:15-11:45

Room 1202 (12F)

Strategies for Fine-Tuning Word Meanings through Online and App Resources

Andrew D. Cohen (Prof. Emeritus, University of Minnesota, United States of America)
Isobel Kai-Hui Wang (Research Fellow, University of Graz, Austria)

The current research literature is calling for a closer look at how technology is serving efforts to teach and learn language. Studies about the use of technology in dealing with vocabulary have tended to identify various approaches available to learners, but have not looked in depth at what individual learners actually do when attempting to resolve issues in word meanings with an app or an online program (Zhou & Wei, 2018). The purpose of this study was to describe the strategies used by a hyperpolyglot to fine-tune his understanding of Mandarin vocabulary through accessing on-line programs, apps, and human resources. Analysis of videotaped verbal report revealed that the subject used strategies for managing vocabulary resources (i.e. planning, organizing, monitoring, and evaluating their use) and for processing the information in the resources (i.e. finding word equivalents in Chinese for English words, fine-tuning the word meanings, and verifying the word meanings). Half of his strategies were combined with other strategies in sequences, another third in strategy pairs, and the remainder used separately, with just a few being strategy clusters. A major finding was that while the subjects successfully fine-tuned 57% of the vocabulary items, nonetheless his fine-tuning efforts were unsuccessful 43% of the time. The effectiveness of his strategic fine-tuning depended largely on his skill in finding the information he needed, his ability to apply his knowledge regarding numerous aspects of word knowledge, his ability to monitor and evaluate his performance, and the nature of the specific dictionary entries that he accessed.

Room 1203 (12F)

Syrian EFL teachers' beliefs about listening strategy assistance

Nataly Karikian (PhD researcher at Bath Spa University, United Kingdom)

The past two decades have witnessed an increasing interest in researching listening strategies, with scholars such as Vandergrift, Goh, Siegel and Graham, after a long time of neglecting both the skill of listening and the strategies used to improve listening. Most studies in this regard, however, have either been experimental/quasi-experimental studies or reflective studies by practitioners in the field of language teaching, and very little research (e.g. Graham, Santos and Francis-Brophy, 2014) has shed light on EFL teachers' beliefs about teaching listening and listening strategy assistance. Thus, to contribute to filling this gap in the literature, and following a contextual approach to researching beliefs, a case study was conducted to investigate the beliefs and practices regarding listening strategy assistance of EFL teachers teaching in a language institute in Syria. Three methods of data collection were used: interviews, audio-recordings from classes, and follow-up stimulated recall interviews. This paper will present the findings of the first phase of the study, i.e. the interviews conducted to explore teachers' beliefs about the issue in question.

11:15-11:45

Room 1101 (11F)

**Individual Agency in EAP learning and International Publication
- The Stories of Chinese Doctoral Graduate Students Majoring Engineering**

Liwen Liang (Shanghai International Studies University, China)

Agency as an ever-prominent concern for researchers in the field of language learning is the socially-mediated capacity to act. It is related to individual's strive for expertise on the one hand, and reflects and constructs the social context on the other. This study explored how novice doctoral graduate students majoring science and engineering in Chinese universities exercise agency to participate EAP learning and international academic publication. The participants were three doctoral students with different social backgrounds. Findings showed that the participants as active agents managed to overcome difficulties by resorting to various strategies such as reinforcing their English learning in alignment with their academic publication, seeking mutual engagement in manuscript drafting, attending academic conference for revision advice, and negotiating with the peer reviewers to fulfill the international publishing requirements specified by the university. All of the three doctoral graduate students though with very limited advisory support, successfully coped with difficulties in international academic publication. The results also highlight the problems they found in English learning all along their primary schools, middle schools and universities in Chinese social context. The conclusion outlines implications for EAP education for graduate students and long-term English education planning in China as well.

Room 1102 (11F)

**Metalinguistic awareness and reading strategy use in a multilingual context:
from principles to practice**

Yolanda Ruiz de Zarobe (University of the Basque Country, Spain)

The aim of this study is to investigate the impact of a programme on reading strategy instruction on a number of factors related to the reading competence of young learners: the metacognitive awareness of reading after a strategy intervention and the knowledge and use of reading strategies.

For our research we adopted a quasi-experimental pre-test-post-test design. Our participants were children (age 11-13) at a school in the Basque Country in Spain. The students' L1 was overwhelmingly Spanish, but they had all been learning Basque and English since they were 4 years of age. Each class consisted of 25 students, two acting as experimental groups (EG), which received the strategy instruction in reading, and the other two acting as control groups (CG). The EG received instruction on reading strategies over a period of 7 weeks. Both the CG and the EG were asked to complete a survey for reading strategies and a metacognitive reading test elicited pre- and post-intervention.

Our results showed that the strategy training had a statistically significant impact on the children's development of reading competence and an increase in metacognitive awareness. Furthermore, those students who were trained strategically in reading reported using an increased number of strategies after the training, although those gains were not maintained over time.

The study points out some important consequences for multilingual education, where languages must not be viewed solely as separate entities but as interconnected systems with multiple interactions between them.

11:55-12:25

Room 1202 (12F)

**The Relationship between Vocabulary Learning Strategies with Video:
Native Chinese Learners of Japanese as a Foreign Language**

Peng Yue (Kyoto University, Japan)

Much research has been done on the use of video works for vocabulary learning, but there has been little investigation on vocabulary learning through video by learners outside of the classroom. In addition, there is a dearth of studies that focus on vocabulary learning strategies those who learn with video works.

In this study, a questionnaire survey and interviews were conducted with 30 native-Chinese-speaking learners of Japanese, all of whom had mid- to high-level Japanese ability. Two uses were taken into consideration: the viewing of videos as a daily leisure activity; and viewing videos after learner awareness of vocabulary learning had been enhanced. This paper analyzed whether there was a relationship between each strategy in each case. It also analyzed whether there was any difference in the relationship between the strategies, and what was the difference, if any.

A strong correlation was found between 6 pairs of strategies in leisure viewing, and 3 pairs of strategies in the latter case. In addition, the pairs that showed strong correlation were different between the types of viewing.

Since there was a strong relationship between the strategies, we can assume that if one strategy is acquired, it is possible for learners to acquire related strategies. In addition, it is shown that the relationship between language learning strategies may change depending on the viewing environment and the viewing purpose. The significance of acquiring vocabulary learning strategies that are suited to the learning environment, the learning purpose, and the individual learner are made clear.

Room 1203 (12F)

A self-regulated learning approach to out-of-class listening practice

Tomoko Yabukoshi (Nihon University, Japan)

The purpose of this study is to explore the impact of integrating a self-regulatory pedagogical sequence on the development of learners' listening comprehension and self-regulatory strategy use outside the classroom in a Japanese EFL context. 45 undergraduate students participated in a quasi-experimental study. The participants were intermediate EFL learners, who enrolled in a compulsory English course at a university in Japan. They were drawn from two intact classes and assigned as the intervention group (IG) and the comparison group (CG). As part of the course requirement, they engaged in out-of-class listening practice for the TOEIC listening section using the same textbook for seven weeks. Only the IG were instructed to use self-regulatory strategies for listening, such as goal-setting, task-analysis, directed attention, monitoring, and evaluating. Students' self-regulatory strategy use was assessed using an original questionnaire at the beginning of the intervention (Time 1), just after the intervention (Time 2), and at the end of the semester, after 9 weeks of the intervention (Time 3). Changes in listening comprehension skills were measured by the official TOEIC listening test and a TOEIC listening practice test before and after the intervention. Quantitative analyses indicated that both the IG and the CG made significant gains in the listening tests and the advantage of the IG over the CG was not significant. Regarding strategy use, only the IG exhibited significant development of self-regulatory strategy use. Possible reasons underpinning for these results and implications for listening pedagogy will be discussed at the presentation.

11:55-12:25

Room 1101 (11F)

**A situated study of emotions and learner agency:
analyzing strategy use in classroom micro-situations**

Vasiliki Antoniou (University College London, United Kingdom)

Learner agency is increasingly recognized as a key aspect in classroom language learning. Researchers indicate that learners make choices and play a key role in their learning and management of their emotions (Duff, 2012; Dewaele, 2009). However, the exact role of emotions in language learning has not been adequately researched. Vygotsky's (1999) suggestion for the study of emotions involves unity in the approach to psychological phenomena as emotions are neither only social, nor only individual.

The present study comprises the analysis of video recorded excerpts from the observation of 4 different postgraduate EAP classroom interactions with 40 UK based University students from a sociocultural perspective. It is argued that the study of emotions should be grounded in the analysis of concrete situations to show its usefulness and potential for further study. Two sources of data are used in order to construct classroom micro-situations: a) video-recorded classroom interactions and b) field notes. Their analysis offers an explanation of the way in which emotions emerge and change in the classroom. The field notes offer information that helps to make sense of the situations presented in the videos and of the emotion self-regulating strategies employed by students in four specific micro-situations. Results have shown that the EAP classroom micro-situations may trigger different emotions depending on the positive or negative aspects of teacher-student interactions. Analysis has indicated that when emotions are brought to students' awareness and appropriate strategies are employed to manage them then the learning micro-situations are viewed positively and support learner agency.

Room 1102 (11F)

Profiling strategy use of dyslectic children learning English as a foreign language

Zoe Gavriilidou (Democritus University of Thrace, Greece)
Stefania Giannoglou (Democritus University of Thrace, Greece)

A growing body of research over the last forty years has suggested that conscious use of appropriate language learning strategies (LLS) can have a positive correlation with good language learners. The last decade has seen a growing interest in studying LLS in Greece. The works of Gavriilidou & Papanis (2007; 2009), Psaltou-Joycey (2003; 2008; 2010), Gavriilidou & Petrogiannis (2016), Gavriilidou, Petrogiannis, Platsidou & Psaltou-Joycey (2017) investigate ways of identifying and measuring strategies used when learning a foreign/second language. LLS, as a part of more general concept of 'learner autonomy', play a very significant part in the development of independent foreign/second language learning that should offer schoolchildren the opportunity to develop competency and fluency both in the classroom and in real-life contexts (Macaro, 2001). Although there is abundant research on LLS use of general population, there is surprisingly little systematic research into LLS use by pupils with dyslexia or other learning difficulties (Kirby 2008, Olofsson 2012). Using the Strategy Inventory for Language Learning adapted in Greek (Petrogiannis & Gavriilidou 2015), this study examined reported frequency of strategy use by 61 children with dyslexia, aged 10-15 years old. The data were statistically analyzed and, as a result, the strategic profiles of pupils with dyslexia learning English were revealed. The results indicate that there are significant knowledge gaps in the educational institutions regarding pupils who have dyslexia and suggest a number of implications for classroom activities promoting LLS use for dyslectic children.

14:00-14:30

Room 1202 (12F)

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

Shotaro Ueno (Graduate School of Foreign Language Education and Research,
Kansai University, Japan)

Several studies on the relationships among L2 vocabulary learning, affective variables, and learning strategies have been implemented in the framework of self-regulated learning (e.g., Mizumoto, 2012, 2013; Tseng & Schmitt, 2008). Although these studies have rendered some important findings to L2 strategy research, most of the existing studies focused only on the population of college EFL/ESL students without proper consideration to their L2 proficiency level. Consequently, targeting two groups (high vs. low L2 proficiency) of Japanese high school EFL students, the current study looked into (1) the causal relationships among the variables related to self-regulated vocabulary learning (i.e., vocabulary learning strategies, self-regulated capacity, and self-efficacy) and (2) their effects on learners' vocabulary size gains, using a structural equating modelling (SEM). In addition, (3) influence of L2 proficiency level on learners' vocabulary learning strategy use was investigated. The findings of this study indicated (a) L2 proficiency level of students is a strong determinant on the use of vocabulary learning strategies, and (b) some of the findings of previous studies were generally replicated in a high school EFL settings.

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Room 1203 (12F)

Japanese university students' strategy use in Mobile-Assisted Language Learning

Akihiko Sasaki (Mukogawa Women's University, Japan)
Osamu Takeuchi (Kansai University, Japan)

This study investigated the learning strategies used by Japanese university students, who successfully improved their listening skills in a smartphone-based Mobile-Assisted Language Learning activity. The students, who were in the 1st year of a women's university in Japan (n = 165), engaged in an e-Learning courseware, designed to improve English listening skills, as an out-of-class activity for their listening class. In this study, the authors first examined the correlation between quantitative data on the students' learning context (i.e., study time or spare time), frequency (i.e., the number of logins), dispersion (i.e., the number of weeks they studied) and time (i.e., the length of time spent for each unit), and learning outcome as assessed by the increment of their TOEIC listening scores. Then, qualitative interview data collected from those who made significant improvement of their listening scores were analyzed to identify the learning strategies they utilized. The results showed that there was a weak correlation between listening scores and learning frequency ($r = .30$) and dispersion ($r = .34$), but not context or time. The interview data analysis revealed that students who improved their listening skills used metacognitive strategies in order to increase the frequency and dispersion of their learning, for example, locating the e-Learning icon beside their most frequently-used app. icon or using the calendar app. so that they are regularly reminded to do the task. In the presentation, some other strategies observed in this study will be presented and discussed.

14:00-14:30

Room 1101 (11F)

**Same Reading Strategies—different effects?
Factors Affecting Use Results of Reading Strategies**

RuMei, Rebecca Tsai (Department of English, National Changhua University of Education, Taiwan)
Sheng-hui, Cindy Huang (Department of English, National Changhua University of Education, Taiwan)

This study examines EFL students' reading strategy use and explores the factors affecting the use of the reading strategies between high and low proficiency EFL learners. The participants in our study were students in a class of the applied English department of a vocational high school in Taiwan. Students' reading strategy use and factors affecting their use were elicited through a questionnaire (SORS), a think-aloud protocol, and semi-structured interviews. Findings show no significant differences in problem solving strategies and supporting reading strategies between these high and low proficiency learners. However, the learners' vocabulary size and syntactic knowledge appear to be factors affecting different results of reading strategy use. At the presentation, detailed results of the reading strategies used by the two groups of students and factors affecting the strategy results will be discussed. Pedagogical implication will also be suggested.

Room 1102 (11F)

Success for all: Gamifying strategy-based instruction in language learning

Teresa Hernandez Gonzalez (Concordia University, Canada)
Pamela Gunning (Concordia University, Canada)
Joanna White (Concordia University, Canada)

Research shows that learners' strategy use is enhanced by explicit SBI (Macaro & Mutton, 2009; Ruiz de Zarobe & Zenotz, 2017). In Quebec, Canada, the curriculum mandates the teaching of strategies to promote 'success for all' (MEQ, 2001). Elements essential for successful SBI include student engagement and teacher commitment to all steps in the process. However, teachers perceive the investment in time as detracting from content instructional time (Chamot, 2018), engagement is compromised because strategy development is difficult to observe (Gunning & Oxford, 2014), and reflective feedback is frequently neglected because of a lack of teacher commitment to the process (Gunning & White, 2018). Combining SBI with gamification—the 'pedagogical refinement' based on video-gaming heritage (Tulloch, 2014)—can address these issues.

We have designed a large-scale SBI study involving 6th graders in an ESL program in Quebec and in a CLIL program in Spain to gamify explicit reading strategy instruction, including a rapid response polling application for immediate feedback to learners, combined with post task discussion, and a visual representation of improvement in strategy use. We expect that gamified strategy instruction (GSI) will contribute to increasing student engagement and teacher commitment to the process of SBI, including reflective feedback. So far, we have piloted the tools and procedure, video-recorded the proceedings, and will report the results.

The innovative value of this research project is twofold. First, to our knowledge, there have been no SBI studies incorporating gamification mechanics. Second, it is the first cross-site GSI research with young language learners.

14:40-15:10

Room 1202 (12F)

Strategy Conflict: Balancing L1 Identities with L2 Task Requirements

Nathan Ducker (Miyazaki Municipal University, Japan)

Being able to maintain an L2 conversation is crucial not just for the process of language learning, but also as a benchmark of language learning success, and as means of showing belonging in the L2 community. While engaging in conversation, co-participants must continually recreate and affirm their own identity. However, conversations expose learners to considerable risks to their self-identity concept. Learning to communicate with L2 others while struggling with a lack of vocabulary, developing control over various grammars, and adapting to new sociocultural norms can lead to significant loss of face.

Learners participating in English language conversations need to develop strategies for adhering to the following sociocultural norms: oral communication with no practical outcome other than to create and maintain social relationships, partial suspension of power differences and equal rights to the conversation, immediacy of the value of the conversation with no intention to report to outsiders, and self-selecting topic drift. Many classroom language learning tasks fall under the guise of “conversation” yet the sociocultural norms described may not be compatible with the classroom identities that learners construct for themselves.

This presentation will show Japanese students’ stimulated recall data from a classroom oral task with non-Japanese students. Japanese students employed a range of social strategies to maintain their L1 classroom identities, but which come into direct conflict with sociocultural parameters of English language conversations. The presentation will finish with suggestions for interventions that researchers and teachers may explore in order to develop students’ abilities to further develop successful L2 identities.

Room 1203 (12F)

Oral Communication Strategy Use of Japanese and Belgian University Students and the Influence of Cultural and Social Differences on Strategy Use

Yukiko Jozaki (Kyushu University, Graduate School of Integrated Sciences for Global Society,
Doctoral Student, Japan)

This study provides findings on the oral communication strategy (OCS) use of university students in Japan and Belgium. The study also examines how students' different cultural and social background influence their strategy use. The purpose of the study is to explore foreign language learning in the context of plurilingualism in response to the contemporary use of English as a lingua franca (EFL) and internationalization of Japanese universities.

First, the study presents the results of a self-report questionnaire survey conducted in two universities in Japan and Belgium. Oral Communication Strategy Inventory (OCSI) developed by Nakatani (2006) elicits the students' speaking and listening strategy use. The quantitative survey reveals that there is a significant difference between Japanese and Belgium students on the frequency and the purposes of some strategy items they use.

Second, the study turns to a qualitative method to interpret the students' written comments to open-ended questions on how they see English as ELF and its dominance in their academic activities. As far as interpreting the comments, plurilingual society the Belgian students belong to play an important role to forge their awareness and motivations in their foreign language learning.

Lastly, the study challenges to explore the causes of differences observed among two groups of students, while aims to fill the gap of empirical and interpretive frameworks of previous studies by combining communication strategy and linguistic background of the students in Japan and EU member states.

14:40-15:10

Room 1101 (11F)

A Strategies-based Approach to Reading Circles

Nae-Dong Yang (National Taiwan University, Taiwan)

To facilitate students' effective use of the taught learning strategies, students need to have opportunities to practice using the learning strategies as much as possible. This paper reports a study in which the reading circles activities were integrated into a strategies-based English course in order to increase students' use of various learning strategies taught in learning strategy instruction. The reading circles activities were adopted from literature circles—i.e., small, peer-led book discussion groups (Daniels, 2002, 2006). Since not all the reading in the study is literature, it was called reading circles (RC). Altogether 64 college students from two English as a foreign language (EFL) classes participated in the study. This paper describes how the RC activities offered students great chances to use various learning strategies explicitly and implicitly for practice multiple skills interactively and integratedly in the EFL classrooms. When the students read before class, depending on their RC roles, they were asked to find the main ideas or structure of the reading passage, understand vocabulary in context, connect reading to the world outside the reading itself, or visualize the reading content. In class, these students learned to work collaboratively to sustain productive on-task conversation in small group RC discussion as well as report and share their discussion orally to the whole class. Next, the paper discusses what students gained from their weekly self- and peer assessment of their RC performance. Finally, student's reflection on their semester-long RC activities is presented with caveats and instructional suggestions.

Room 1102 (11F)

**A Case Study on the Zone of Proximal Development:
Scaffolding Role-Playing in Primary School English Language Teaching in Japan**

Stella Anggrainy (Graduate School of Education Hiroshima University, Japan)

The aim of this study is to analyze the scaffolding given to help a Japanese primary student to understand and be able to answer questions during English conversation. Previous studies show scaffolding is mostly activated during task activities (Wood et al, 1976; Walqui, 2006; Bradley & Bradley, 2004) and little is known about scaffolding methods used during conversation. This study used role-playing as a form of conversation and scaffolding was given in English instead of the mother language. The participant was a sixth-grade Japanese primary student who was given a role-playing situation where he met a foreign tourist. The researcher played the role of a foreign tourist who asked him some questions, with facilitative scaffolding to enable him to understand and to answer the questions. Similar role-playing was repeated for several days, (sometimes) by adding new questions with a higher difficulty level. The scaffolding was gradually reduced for the questions that had been mastered. The researcher video-recorded and transcribed the role-playing conversation, and the occurring scaffolding was coded. The scaffolding pattern found after coding shows that the most helpful scaffolding was to give options for answering, especially for questions that were not fully understood. This not only created yes/no questions that are easier to answer, but also enabled the student to understand what the question was about. Before giving options, repeating and/or simplifying the question can also be done.

15:20-15:50

Room 1202 (12F)

More Hope and Less Anxiety?: A correlational study on the relationship between hope and anxiety in English learning in the Chinese context

Honggang Liu (School of Foreign Languages, Northeast Normal University, China)

Hope, as one of the human psychological strengths (Seligman, 1998), has been largely researched in the field of positive psychology, however, it is a neglected area in applied linguistics. Anxiety, unlike hope, is not a new topic in applied linguistics, and numerous studies have been carried out around its internal constructs (e.g. Horwitz, Horwitz and Cope, 1986), its impact on language learning performance (e.g. Aida, 1994), and its linkage with other emotional factors, for example, English learning enjoyment (Dewaele and MacIntyre, 2014). Hope can act as a buffer against psychological disorders, such as, anxiety (Seligman & Csikszentmihalyi, 2000). What's the relationship between hope and anxiety in students' English learning? To address this question, this current mixed-methods approach-based study was conducted among 200 high school students in mainland China, with a hypothesis that Hope and Anxiety is negatively correlated. Questionnaire and interview were two instruments in this study. The questionnaire consists of Hope Scale (12 items) by Snyder (2002) and Foreign Language Classroom Anxiety Scale (33 items) by Horwitz, Horwitz and Cope (1986). Interviews were utilized to collect the qualitative data to triangulate the findings of the quantitative part. Confirmative factor analysis was taken to examine the internal structure of Hope and Anxiety, and Pearson correlation was employed to see the linkage between these two factors. The findings displayed a significantly negative correlation between hope and anxiety in general, and medium significant correlations between subscales of hope and anxiety in a negative way.

Room 1203 (12F)

**Communication Strategy Instruction:
opportunities created by Linguistic Risk-Taking**

Ed Griffiths (University of Ottawa, Canada)
Nikolay Slavkov (University of Ottawa, Canada)
Reza Farzi (University of Ottawa, Canada)
Melodie Cook (University of Niigata Prefecture, Japan)

This presentation details a new pedagogical initiative (conceived at a Canadian bilingual French/English postsecondary institution) conceived around the notion of linguistic risk-taking (Beebe, 1983; Cervantes, 2013; Slavkov & Séror, 2019). To engage learners, we designed and distributed a Linguistic Risk-Taking Passport containing over 70 'linguistic risks' to over 800 language learners. The risks represent meaningful daily activities (e.g. speak the second language at the library, order food at the cafeteria, interact with a professor, etc.) and are checked off autonomously by learners. Over 15,000 instances of linguistic risk-taking have been registered and analysed quantitatively according to category, perceived difficulty and number of repetitions.

Although the passport is intended to foster linguistic risk-taking outside of the classroom, it is introduced within the language classroom to guide learners within their risk-taking and reduce any possible negative effects (Marshall, 2018; Oxford, 1992). We examine how the project has enabled new approaches to communicative strategy instruction within the language classroom (cf. Dörnyei & Thurrell, 1991; Faucette, 2001, Nakatani 2005, 2006). Semi-structured interviews with 5 teachers and 15 students participating in the initiative revealed that certain risks involving oral interactions, (e.g. talking on the phone, discussing financial affairs with the bank, etc.) were judged as particularly 'high-stakes'. Both lexical and non-lexical strategies were taught in response to these concerns, including lexical rehearsal, paraphrase, and tackling message abandonment.

We offer integrated discussion of quantitative and qualitative findings concluding that it is beneficial to incorporate additional strategic learner support into the initiative.

15:20-15:50

Room 1101 (11F)

**Exploring reading and writing strategy use development:
A qualitative study in the Tunisian EFL context**

Chiraz Ouerfelli (Higher Institute of Applied Studies in Humanities of Tunis, Tunisia)

A major outcome of over 40 years of research in Language Learner Strategy (LLS) was the recognition that learners should be taught not only the language, but also the learning strategies essential for developing effective and autonomous learning. However, intervention studies have been mainly focusing on whether instruction in strategy use leads to improved outcomes for learners. Less widely researched is whether and to what extent such instruction leads to change in strategy use. This article aims to address this paucity and thus explores the impact of a Metacognitive Strategy Instruction (MSI) on 12 EFL learners' reading and writing strategy use development. Pre- and post-intervention retrospective verbal protocols sessions were carried out on experimental and control groups to investigate whether this impact differed according to the proficiency level of the participants. Findings revealed that the experimental group displayed more successful and effective use of strategies than did the control group and than they did before the intervention. Furthermore, transcripts from retrospective protocols revealed that for both high and low proficiency learners' strategy use developed after the instruction. Pedagogical and methodological implications are discussed.

Room 1102 (11F)

**High-achieving young learners' EFL vocabulary learning strategies:
What are their secrets?**

Peicheng Ina Wei (National Changhua University of Education, Taiwan)
Sheng-hui, Cindy Huang (National Changhua University of Education, Taiwan)

Researchers have devoted much to foreign language learning. One of the issues addressed has been how to assist young learners in vocabulary learning since foundations in a second language are expected to be built at this stage. The present study investigated which vocabulary learning strategies were adopted by high-achieving young learners and what factors affected the vocabulary learning strategy use via the grounded theory approach. Eight high-achieving Chinese elementary school students in fourth grade were recruited, observed, and interviewed. The findings show that the Chinese learners' vocabulary learning strategy uses were task-oriented and were affected by their significant others-teachers, parents, and peers. These young participants mainly adopted cognitive and metacognitive strategies. Multiple factors were found to affect the strategy uses of these young learners, and these factors intertwined with one another. Given the important roles they play, parents and teachers are recommended to pay attention to young learners' strategy uses. In the presentation, results and pedagogical implications will be discussed.

16:20-16:50

Room 1202 (12F)

**Strategic, Self-Regulating but not Necessarily Self-Directed:
Improving Language Learning through the Theories of Harold Palmer and
Life-Writing Pedagogy (Seikatsu Tsuzurikata)**

Patrick Shorb (Kansai University of International Studies, Japan)

Building upon on recent scholarship (Rose and Thomas, 2018; Rose, 2012; Agawa and Takeuchi, 2018) seeking to redefine key terms of language learning strategy (LLS) research, this presentation examines this issue from a theoretical and historical perspective. Specifically, it explores the learning strategies implicit in two 20th century, practitioner-led, research movements in the host country of Japan: the ‘Oral Method’ teaching movement inspired by the British educators Harold Palmer and A.S. Hornsby, and the Life-Writing Pedagogy (Seikatsu Tsuzurikata) movement that became popular among rural elementary school composition classes. While these two pedagogy movements might seem radically different at first glance, they shared similarities in their ‘strategic,’ self-efficacy approaches to the practice and mastery of language. The Japanese teachers that followed Palmer, for example, increasingly engaged in scaffolded, reflective approaches to reading and speaking English as a foreign language; likewise, life-writing pedagogists increasingly focused on strategies of self-regulation --e.g. through their concepts of sekatsudai (“life base”) and iyoku (“desire”)—to better facilitate student mastery of their native Japanese language. The two approaches particularly overlapped during the prewar Fukushima Plan. Both movements also came into conflict with American pedagogical approaches that prioritized performative, self-directed learning. While historical context clearly limited the self-directed nature of postwar Japanese language learning, these movements’ successes did seem to provide learners with enduring strategies of reflective, ‘life-centered’ (as opposed to ‘student-centered’) goal setting. This presentation will also consider how strategies of L1 and L2 learning might not be as rigid and categorically different as is often assumed.

Room 1203 (12F)

**Can gestures be a strategy to facilitate and improve L2 speaking?
Effects of gestures on complexity, accuracy, and fluency in L2**

Rintaro Sato (Nara University of Education, Japan)

This observational study was conducted to examine the effects of Japanese English as a foreign language (EFL) teachers’ gestures on their second language (L2) utterances in EFL lessons. Two English lessons, one in a public senior high school and another in a private junior high school, taught by Japanese EFL teachers were video and audio recorded, transcribed, and analyzed. The teachers’ L2 utterances were analyzed in terms of complexity, accuracy, and fluency to examine the following: (1) whether there is a difference between L2 utterances with and without gestures; and (2) whether there is a difference in the effect of gestures according to their types. The results were as follows: (1) L2 utterances are more complex and fluent with gestures but not more accurate when accompanied by gestures; and (2) there is a difference in the effects of some specific types of gestures on L2 utterances. These findings suggest that teachers’ gestures play a crucial role as a teaching strategy in EFL classrooms, and therefore, they should be given more consideration in L2 teacher education and training programs.

16:20-16:50

Room 1101 (11F)

**Reflections on the strategy-based perspective of the listening teaching material
in Modern Greek as a Second Language**

Maria Mitsiaki (Assistant Professor of Teaching Greek as a Second Language,
Democritus University of Thrace, Komotini, Greece)

The nearly fifty-year research in LLS raises insightful questions into the degree to which teaching material has been adapted to integrate learning strategies (Hajer et al., 1996; Oxford et al., 2014). Most research in material strategy assistance has primarily focused on English FLT, while second language teaching of less-spoken languages has been left rather unattended. Moreover, for a long time listening has been treated as the Cinderella of the four macro-skills (Vandergrift, 1997), since most material tasks reflect an emphasis on result - and not on process - implied in the following statement: "Listen - but we are not going to teach you how to listen or indeed what to listen for" (Mendelsohn, 2001).

This paper attempts to shed light on the (c)overt listening strategy guidance woven into Modern Greek language textbooks. The scope is twofold: (a) to quantify the rate of (c)overt strategy assistance provided by adult learner textbooks of Modern Greek as a Second Language at all levels of proficiency with reference to the listening skill, and (b) to identify the types of listening strategies that appear to be preferable in the teaching material based on taxonomies offered by Goh (1998, 2002, 2008), Field (2001, 2008), and Vandergrift (2004).

The research findings highlight a gap between theory and practice, as the strategy-enhanced practice reflected in the "Introduction" and "Notes to the Teacher" parts of the textbooks are poorly manifested in the actual tasks. Thus, they advocate the need for a self-regulation-oriented (Gu, 2011, Oxford, 2017) design of teaching material.

Room 1102 (11F)

**Problems involved in the application of Artificial Intelligence
in Foreign Language Learning**

Sangmok Lee (Kyushu University, Japan)

With the progress of machine translation, artificial intelligence technology is expected to change the way we learn. That means AI solutions open up new possibilities for teaching and learning in education.

However, some key criteria still need to be met before it can serve as a substitute for a real-life language teacher. Artificial intelligence is not yet advanced enough to answer complicated questions or place the response in context of what else is around it. There is no doubt that AI will play an important role in the future. But it cannot equal to a language teacher. We need to distinguish between when is necessary and when is unnecessary about it.

I think that not only from the aspect of technology, but also our education system is not ready to accept and use the technology.

In the future AI will give students a much more independent time interacting and getting feedback. In the current educational environment, getting feedback from instructors is very limited. And I think AI can provide us with the opportunity of personalized learning. It is able to access your language level and track your progress and adapt delivery to your needs.

In this presentation, I'll share several examples of language classes some which were successful and some which were not. And I'll focus on the requests from students based on a questionnaire.

17:00-17:30

Room1202 (12F)

Using self-regulation strategies in group discussions: An exploratory study

Shravasti Chakravarty (Lovely Professional University, India)

The scaffolding effects of metacognitive strategy awareness for developing speaking skills is well documented. More so, the strategies that fall under the category of self-regulation are especially important in improving learners' speaking performance across task types. In the Indian context formal group discussions are used for shortlisting candidates at the time of campus recruitment across professional courses. Even though the discussants have content knowledge, they fall short in their ability to express themselves within the limited time that the discussion lasts. Considering the benefits of using metacognitive language learning strategies, in this study I have explored the changes in the understanding and use of self-monitoring, self-talk, and self-evaluation during formal group discussions. The changes that took place in the participants' performance as a result of using the strategies are also explored. The participants of the study comprised three female and three male first year engineering students. This qualitative study lasted ten months. Data from four rounds of semi-structured interviews, and six rounds of group discussions that were analysed using several verbal and non-verbal parameters was triangulated to gauge the discussants' performance. The findings of the study suggest a strong influence of strategy understanding and use on group discussion performance. Consequently, the study has implications for a metacognitive strategy-training programme aimed at developing group discussion skills among tertiary level learners.

Room 1203 (12F)

**The effect of self-regulated learning on second language pronunciation:
The structural relationships**

Hideki Abe (Tsuruoka National College of Technology, Japan)

The interrelationships of critical factors of individual learner differences involved in L2 pronunciation have been attracting scholarly attention in the past few years, with some investigating the role of motivation in the learning process and others exploring learning strategies as a significant predictor of L2 pronunciation comprehensibility. Whilst it is critical that we understand why learners learn L2 pronunciation and how they actually do so, it is probably even more important to explore how these 'why' and 'how' factors work in tandem in the development of L2 pronunciation. Drawing upon the theoretical framework of self-regulated learning (SRL), this study examines the significant possibility that unveils the mechanisms through which L2 learners regulate their self-regulated capacity. Accordingly, two major research questions have been formulated:

- RQ1: What are the relationships between self-regulated learning strategies and L2 pronunciation?
RQ2: Do the SRL strategies predict the comprehensibility of L2 pronunciation?

The data of 105 participants, high school learners of EFL, are collected via 1) a 6-point Likert-scale questionnaire, assessing learners' SRL towards L2 English pronunciation learning (40 items), and 2) a pronunciation assessment part of KJET-S (Kawaijuku English Test-Speaking, 50 points), examining participants' comprehensibility of pronunciation, both of which are submitted to confirmatory factor analysis (CFA) through structural equation modeling (SEM). The fit indices indicated an acceptable, but not great fit to the data, $\chi^2(3)=7.214$, GFI=.97, CFI=.97, TLI=.90, RMSEA=.06 [.05, .07]. The empirical evidence lends preliminary support that L2 pronunciation learning is a self-regulated process on the attainment of comprehensibility.

17:00-17:30

Room 1101 (11F)

Exploring the influence of self-efficacy in vocabulary use on lexical sophistication and strategies for productive vocabulary use

Jingyuan Wang (The Graduate School of Foreign Language Education and Research,
Kansai University, Japan)
Atsushi Mizumoto (Kansai University, Japan)

The purpose of this study is to explore the relationship between self-efficacy and lexical sophistication in vocabulary use, and the effects of self-efficacy on the strategies for productive vocabulary use. A total of 60 non-English major Chinese university EFL learners participated in this study. A 6-point Likert scale questionnaire was used to measure their self-efficacy in vocabulary use. The composition section of College English Test (CET) Band 4 was used as a measure of writing proficiency, and analyzed using TAALES (Tool for the Automatic Analysis of Lexical Sophistication) to calculate the lexical sophistication. An open-end questionnaire was given to inquire the strategies that the participants used to select productive vocabulary in writing. Correlation analysis was first conducted to investigate the relationship between self-efficacy in vocabulary use and lexical sophistication. Next, in order to explore the effects of self-efficacy in vocabulary use on strategies of productive vocabulary use, participants were divided into three clusters according to their scores of self-efficacy. The comparative analysis to the strategies of productive vocabulary use among three clusters was then carried out. The results suggest that self-efficacy in vocabulary use has a positive effect on lexical sophistication and strategies for productive vocabulary use. Implications for these findings are discussed in light of the learner autonomy and strategy instruction.

Room 1102 (11F)

A Study on English Education Using AI speaker and ICT

Hiroyuki Obari (Aoyama Gakuin University, Japan)

The focus of this study is on evaluating the use of AI Speakers such as Google home mini and Amazon echo dot to determine their effectiveness in improving the EFL skills of native Japanese students. The used technologies included Google Home mini, ATR CALL Brix, Facebook, Line, and online materials related to international issues. An empirical study was conducted to examine the overall effectiveness of the program in improving the TOEIC test scores of the target group of Japanese students. The investigation began in September 2018 and ended in January 2019, targeting twenty-four third year undergraduates. Twenty four students were divided into eight groups, 4 for using Google home mini and 4 for Amazon echo dot. The participants were required to study their favourite English programs for four months with AI speaker and to conduct a diary study, sometimes with shooting their studies with a smartphone. Finally in January after ending the program, students of 8 groups made their presentation about their research of using AI speakers with flipped lessons and came up with the positive feedback including the limitation of the study. The TOEIC pre- and post-training results (n=24) indicated that the program had assisted the students in improving their overall English proficiency, especially listening comprehension with the help of AI speakers during the 4-month training period. A post-course questionnaire also revealed the students were attracted to use AI speaker as a part of daily life to studying English and changed the way they learn English.

Papers
Day 3 (Tuesday, October 15th)

11:15-11:45

Room 1202 (12F)

Grammatical exercises and the strategy of practicing naturalistically

Grzegorz Drożdż (University of Silesia, Poland)

Characterising the strategy of practicing naturalistically, Oxford (1990: 43) stresses the use of the target language in natural and realistic settings. Due to advances in cognitive psychology (e.g. Tomasello 1999), it is possible to elaborate this general characterisation and point to one more important element of them—the native speaker and his abilities.

One of such abilities, as Tomasello (1999: 8-9) indicates, is to construe reality, that is, to “adopt multiple perspectives simultaneously on one and the same perceptual situation”. It is thanks to this ability that learners can successfully cope with the types of exercises proposed by Oxford, e.g. participating in a conversation or writing a letter, as the choice of an adequate construction arises from the knowledge how the given situation can be construed, how alternative constructions can change this construal, and a flexibly to shift from one construal to another.

In the presentation, I propose a new type of grammar exercises—one that practises the ability to conceive the same scene in alternative ways. The exercise assumes providing students with a decontextualised, skeletal sentence that is complemented with a number of possible contexts. The learners’ task is to interpret each of the provided contexts and adjust the form of the initial sentence so that it suits each of the contexts. The proposal is illustrated with examples of English tenses in their reference to the future.

Room 1203 (12F)

Modeling the dynamic relationship between metacognitive strategies and English performance: An Associative Latent Transition Analysis

Yuyang Cai (School of Languages, Shanghai University of International Business and Economics, China)

Recent studies suggest that the effect of strategy use on language performance fluctuates across learners of different proficiency. However, more studies are needed from longitudinal perspective. The current study examined the dynamic relationship between metacognitive strategies (MS) and English performance. 2,473 7th Graders from 16 middle schools in Hong Kong participated. Their MS and English were measured twice, at an interval of one year, using a metacognitive strategy scale and two parallel versions of English assessment (from a 2000-item Rasch Calibrated item bank), respectively. Primary data analysis involved: 1) LPA (latent profile analysis) to classify students with each wave of the MS and test data, respectively; 2) LTA (latent transition analysis) to examine transition in MS and English proficiency; and 3) ALPA (Associative Latent Transition Analysis) to examine the relationship between the two transitions. The results suggest: (1) both non-active and active-strategy users tended to switch to average strategy users; (2) most poor achievers (80%) stayed as poor, whereas a substantive portion of high-achievers (18%) achieved even higher (18%); (3) non-transition of T1 non-active strategy users significantly predicted the membership of T2 low-achievers, whereas T1 membership in average strategy users significantly predicted T2 medium-achievers (i.e., their English improved). Overall, the results suggested strategy use tended to have a centralizing feature (i.e., the pattern of the Island Ridge Curve) and that average strategy use is associated with optimal language learning. Put another way, too little use of metacognitive strategies benefits language learning as little as too much use of metacognitive strategies.

11:15-11:45

Room 1101 (11F)

What is ‘the teaching and learning cycle (TLC)’?

Akiko Nagao (Ryukoku University, Japan)

The purpose of this qualitative study will be to understand how 36 first-year university students in Japan as novice L2 (second language) writers of English become experienced writers through a 15-week genre-based approach (GBA) in their writing course.

In this presentation, one of my purposes is to introduce the writing teaching method and teaching materials for ‘genre-based approach (GBA)’ included the theoretical background to language learning strategies. The core concept of this teaching method is ‘the teaching and learning cycle (TLC)’ (Burns, 1990; Feez & Joyce, 1998; Hammond, 2001; Knapp & Watkins, 2005; Martin & Rose, 2008; Rose & Martin, 2012), which originally developed for the literacy education in Australia. The five stages: Joint Construction and Independent Construction stages within the TLC allows learners to increase their understanding of the target texts’ social and communicative purpose, generic structure, and also lexicogrammatical features.

In the ongoing-further research, in order to answer for these questions: Which stages of TLC are effective for the first-year university students in a tertiary education in Japan?, pre-mid-post surveys, learning reflections, and interviews will be analysed in order to assess the modified version of the TLC.

Room 1102 (11F)

New Findings on the Relation between Noticing and Consciousness in L2 Learning

Yukio Ikari (Osaka City University, Japan)

Conscious and unconscious processes play significant roles in language learning as they are fundamentally related to noticing. Furthermore, attention raises consciousness, which will trigger noticing, the quick reset of the immediate neural network concerned. In the presentation we will demonstrate the relation between noticing and consciousness in the brain.

Many brain science studies have shown that consciousness rises in the analytic process of left hemisphere while unconsciousness, in the holistic and concurrent process of right hemisphere. However, the truth is not so straightforward. Concerning the function of right hemisphere, it is the case. In contrast, left hemisphere could handle unconscious process as well as conscious process. Certainly, left hemisphere functions in conscious process at first as in the early stage of language learning. But its function shifts to unconscious process gradually. Additionally, recent brain science studies such as those by Mitsuo Kawato of ATR imply that cerebellum has something to do with unconscious process. Cerebellum has turned out to be connected with automatic process, making it possible to process verbal information so quickly that it will lead up to unconscious process.

The most significant point of our presentation is that noticing could occur even in unconscious process of linguistic information as well as in conscious process by swift shift of attention in coordination with cerebrum and cerebellum. The mechanism of noticing will be explained in relation to consciousness by several figures through consideration of the related researches.

11:55-12:25

Room 1202 (12F)

**Enhancing L2 Learners' Grammar Acquisition with the Combination of
Image-schema Based Grammar Method and Online Immediate Corrective Feedback**

Mayu Janssens-Shintani (Bunkyo Gakuin University, Japan)

More visual than conventional methods, image-schema based grammar method (IBGM) has grown into one of the most spread grammar teaching techniques in Japan (Onishi & McVay, 2011, Tanaka, 2008). The author developed computer-based, self-learning materials of IBGM and confirmed its beneficial effect (2016). These materials, however, raised a problem: having to study by themselves, students could not monitor their comprehension of grammar. Along with Interaction Hypothesis, it is also agreed that teacher-student oral interactions enhance language acquisition (Gass & Mackey, 2007). In order for students to monitor their comprehension of grammar, the study proposes the use of online supplementary speaking activities where learners practice grammar orally with an instructor and are given one-to-one immediate corrective feedback (OICF).

An experiment was conducted in 2017-2018 to Japanese students (N=58) novice in English. They were tested on several grammar items (prepositions, nouns, articles and tense) over 6 sessions, receiving each time 15-minute ISBG-based instruction followed by 25-minute activity of either drills or OICF via video chat with Filipino teachers. Questionnaires were also given to assess psychological changes.

The results of written tests saw the experimental group scoring significantly higher in second and third sessions ($F(5, 280)=5.32, p<.01$), unlike the first session where a significant decrease of self-efficacy awareness was also observed ($p<.001$). Speaking English with foreigners for the first time must have been a big shock for them. The number of words used by students in their post-written tests also significantly increased ($p<.01$): they thus became more “talkative” even while writing.

Room 1203 (12F)

**The Development of EFL Learners' Metacognitive awareness and strategies
in a Flipped Classroom**

Hui-chia Judy Shih (Feng Chia University, Taiwan)
Sheng-hui, Cindy Huang (National Changhua University of Education, Taiwan)

This study adopts a qualitative method in comparing EFL students' development of metacognitive awareness and metacognitive strategy use in a university flipped classroom versus a regular classroom context. A total of 8 students (4 from each class) joined two semi-structured interviews, at the beginning and end of the semester respectively. Findings show that, in the context of a flipped classroom, learners' metacognitive awareness has undergone qualitative changes over the course of a semester. Similarly, the flipped classroom design has led to a more active, deeper use of metacognitive strategies. Finally, implications for teaching and further research are discussed.

11:55-12:25

Room 1101 (11F)

Strategy use by low-proficiency learners in collaborative learning settings

Hiromi Tsuda (Meiji University, Japan)

In this presentation, I report on a longitudinal, qualitative research on strategy use by university students. Data are collected from 42 students in the twice-weekly compulsory listening classes, which are conducted mostly in English, over a-year period.

The listening classes are based on a collaborative learning (CL) approach and the students learn in groups of four selected at random. Collaborative activities such as group presentation, group summary writing, and listening-log sharing are assigned, and the students answer a questionnaire and write brief comments after each activity.

At the beginning of each semester the students are asked to set their goals for the course and in the middle of the semester they evaluate how much they have achieved and revise their goals if necessary. In addition, at the end of each class, they reflect on themselves and write comments.

Through analyzing the results of the questionnaire and through students' comments and interviews with some of the participants, it is found that students independently learn to use affective, social, and meta-cognitive strategies. Finally, the students, especially low-proficiency learners, improve their English proficiency levels by the end of the school year. It is also proved that the students' strategy use changes in accordance with the development of their English proficiency.

The presentation concludes by considering the implication of strategy use that the hierarchical classification of language learning strategies that Tsuda (2007) found in the reading comprehension courses is also applicable to the process of strategy acquisition in listening classes with CL approach.

Room 1102 (11F)

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

Jonathan Moxon (Saga University, Japan)

Long's Interaction Hypothesis (1996) proposes that interaction, and the corrective feedback that is provided during interaction episodes, promotes L2 acquisition. This paper presents initial findings from a comprehensive study investigating the roles played by one group of internal learner capacities, executive functions, in the noticing of corrective feedback and gains made by N=23 Japanese undergraduates in accuracy and fluency of L2 English past counterfactual conditionals during interaction.

Participants completed five picture story narration tasks. Conditionals produced during the first and last of these tasks acted as oral production pre- and posttests, while the intervening three tasks comprised the treatment during which recasts were provided in response to target structure errors. Pre- and posttest data was analyzed for accuracy and fluency.

Immediately before and after the tasks, participants responded to a 24-item timed binary-choice grammaticality judgment task (GJT) containing eight target-structure items. Responses were logged for accuracy and reaction times.

Initial t-tests analyses comparing pre- and posttest measures indicated a significant effect for recasts on accuracy in both the GJT, $t(23) = 4.679$, $p = .000$, $r = .71$, and oral production, $t(23) = 2.390$, $p = .026$, $r = .45$, at posttest. No significant improvement was observed for fluency of oral production, $p < .05$, $r = .39$, or response times, $p < .05$, $r = .32$, in the GJT. These results are discussed in the light of previous interactionist research, and cognitive theorizations of the Interaction Hypothesis.

14:00-14:30

Room 1202 (12F)

**Peer Coregulation and the Development of Learning Strategies:
A case of two learners**

Hisako Yamashita (Konan Women's University, Japan)

“I plan but I fail to carry it out.” “I’m bad at languages.” “I always end up studying fifty new words the day before the test.” Many language learners struggle coordinating study time outside of class, motivating themselves, and employing learning strategies to reach their learning goals in a self-regulated manner.

Learning Strategy is not a static concept and does not exist in an empty vessel in which learners simply select from a list and use. While learning strategies are viewed as both other- and self-regulated (Rose, 2018), an ideal strategy is a dynamic process whereby learners actively engage in its initiation, analysis of self, problem, and situation; making, execution, and evaluation of a plan (Gu, 2012). Thus unique learning strategy emerges as learner actively engage in and take more ownership towards one’s learning. To nurture this process, dialogue is a powerful tool.

Rather than the traditional approach to teacher-student, teacher-guided strategy training, I designed a classroom-based strategy development activity in which a series of peer interactions serve as the main vehicle in initiating and developing their learning strategies. The presenter will share the findings from dyad’s peer interactions over the 10-week period, specifically on emergence of coregulation between peers, and how learners’ personalities, contexts, and needs are interwoven into each of their newly formed learning strategies and in establishing “automatized” (Gu, 2012) form of their learning strategies.

Room 1203 (12F)

Revisiting language learner strategies and developing a listening comprehension strategies (LCS) questionnaire for learning English as a global lingua franca (EGLF)

Natsumi Wakamoto (Doshisha Women's College of Liberal Arts, Japan)
Heath Rose (University of Oxford, United Kingdom)

This presentation discusses the value of language learner strategies and reports on developing a listening comprehension questionnaire which was designed to elicit information about the use of listening comprehension strategies when learning English as a global lingua franca.

For the last twenty years, language learner strategy research has been criticized for the lack of consensus on its definition and for its research methodology, especially the use of questionnaires (e.g., SILL). Dörnyei and Ryan (2005, 2015) question the existence of language learner strategies and propose to replace the concept with self-regulation. However, language learner strategies and self-regulation are not mutually exclusive but are both useful for understanding learners’ approaches to learning English. We propose a new model that emphasizes the interaction between language learner strategies and self-regulation.

To demonstrate the usefulness of the new model, we developed a questionnaire to research listening comprehension strategies (LCSs). Listening comprehension ability is necessary in the era of English as a global lingua franca, where communication among non-native speakers are more common than the communication between non-native and native English speakers. Partly based on Vandergrift and Goh (2012), we developed a 52-item questionnaire. Through the process of Exploratory Factor Analysis and Confirmatory Factor Analysis with data from 255 Japanese college students, we have finalized the LCS questionnaire that includes 19 items, with three factors: cognitive listening strategies, metacognitive listening strategies, and self-regulatory listening practice strategies.

14:00-14:30

Room 1101 (11F)

**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**

Jack Pun (City University of Hong Kong, China)

Teaching science through English is a growing phenomenon around the world. In this presentation, I will discuss the latest research into English medium of instruction (EMI) around the globe and the challenges that teachers and students face when learning science through English in many cultural contexts. In particular, I will report a study in Hong Kong which explores the teaching and learning process in EMI science classrooms (Physics, Chemistry, Biology) from 8 secondary schools. Drawing the multiple sources of data from semi-structured interviews, questionnaires and 34 hours video-recorded classroom observations of 19 teachers and 545 students, we explore the patterns of classroom interactions (turn-taking, ratio of talk, language choices, question types) in both traditional (or early-full) EMI vs MOI-switching (or late-partial) schools (switching from L1 Cantonese to L2 English), between Grades 10 and 11 in both schools. The teachers and students' perceptions on EMI teaching and learning process including their views on EMI, choices of classroom language, the language challenges, coping strategies will also be investigated. By providing an evidence-based, detailed analysis of authentic classroom interactions, this research hopefully shed light on ways for improving the quality of instructional practices in different EMI classrooms worldwide.

Room 1102 (11F)

**Discovering Life Beyond Powerpoint:
Strategies to Enhance Teaching & Learning in Higher Education**

Douglas Bell (University of Nottingham Ningbo, China)

The vast majority of lectures in Higher Educational contexts still tend to be based on a model of one-way knowledge transmission from speaker to listener. This usually involves individual lecturers delivering lengthy monologues to students, the content and supporting materials for which, as Mann and Robinson (2009) lament, now most typically revolve around Powerpoint slides.

Although there may occasionally be opportunities for interaction, the dominant modus operandi is that lecturers should be the speakers and students should be the listeners.

While such a system has a long historical precedent and, to some extent evidently does 'work', in my own teaching, I find that I am increasingly looking for ways to experiment with varying the routine of my lectures, and engaging my learners in more interactive and personally engaging forms of pedagogy.

As various authors have commented (e.g. Tormey & Henchy, 2008; Biggs, 2006; Howard, 2002; Laurillard, 2002), there is substantive evidence that more interactive modes of teaching may result in deeper and richer student learning.

This paper discusses some of the strategies for more interactive modes of teaching, which I have carried out with postgraduate students enrolled on the University of Nottingham Ningbo China MA TESOL. As an adjunct to the traditional MA lecture model, I have found such activities not only to be highly motivational, but to have offered a range of other epistemological and pedagogical benefits.

14:40-15:10

Room 1202 (12F)

Learner perceptions of English self-study within a framework of self-regulated learning: An analysis of Q-methodology

Akiko Fukuda (Rikkyo University, Japan)

The study explores L2 learners' viewpoints about self-regulated language learning in an EFL self-study setting. Self-regulated learning (SRL) is recognized as an essential key to acquiring language proficiency (Oxford, 2016); however, learners' perspectives on SRL have not been observed. Although a demand exists for self-regulated learning beyond the classroom context, such as in a self-study setting, little research focuses on it. To address these issues, the present study adopted Q-methodology, which exemplifies subjective representations of attitudes toward SRL. Although Q-methodology has been unacknowledged in the SLA field, it captures the dynamic hallmarks of SRL and discerns the general position in English self-study. Ten university EFL learners willing to improve their English skills participated. They sorted 48 statements regarding SRL behaviors in self-study on a scale ranging from -5 (least like how they think) to +5 (most like how they think). Afterwards, participants were interviewed about their choices. PQMethod 2.35 software (Schmolck, 2014) was used to analyze the learners' characteristic viewpoints on SRL. Through a "by-person" factor analysis, a one-factor solution accounting for 43% of the total variance was chosen, showing that all learners had similar SRL prototypes in self-study. The results suggested that learners perceived that placing value on English can enhance self-study, indicating that English self-study is used for attaining learner ideals rather than getting good grades. Learning English as scheduled also seemed a pivot for self-study although the learners struggled with its difficulty. The Q-sorts, combined with interview data, will be discussed.

Room 1203 (12F)

**Spoken Word Recognition by Two EFL Learners:
From a View of Listening Strategies**

Yuka Yamauchi (Hiroshima Bunka Gakuen University, Japan)

The purpose of this study is to show how Japanese native speakers recognize orally pronounced English vocabulary. When listening and understanding a foreign language, learners immediately process the input toward bottom-up and top-down way. In a word recognition study (Yamauchi et al., 2016) which tested the learners' spoken word recognition skill, some learners wrongly recognized words for the semantically related precede word(s). The study revealed that top-down processing appeared even in a set of word level. However, previous research has not yet been clarified what makes the differences between the learners who correctly and wrongly recognized the word. The present study aims to find individual differences focusing on the learners' listening strategy use.

The participants of this study are two first-year female university students who are not confident in English listening comprehension. (Their levels of listening skill are approximately around A2-B1.) The two participants completed (a) a general English listening test, (b) Field's word recognition task, (c) think-aloud protocol on listening tasks, and (d) questionnaires about the listening strategy use and their personality traits. The results showed that the learner who tried to listen correctly using linguistic knowledge likely to recognize words correctly, while the learner who tend to understand a listening material using inferences likely to misrecognize. This tendency seemed to be influenced more by their personality trait and strategy use than their English proficiency. Further research is required in order to get the generalized conclusion and apply the results to teaching practices.

14:40-15:10

Room 1101 (11F)

To what extent do students Returning from English-Speaking Countries have better English Abilities than Non-study-abroad Students?

Satoshi Kurokawa (The University of Tokyo, Ph.D Student, Japan)

Previous studies have investigated English proficiency improvements from short-term study abroad in higher education, there has been a lack of studies on proficiency improvements from long-term study-abroad programs for younger students. Therefore, this paper investigates to what extent people studying abroad English language proficiency acquire higher language proficiency than people who had not had study-abroad experiences.

Of the 112 eighteen-year-old high school students who participated in this study, 96 had not studied abroad and the other 16 had studied abroad for at least half a year before entering junior high school. C-tests were administrated to measure general language proficiency (Dörnyei & Katona, 1992) and certification results checked from formal language assessment tests such as TOEFL and IELTS. Based on the C-test scores, t-tests were employed to compare both groups to assess whether the study-abroad group was more likely to pass the Common European Framework for References B2 level English certification than the non-study-abroad group, and subsequently, odds ratios were calculated.

The t-tests indicated that there were significant differences in the C-test scores between the study-abroad group and the non-study-abroad group ($t(110) = -6.8314$ $p < 0.01$). The odds of the study-abroad group passing a B2 level English proficiency test were 4.2 times higher than the non-study-abroad group (OR: 4.2, 95% CI: 1.34-13.1, $p < 0.05$).

Therefore, it was concluded that 18-year-old students who had attended over-half-a-year-term study programs in English-speaking countries had a significantly higher English proficiency than those 18-year-old students who had not studied abroad.

Room 1102 (11F)

Mediated development through the prism of concept map activity

Vasiliki Antoniou (University College London, United Kingdom)

Following Vygotsky's argument about the leading role of instruction within the zone of proximal development (ZPD), Gal'perin developed Systemic Theoretical Instruction (STI), which encourages the active construction of materialized concepts and their monitored transformation into mental processes to foster development. This paper proposes a framework for fostering dialogic interaction with learners intended to render concept map instructional materials as cognitive tools to regulate learner L2 use and understanding of academic concepts (Lantolf & Poehner, 2011). The paper in particular examines self-generated concept map representations of abstract linguistic concepts derived from academic articles during a trainee teacher EAP support unit in a UK based university. It starts with an overview of the adopted STI approach. Then, the pre and post treatment concept maps along with the recorded pre and post treatment oral presentations of 13 university postgraduate trainee teachers on Moodle are closely analysed to reveal how materialization activities were critical to the trainee teachers' ability to construct and consider new meanings in English. Conceptual development was observed in the creation of learner concept maps that actually elaborated on the given academic article concepts.

The findings revealed that concept maps were successful in fostering the students' conceptual development and that the specific types of support available to the L2 trainee teachers should be given strong consideration for the dialogic support they offer.

References

Lantolf, J. P., & Poehner, M. E. (2011). Dynamic assessment in the classroom: Vygotskian praxis for L2 development. *Language Teaching Research*, 15, 11-33

Information for Presenters

Program and Conference Handbook

- The full program is available on the website. The schedule is subject to change. No request regarding the time and date of your presentation is possible. Thank you for your understanding.
- The conference handbook will be posted on the website in early October. Please note that it will be distributed only on this website.

Facilities

- Wi-Fi will be available at the venue (SSID and PASSWORD are provided in the program).
- The rooms are equipped with a projector, an RGB (D-Sub 15 pin, VGA) cable, and an HDMI cable. Please bring your own device, a connector if a Mac, a laser pointer, a desk lamp, etc., if necessary.
- A wireless (bluetooth) speaker is available in Room 1101 and Room 1102. In Room 1202, Room 1203, and Conference Hall, audio output is possible with 3.5 mm stereo audio cable. Bring your own speaker in case you are not sure about the compatibility with your computer.
- Business Center is located on the 11th floor of the conference venue. It provides services such as photocopying (20 yen per copy).
- Prayer Room on the 11th floor for Muslim participants is open during the conference period for free of charge.

Presentation (Papers and Symposiums)

- Paper sessions are organized into 30-minute timeslots. The suggested presentation length is 20 minutes, leaving 10 minutes for audience questions and interaction.
- Symposiums typically consist of three to five papers exploring a specific topic in depth. The duration of symposiums is 90 minutes, including time for audience questions and interaction.
- No chairperson is assigned to presentation and symposium sessions. All presenters are responsible for managing their time to ensure sufficient opportunities for audience involvement within the timeslot.

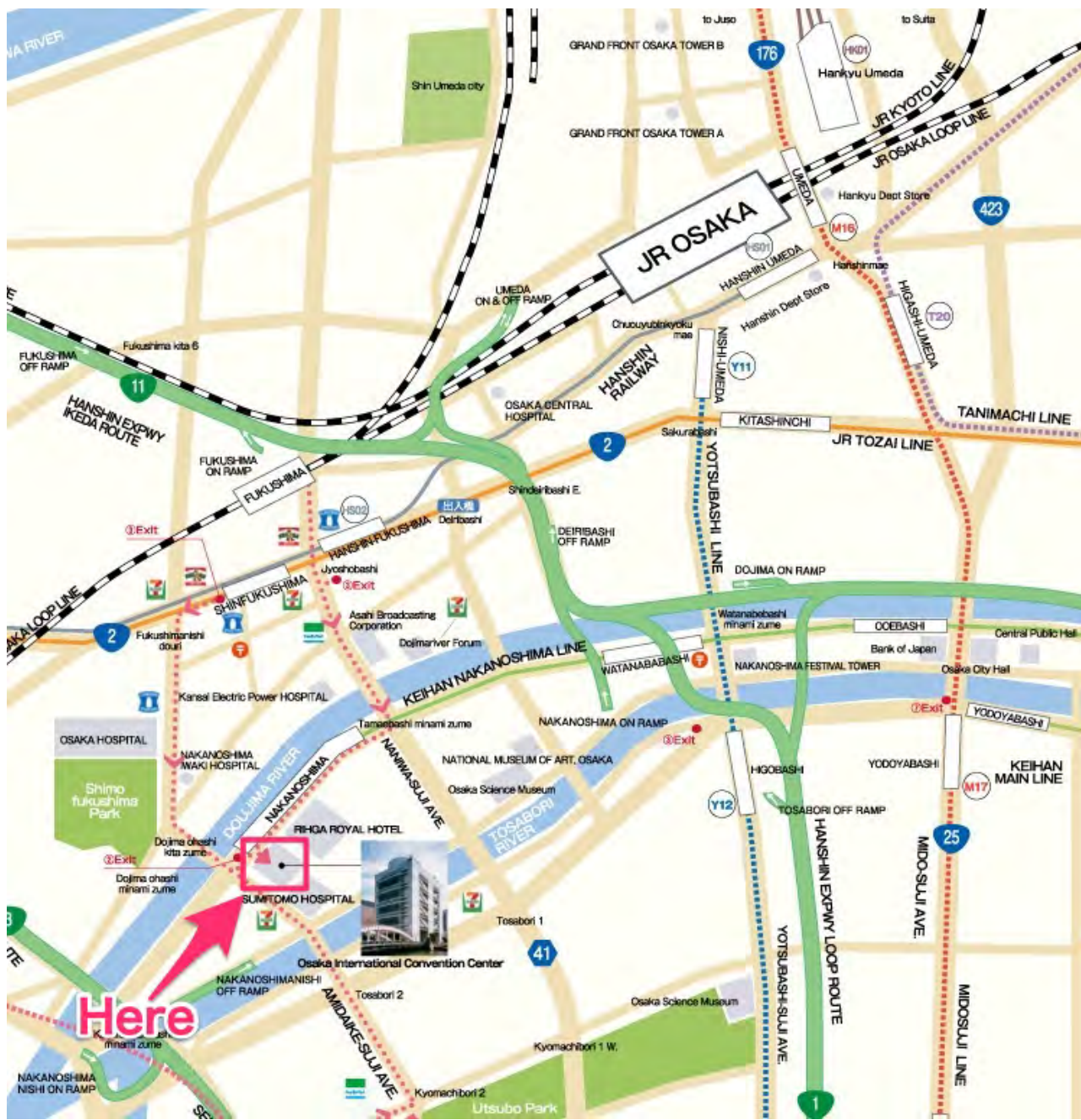
Presentation (Keynote Speeches and Workshops)

- The duration of keynote speeches is 90 minutes, including time for audience questions and interaction.
- The duration of workshops is 60 minutes, including time for audience questions and interaction.
- One chairperson is assigned to each session.

General Information

Venue

The Osaka International Convention Center (Grand Cube Osaka) is conveniently located in the center of the Osaka metropolitan area.

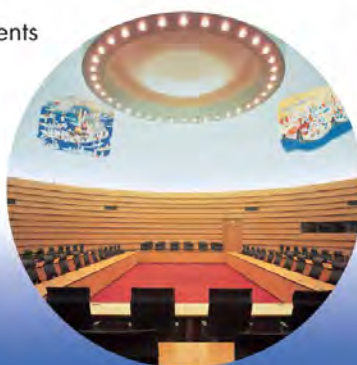


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A Space for Creative Communication in the 21st Century



Osaka International Convention Center

We provide various high quality events such as international conferences, concerts, exhibitions and even private parties.



Conference Hall

We are located in Nakanoshima, the central area of Osaka which is convenient to public transportation to every city in the Kansai area. Good location leads fine recreations after meetings.



Main Hall



Event Hall



Plaza



Conference Rooms

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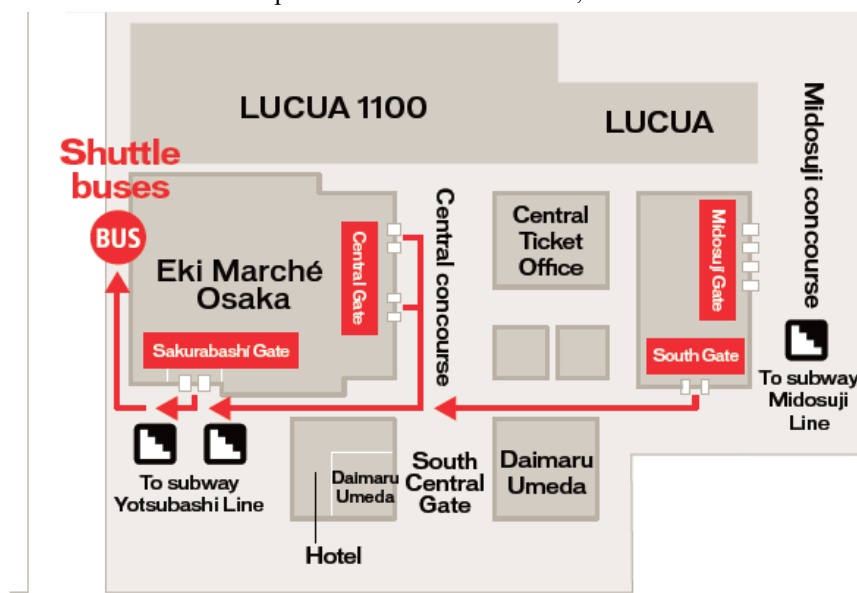
Access

From Kansai International Airport (KIX Airport)

- Approx. 55 minutes to Osaka Station on the JR Line
- Approx. 60 minutes to Osaka Station by airport limousine bus
- ↓
- A shuttle bus runs between JR Osaka Station and the Rihga Royal Hotel. The Osaka International Convention Center is located adjacent to the hotel.

Free Shuttle Bus Service

JR Osaka Station bus stop: West side of JR Osaka St., close to Sakura-bashi exit



Operating Hours: Daily 7:45 to 22:15 (approx. 10-minute ride)
 10:00 to 21:00 (running every 6 minutes)
 7:45 to 10:00 and 21:00 to 22:15 (running every 15 minutes)

From Osaka International Airport (Itami Airport)

- Approx. 30 minutes to Osaka Station by airport bus
- ↓
- A shuttle bus runs between JR Osaka Station and the Rihga Royal Hotel Osaka. The Osaka International Convention Center is located adjacent to the hotel.

From Shin-Osaka Shinkansen (Bullet Train) Station

- Transfer to the JR local line at Shin-Osaka Station, and disembark at Osaka Station (approx. 5-minute ride)
- ↓
- A shuttle bus runs between JR Osaka Station and the Rihga Royal Hotel Osaka. The Osaka International Convention Center is located adjacent to the hotel.

Nearest stations

- Keihan Nakanoshima Line: Next to Exit No.2 of the Keihan Nakanoshima (Osaka International Convention Center) Station.
- JR Loop Line: 15-minute walk from Fukushima Station.
- JR Tozai Line: 10-minute walk from Exit No.2 or No.3 of Shin-Hukushima Station.
- Hanshin Railway: 10-minute walk from Exit No.3 of Fukushima Station.
- Subway: 15-minute walk from Exit No.1 of the Central Line or Exit No.9 of the Sennichimae Line of Awaza Station.

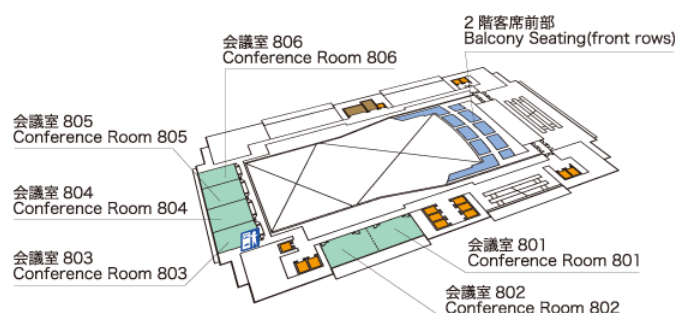
By bus

- A shuttle bus runs between JR Osaka Station and the Rihga Royal Hotel.
- 15 minutes by Osaka city bus from JR Osaka Station. Take No.53-bound for Funatsubashi, or No.55-bound for Tsurumachi 4-chome. Get off at the Dojima Ohashi bus stop.
- 15 minutes by Nakanoshima loop bus from Yodoyabashi Station on the subway Midosuji Line, or the Keihan Line (Exit No.4). The bus stop is in front of the Sumitomo building. Get off at the Osaka International Convention Center.

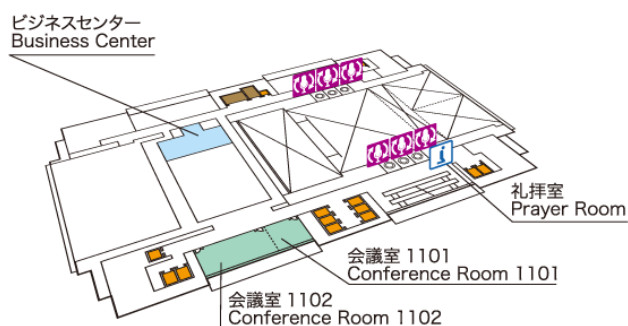
Conference Rooms

- SSU3 will be held in rooms on the 11th (Room 1101 & Room 1102) and 12th floors (Conference Hall, Room 1202, & Room 1203). **Some presentations have been moved to Day 3 due to the typhoon, and we have booked another room (Room 802) on Day 3 so that we can accommodate more presenters' requests for schedule change.*
- Business Center is located on the 11th floor of the conference venue. It provides services such as photocopying (20 yen per copy).
- Prayer Room on the 11th floor for Muslim participants is open during the conference period for free of charge.
- Wi-Fi will be available at the venue (SSID: FREE-OICC, PASSWORD: grandcube).

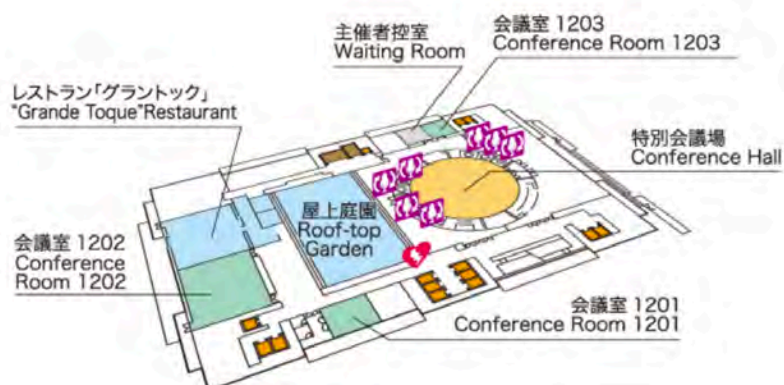
8F



11F



12F



Registration

Online registration opens on June 1, 2019. Early bird registration closes on August 15, 2019 (Closed).

Type	Early Bird (Until August 15)	Standard
Regular	JPY20,000	JPY28,000
Student	JPY15,000	JPY20,000

*Lunch for three days is included in the fee.

*If you register as a student, you will need to upload a copy of your student ID when you register online.

The registration desk will be open during the conference. You will pick up your registration pack and name badge at the conference registration desk, located in the lobby on the 12th floor of the conference venue. Cloakroom facilities are available throughout the conference at the registration desk.

Cancellation & Refund Policy

In case of cancellation by the registrant, refunds will be issued if received no later than one week prior to the start of the conference (i.e., October 6, 0:00 JST). No refund is possible after the deadline.

Accommodation

A list of recommended accommodation near the venue is available on the conference website. The closest hotel to the venue is the RIHGA Royal Hotel. The Super Hotel Osaka Natural Hot Springs and Hotel NCB are also within walking distance from the venue. As Osaka is a very popular tourist destination, we highly recommend that you book accommodation as soon as possible.

Excursion

Although an excursion is not included in the SSU3 program, you can book one yourself. A list of recommended excursions provided by JTB (Japan Travel Bureau) is available on the website. We hope you will enjoy exploring Japan!

Past SSU Events

SSU1 was held in Austria in 2015.

SSU2 was held in Greece in 2017.

Restaurant (Lunch)

Lunch will be served at Kitchen Fujioken on the 5th floor. All registered participants will receive lunch tickets for three days. We will ask your food preferences (vegetarian or non-vegetarian) by the end of September. We are sorry, but the restaurant does not serve vegan or halal meals.

Kitchen Fujioken (5F)



We offer meals made with the freshest of ingredients, including hamburg steak, curry and rice, which we know you'll enjoy.

We accept group reservations, and groups may also book out the entire venue.

Seating capacity	134 seat
Working days and business hours	The Convention Center open days (01/04 ~ 12/28) 11:00 AM ~ 3:00 PM * We also operate on a charter basis, so please contact us in advance in such cases. * Please make a reservation for use outside of business hours.
Direct telephone number	06-4803-5561

Café

Although we will provide complimentary refreshments during the breaks, the venue also has a café with a relaxing and inviting atmosphere on the 2nd floor (OIC CAFE). Please note that drinks and food at OIC CAFE are not included in the conference fee.

OIC CAFE (2F)



We offer an authentic experience at very reasonable prices.

Take your time and enjoy some fine, aromatic coffee in a relaxing and charming atmosphere. (We offer a variety of other refreshments as well.)

Seating capacity	81 seat
Working days and business hours	The Convention Center open days (01/04 ~ 12/28) 9:00 AM ~ 7:00 PM * We also operate on a charter basis, so please contact us in advance in such cases. * Please make a reservation for use outside of business hours.
Direct telephone number	06-4803-5561

Conference Dinner

The tickets are SOLD OUT! The information below is for those who have reserved tickets in advance.

An optional conference dinner will be held on Monday, October 14 at Flowers Cafe & Diner at Nakanoshima Banks. It is located right in front of the venue, and it takes only three minutes to walk there. You can enjoy the food as well as the excellent service and the open-air atmosphere by the river in the center of Osaka.

Delegates will be treated to a course meal with an all-you-can-drink option (see the menu below).

Meal tickets cost Regular (JPY6,000) / Student (JPY5,000) and can be booked via the online registration system. Please note that due to capacity limits, we can only accept 45 people (on a first-come-first-served basis). We recommend that you book your ticket as soon as possible!

[Menu] *Vegetarian menu options available.

Salade Nicoise
 Marinated Salmon
 Insalata Caprese with Prosciutto
 Marinated Shrimp and Seasonal Vegetable Salad
 Hamburger
 Pasta (Chef's selection)
 Fried Chicken
 French Fries
 Herb-Roasted Pork Shoulder
 Desert

**Please note that menu items are subject to change without notice, due to the availability of seasonal ingredients.*

