

The 4th International Conference on  
Situating Strategy Use

# Strategic Learning in an Uncertain World

CONFERENCE  
PROGRAMME



**22-24  
November  
2022**

**Te Herenga Waka – Victoria University of Wellington  
Wellington, New Zealand**

## **Notes for participants**

SSU4 takes a hybrid format, including both online and onsite presentations. All presentations will be accessible both online and onsite. However, there are several different formats for participants to be aware of, which are outlined here.

### **1. Preconference workshop**

One preconference workshop delivered by María Blanco-Hermida from the University of Westminster will be held from 4:30pm-6:00pm (NZDT) on Tuesday 22<sup>nd</sup> November. This workshop will be in synchronous online format via Zoom. This workshop will not be recorded or available to watch at another time. All participants who would like to attend the workshop should sign in to Zoom and attend the workshop online.

### **2. Keynote presentations**

Two keynote presentations will be pre-recorded with a live question and answer session at the end. The first keynote presentation on the second day of the conference (Dr. Awanui Te Huia) will be face-to-face, and will be livestreamed via Zoom. All keynote speakers will speak for approximately 45-50 minutes, with the final 10-15 minutes allowed for live Q&A. The pre-recorded keynote presentations will be played onsite at the time specified in the programme. At the end of the recording, each of these two keynote presenters will join us via Zoom for a live Q&A session. Participants are welcome to watch the keynote presentations and join the Q&A sessions either online or onsite.

### **3. Invited symposia**

Invited symposia will consist of contributions by symposium presenters and a Q&A session. The symposia will be pre-recorded and available to watch prior to the conference. One hour is set aside in the programme for a live Q&A session based on each symposium. Participants can join the Q&A session either online via Zoom or onsite in MCLT101. All participants should watch each symposium they are interested in before joining the Q&A session.

### **4. Pre-recorded presentations**

Presenters who register to present online will pre-record their presentations in advance of the conference. These pre-recorded presentations will be played for 20 minutes at the time specified in the programme. The subsequent 5 minutes will be for Q&A or discussion. Presenters are encouraged to join Zoom for a live Q&A session at the end of their 20 minute presentation. Even if the presenter is unable to attend, a live discussion session about the presentation will take place. Participants can watch these pre-recorded presentations at the time specified in the programme and join the Q&A session which follows online or onsite.

### **5. Onsite presentations**

Onsite presentations will be held live at the time specified in the programme and livestreamed via Zoom, allowing online participants to watch them and to join the Q&A session at the end.

Tuesday 22<sup>nd</sup> November

Fully Online Pre-conference Workshop

Time	<a href="https://vuw.zoom.us/j/4998719173">https://vuw.zoom.us/j/4998719173</a>
4:30-6:00pm	<b>A four-step simple, effective approach to strategy training</b>  <b>María Blanco-Hermida</b>

**Pre-conference Workshop Abstract**

**A four-step simple, effective approach to strategy training**

This session is an interactive workshop for teachers of any foreign language. We will start by briefly discussing the rationale for strategy training in foreign language courses. After that, we will discuss which language learning strategies to teach and how to teach them using a simple and effective four-step approach that I have used extensively in higher education. We will look at samples of work produced by students, and samples of typical feedback from students who have undertaken the strategy training. We will also discuss challenges I experienced and insights I gained whilst conducting the training sessions.

The training approach presented is informed by over 25 years of language teaching experience as well as current research into applied linguistics, cognitive psychology, and educational neuroscience.

**Facilitator: María Blanco-Hermida**

María has more than 20 years of experience teaching Spanish as a foreign language, as well as coaching students and training language teachers in language learning strategies. She is the author of “How to Learn Spanish: A guide to powerful principles and strategies for successful learning and self-empowerment” (Hikari Press, 2021) and “How to Teach Language Learning Strategies” (Lightwork Press, 2021).

Wednesday 23<sup>rd</sup> November

Pre-recorded Presentations\*

\*All sessions will have live Question and Answer sessions

Time	AMLT105	CO139	TTR106	TTR205	AM101	AM106
9:00	<b><u>Opening Ceremony AMLT105</u></b> (Please join the room/Zoom BEFORE 9am for a traditional Māori welcome)					
9:30-10:00	<b><u>Invited Symposium</u></b> <b>Assessing Learning Strategies</b>  <b><u>Dr. Rebecca Oxford &amp; Dr. Peter Gu</u></b>	Mediation strategy use by French as a foreign language learners  <b><u>Christoforou</u></b>	Strategic learning and technology for language learning: Post-pandemic insights  <b><u>Delgado</u></b>	Island ridge curve: A new lens for studying learner strategies  <b><u>Cai</u></b>	Promoting community learning: Ringling museum's family programmes during the pandemic  <b><u>Jiang &amp; Wang</u></b>	Idiodynamic Peer-Peer strategy training for willingness to communicate  <b><u>Ducker</u></b>
10:00-10:30		Language learning strategies in a remote SFL class during COVID-19  <b><u>Cruel</u></b>	Communication strategies in contemporary curricula: Investigating core French in Canada  <b><u>E. Griffiths</u></b>	Online engagement strategies: More evidence for the island ridge curve  <b><u>Yang, Ge &amp; Cai</u></b>	Motivational orientations of children with dyslexia learning EFL in Greece  <b><u>Gavriilidou</u></b>	Gamified language learning strategy instruction  <b><u>Gunning &amp; Hernandez</u></b>
10:30	Morning Tea Break – Te Toki a Rata Lobby					
11:00-12:00	<b><u>Keynote Presentation AMLT105</u></b> <b>Researching Learning Tactics and Strategies with Modern Software Technologies</b>  <b><u>Dr. Philip Winne</u></b>					

12:00-12:30	A toolbox for transformative learning <a href="#"><u>Corder</u></a>	The efficacy of teaching phrasal verbs online <a href="#"><u>Haugh</u></a>	A strategy-based reading syllabus for Asian-Pasifika scholars in an EAP programme <a href="#"><u>Hoang</u></a>	Language learning strategies in an uncertain world: Difficulties and solutions <a href="#"><u>C. Griffiths</u></a>		Students' end-revision performance and evaluating strategy use in E-C translation <a href="#"><u>Wang</u></a>
12:30	Lunch Break - Te Toki a Rata Lobby					
1:30-2:00	Writing strategy use: Teachers' perceptions and students' practice <a href="#"><u>Nguyen</u></a>	Vocabulary learning strategy instruction and L2 vocabulary learning <a href="#"><u>Mitits</u></a>	Validation of a grammar learning strategy inventory in Iran <a href="#"><u>Pawlak</u></a>	Developing a theoretical model of strategic language learning and use <a href="#"><u>Thomas</u></a>	Strategic learning across skills in a multilingual context <a href="#"><u>Ruiz de Zarobe</u></a>	New Zealand students' strategic efforts related to Chinese language learning <a href="#"><u>Gong</u></a>
2:00-2:30	<b><u>Invited Symposium</u></b> <b>Teacher Education for Strategic Learning</b> <a href="#"><u>Dr. Joan Rubin</u></a>	Morphological segmentation as a strategy for promoting vocabulary comprehension <a href="#"><u>Rousoulioti &amp; Melissaropoulou</u></a>	Relieving negative Chinese transfer in syntactic writing through computational thinking <a href="#"><u>Tang &amp; Ma</u></a>	Self-regulated learning strategies in a Japanese university EFL online context <a href="#"><u>Molnar</u></a>	How effective the BIG6 is in promoting students' comprehension in English <a href="#"><u>Hartati, Hutagalung, Atmanegara &amp; Diem</u></a>	Developing learning strategies through classroom-based self-directed language learning <a href="#"><u>Pemberton</u></a>
2:30-3:00		Developing a questionnaire to measure self-regulated listening strategy use <a href="#"><u>Yabukoshi</u></a>	Teaching awareness and use of intensive reading strategies <a href="#"><u>Yphantides</u></a>	Strategic use of Google Translate by Japanese university EFL students <a href="#"><u>Yuasa &amp; Takeuchi</u></a>	Strategic EFL learning in the information era: Self-regulation of successful learners <a href="#"><u>Tang, Hu &amp; Ling</u></a>	An investigation on the learning strategies of trilingual learners <a href="#"><u>Bu</u></a>
3:00	Afternoon Tea Break - Te Toki a Rata Lobby					

3:30-4:00	<b><u>Invited Symposium</u></b> <b>Tangible insights from current and future research in the strategizing of language learners and users</b>	Use of an eye-tracker in investigating language listening strategies  <a href="#"><u>Diaz &amp; Kaldonek-Crnjaković</u></a>	Problem-solving strategies for university students in extensive reading  <a href="#"><u>Goto</u></a>	Learners' engagement with feedback from an automated writing evaluation system  <a href="#"><u>Li</u></a>	From organizational and reading strategies to reading ability in the 8th grade EFL learners in West China  <a href="#"><u>Meng &amp; Fu</u></a>	Holistic picture of motivational regulation strategies in SRLs process model  <a href="#"><u>Yamashita</u></a>
4:00-4:30	<a href="#"><u>Dr. Andrew Cohen &amp; Dr. Isobel Kai-Hui Wang</u></a>	Relationship between language learning strategies, affective factors and language proficiency  <a href="#"><u>Stander</u></a>	Developing and evaluating reading strategies in multimodal teaching contexts  <a href="#"><u>Kofou, Geralexi &amp; Kollatou</u></a>	Meta-cognitive strategies in Chinese and English writing: A within-subject comparison  <a href="#"><u>Xu &amp; Zhu</u></a>	Promoting learner autonomy through an adult extensive reading programme  <a href="#"><u>Huynh</u></a>	Goal orientation for self-regulated learning in foreign language self-study  <a href="#"><u>Fukuda</u></a>
4:30-5:00	Investigating the use of grammar strategies in technology-enhanced language learning  <a href="#"><u>Pawlak</u></a>	Undergraduate students' online learning self-efficacy in post-Covid 19 pandemic  <a href="#"><u>Shomotova &amp; Ibrahim</u></a>	Japanese EFL learners' strategy use for improving English oral presentation  <a href="#"><u>Hida</u></a>	Effects of strategy-based instruction on Chinese EFL writers' emotional aspects  <a href="#"><u>Hu</u></a>	Formative assessment of students' strategic learning in reading circles  <a href="#"><u>Yang</u></a>	Self-led and classroom instruction listening insights into metacognitive strategy instruction  <a href="#"><u>Madarbakus-Ring</u></a>
6:30-onwards	Conference Dinner					



Thursday 24<sup>th</sup> November

# Onsite presentations\*

\*Onsite presentations will be livestreamed via Zoom

Time	AMLT105	TTR106	AM101	CO139
9:00-10:00	<b><u>Keynote Presentation AMLT105</u></b> <b>Strategies for learning te reo Māori: Indigenous language learning challenges in a colonial context</b> <a href="#"><u>Dr. Awanui Te Huia</u></a>			
10:00-10:30	Contemporary grammar learning strategies: Towards the creation of a dedicated survey <a href="#"><u>Bielak, Mystkowska-Wiertelak &amp; Amerstorfer</u></a>	Autonomy or agency? A corpus-study of their relationship to strategies <a href="#"><u>Ballance</u></a>	Using design-based inquiry to investigate strategic learning in context <a href="#"><u>Hettimullage</u></a>	“The most seen I have felt”: Labour-based grading as care <a href="#"><u>Otsuki, Gibson &amp; Anderson</u></a>
10:30-11:00	Morning Tea Break - Te Toki a Rata Lobby			
11:00-11:30	The LLS university course: Voices of pre-service teachers in Poland <a href="#"><u>Kaldonek-Crnjaković</u></a>	Situating machine translation literacy in language education <a href="#"><u>Alm</u></a>	From theory to practice – Redesigning a rater training programme <a href="#"><u>Kose &amp; Botelho de Magalhaes</u></a>	International students in NZ universities: Challenges, agency, and strategies <a href="#"><u>Dofs</u></a>
11:30-12:00	Language learning strategies beyond the classroom: Adult refugees’ L2-strategy use and its impact on learning cognition <a href="#"><u>Navarro</u></a>	AI in language strategy research: A CALL technology trial <a href="#"><u>De Jonge</u></a>	Toward incorporating online reference resource consultation into the strategy instruction <a href="#"><u>Mizumoto</u></a>	Becoming independent learners through strategy use <a href="#"><u>Acton</u></a>
12:00-12:30	Language learning strategies among Engineering graduates: A qualitative study <a href="#"><u>Chakravarty</u></a>	Using analytical and synthetic phonics to teach reading in L2 <a href="#"><u>Lynch</u></a>	Student reflection with peers as a learning strategy <a href="#"><u>Ambinintsoa Razafindratsimba &amp; MacDonald</u></a>	L1 university students’ vocabulary-related difficulties and strategies at university <a href="#"><u>Ruegg</u></a>
12:30-1:30	Lunch Break - Te Toki a Rata Lobby			

1:30-2:00	Flipped classrooms for promoting strategic language learning: What can we learn from teachers' perspectives and practices?  <a href="#"><u>Hettimullage</u></a>		Teaching students strategies for providing effective peer feedback  <a href="#"><u>Gyamfi</u></a>	Surviving the PhD: Research and learning strategies  <a href="#"><u>Cotterall</u></a>
2:00-2:30	Sustainable transformative strategies of international students in Australian higher education  <a href="#"><u>Kim</u></a>	Hacking fluency: L2 readers and strategies for reading development  <a href="#"><u>Isozaki</u></a>	Peer learning strategies for online, hybrid, and in-person instruction  <a href="#"><u>Kunschak</u></a>	International nursing students' learning strategies for building confidence at placement  <a href="#"><u>Yahalom</u></a>
2:30-3:00	Investigating vocabulary-learning strategies of language learners in an EAP course  <a href="#"><u>Le</u></a>	CFL beginners' learning strategies during COVID-19 pandemic  <a href="#"><u>Lei</u></a>	Understanding learning in MOOCs through student generated text: Computer-assisted identification of confusion  <a href="#"><u>Elgort, McDonald, Prior, Whitty, Parkinson &amp; Donald</u></a>	Strategies for designing learning-centred spaces: The architect's challenge  <a href="#"><u>Piovaccari</u></a>
3:00-3:30	Afternoon Tea Break - Te Toki a Rata Lobby			
3:30-4:30	<p align="center"><b><u>Keynote Presentation AMLT105</u></b></p> <p><b>Learning to Learn Effectively in Today's Hyperconnected World: Essential Strategies for Students and Teachers</b></p> <p align="right"><a href="#"><u>Dr. Patricia Alexander</u></a></p>			
4:30-5:00	<b><u>Closing ceremony AMLT105</u></b>			



## **Keynote Presentation Abstracts**

### **Researching Learning Tactics and Strategies with Modern Software Technologies**

**23<sup>rd</sup> November, 11:00-12:00 NZDT, AMLT105**

Modern software technologies offer new opportunities to help researchers and learners examine learning. With learners' consent, software can track in fine-grained and extensive details the information on which they operate, traces of cognitive and metacognitive operations they apply to information as they learn, and timing. I illustrate how nStudy, one example of these modern technologies, can support investigations of learning tactics and strategies. I outline theory and models that are foundations for nStudy's features, and how these guide interpretations of data learners create alongside other data nStudy gathers. Systems like nStudy can collect big data needed to advance learning science developed by the community of "professional" learning scientists and the important case of learning science each learner develops via self-regulated learning when  $N=me$ .

**Speaker: Professor Phil Winne**

Struggling to contain his curiosity, Phil's research ranges over self-regulated learning, metacognition, learning analytics, designing software technologies to advance research and help learners boost achievements, and research methodologies in the learning sciences. He is honored to be an elected Fellow of the Royal Society of Canada, the American Educational Research Association, the American Psychological Association, the Association for Psychological Science, and the Canadian Psychological Association.

## **Strategies for learning te reo Māori: Indigenous language learning challenges in a colonial context**

**24<sup>th</sup> November, 9:00-10:00am NZDT, AMLT105**

This presentation focuses on some of the Māori language learning strategies that Māori second language learners have applied to reach high levels of proficiency. This research involves perspectives from Māori who have engaged with a range of learning options, including formal tertiary institutions, community based whānau language programs (such as Te Ataarangi), and more intensive language learning courses. Many Māori heritage language learners have fewer opportunities to use te reo Māori outside of formal language spaces, our research highlighted the need for multiple learning options, as learners tended to find a range of techniques necessary over one standardized approach. The research comments on the necessity to have real life interactions that are included in language learning environments in contexts where colonization has impacted on the availability of the language outside of the classroom setting.

**Speaker: Dr. Awanui Te Huia**

Awanui Te Huia has been working with Te Kawa a Māui since 2011 lecturing mainly in the Māori language programme. She has a PhD in Psychology that focuses on factors that support heritage language development for Māori learners of te reo Māori. Awanui's research interests centre around Māori language learning, the development and use of Māori language resources, and the normalisation of Māori language use. She is also interested in researching the ways in which Māori and Pākehā come to know more about our colonial history, and how such knowledge contributes to concepts of biculturalism in Aotearoa. Most recently, Awanui has lead a team of researchers to understand the motivations, for Māori language acquisition and use by Māori heritage language learners. This national mixed methods research (n = 1037) demonstrated the importance of connectedness, and having community language support for te reo Māori learners and speakers.

# **Learning to Learn Effectively in Today's Hyperconnected World: Essential Strategies for Students and Teachers**

**24<sup>th</sup> November, 3:00-4:00pm NZDT, AMLT105**

Today's students and teachers inhabit a world that has been dramatically transformed by digital technologies. These technologies have given rise to the hyperconnected environments in which students and teachers now live and work. Yet, the amazing speed and pervasiveness of this transformation have left teachers, students, parents, and policymakers with little opportunity to reflect on the pedagogical, psychological, or personal costs and benefits that have arisen at the individual, institutional, or societal level. It is the aim of this presentation to provoke such reflection by considering salient educational costs and benefits for today's students and teachers. Specifically, Dr. Alexander will explore the positive and negative effects of these digital transformations on students' learning and on their socioemotional well-being and on the effectiveness and welfare of the professionals who guide their learning and development. Following this provocation, Dr. Alexander forwards recommendations for students and teachers that can help reduce the costs that come with living and learning in this transformed world, while enhancing the potential benefits for all who populate these hyperconnected learning environments.

## **Speaker: Professor Patricia Alexander**

Patricia A. Alexander is an educational psychologist who has conducted notable research on the role of individual difference, strategic processing, and interest in students' learning. She is currently a university distinguished professor, Jean Mullan Professor of Literacy, and Distinguished Scholar/Teacher in the Department of Human Development and Quantitative Methodology in the College of Education at the University of Maryland and a visiting professor at the University of Auckland, New Zealand.

## **Invited Symposia Abstracts**

### **Assessing Learning Strategies**

**23<sup>rd</sup> November, 9:30-10:30am NZDT, AMLT105**

**Facilitators: Professor Rebecca Oxford & Dr. Peter Gu**

In this symposium, we bring together a group of researchers who have been keenly interested in the assessment of learning strategies. We will showcase different ways in which learning strategies have been defined, operationalised, elicited, analysed, presented, and used for research and instructional purposes. We contend that the assessment of a central construct in a research field represents the maturity of research in the field. It is hoped that this symposium will raise the awareness of scholars about the need to strengthen and diversify our efforts on the assessment of learning strategies.

#### **01. Assessing Learning Strategies**

Peter Yongqi Gu, Victoria University of Wellington

Rebecca Oxford, University of Maryland

This presentation focuses on the how of learning strategies assessment and briefly introduces the symposium. We first review the most often used assessment measures, introduce a few less employed assessment tools, and outline a wide array of strategy assessment tools classified along various dimensions. We conclude that both theory-driven and data-driven approaches are needed, and that in addition to the assessment of strategic learning, more attention should be directed to the assessment for strategic learning for transformative purposes. What follows in this symposium represents a few examples which we believe point to directions for future efforts in the assessment of learning strategies.

#### **02. Considerations in Designing and Validating the Diagnostic Inventory of Strategic Language Learning (DISLL)**

Rebecca Oxford, University of Maryland

Pamela Gunning; Teresa Hernandez-Gonzalez, Concordia University

Peter Gu, Victoria University of Wellington

In this segment of the symposium, we present an evolution of theoretical underpinnings of strategy research, from the early beginnings covering the good language learner, metacognition, and learner autonomy, leading up to current research on self-regulated learning. The conceptualization of strategic self-regulated learning represents the theoretical framework for the Diagnostic Inventory of Strategic Learning (DISLL). We demonstrate our rationale for creating a general, diagnostic self-regulated learning strategy questionnaire. We provide a detailed description of the developmental process of this new instrument, which is intended for use by students, instructors, and researchers, who will benefit from the questionnaire. Finally,

we present the validation process, based on the argument-based approach to validity. We establish the validity of DISLL by examining claims and inferences related to its interpretation and use, and by finding evidence to support each claim. The above theoretical and practical standards convince us that DISLL contributes to strengthening and diversifying recent efforts on the assessment of learning strategies.

### **03. Self-Assessment of Language Learning Strategies: Turning Students into Process Tracers**

Nathan Thomas, University College London

Process Tracing (PT) is a within-case method that can be used in nomothetic (theory building/testing) and idiosyncratic (explaining outcome) research. Its aim is to open the ‘black box’ of causality that actively links a trigger (X) to an outcome (Y). Currently, PT is popular in political science, where entities engaging in activities are traced empirically (see Beach & Pedersen, 2019). However, PT has its origins in cognitive/behavioral science, where individuals are the unit of the analysis (see Schulte-Mecklenbeck, 2019). In this presentation, I will briefly provide an overview of PT. Then, I will illustrate how we can adapt it to enable students to trace their own strategic processes and build minimally sufficient explanations for their success/failure of using language learning strategies for specific tasks. These self-assessments may be built up over time to empower students to learn from their own experience, develop personal casual theories, and generate individual best practices.

### **04. Assessing Learning Strategies Using Near-Infrared Spectroscopy: Possibilities and Challenges**

Osamu Takeuchi, Maiko Ikeda & Atsushi Mizumoto, Kansai University

This presentation will discuss the possibilities and challenges of using an innovative neuroimaging technique (i.e., near-infrared spectroscopy: NIRS) to assess the use of foreign and second language (L2) learning strategies. Specifically, we refer to Takeuchi, Ikeda, and Mizumoto (2012b), an empirical study aimed at validating Macaro’s (2006) model of strategy use among L2 learners. In this study, the amount of neural activity around the prefrontal cortex, which is considered the locus of working memory (WM), was assessed using NIRS. Data obtained through stimulated-recall interviews were also utilized to supplement the neuroimaging data. In addition, we examined whether WM activation during first language (L1) strategy deployment was lower than that during L2 strategy deployment, as hypothesized by Macaro (2006). Referring to the results of this study, together with the results of other empirical studies conducted by the authors using NIRS (e.g., Mizumoto, Ikeda, & Takuechi, 2016; Takeuchi, Ikeda, & Mizumoto, 2012a), we will present some implications, i.e., possibilities and challenges, for future research on L2 learning strategies.

## **05. From Online Diagnostic Language Assessment to Tailored EFL Learning – Diagnosing Learning Strategies in EFL Reading**

Xiaomei Ma, Wenbo Du & Yaru Meng, Xi'an Jiaotong University

This presentation focuses on one of the primary components of PELDiaG, , addressing how an EFL reading diagnostic model was constructed, which aims to accurately measure learners' strengths and weaknesses in understanding the processes and strategies in reading comprehension, using Cognitive Diagnostic Approach (CDA). Based on CDA theory, the diagnostic model construction starts with the identification of cognitive processes and strategies elicited in reading comprehension test and then is followed with the construction of the Q-matrix, a hypothetical model aiming to reveal the relationship between test items and reading strategies. Next, the cognitive classification models are used to analyze the data (sample=740) until a good fit is achieved between Q-matrix and test responses. Finally, the constructed model generates diagnostic feedback in text and graphs, from which students immediately receive the information of their mastery of reading comprehension score as well as their strengths and weaknesses of reading strategies use. Through web technology these learners' diagnostic reports and the corresponding strategies guidance can be quickly made available online for both learners and teachers. Hence, most student users (over 80%) held very positive attitude towards the system as well as the reading strategies diagnostic feedback.

## **06. Confirmatory Composite Analysis (CCA): A new method for validating scales and questionnaires**

Abdullah Alamer, King Faisal University

Almost by default, theoretical concepts of education and L2 research are evaluated as latent variables using the common factor model. Often, researchers use confirmatory factor analysis (CFA) for this purpose. However, for concepts such as language learning strategies, motivational interventions, language skills, classroom activities and experience, educational plans, and textbook quality (among others), CFA appears questionable. These concepts are referred to as emergent variables/composites, not latent variables/common factors. As such, using CFA to test composites is theoretically unjustified and will probably be empirically rejected. In such instances, it would be theoretically sounder to employ the composite model. To do so, a new method called confirmatory composite analysis (CCA) is developed and introduced. CCA works in analogy to CFA but works with composites instead of common factors. I argue that researchers working with composites may need to revisit the validity of their constructs by considering CCA.

# **Teacher education for strategic learning**

**23<sup>rd</sup> November, 2:00-3:00pm NZDT, AMLT105**

**Facilitator: Dr. Joan Rubin**

Strategic Learning is the ability to use a strategy/strategies in an appropriate and effective manner. When teachers are successful in facilitating Self-Regulated Learning (SRL) their students are able to manage or regulate their own learning. Teacher Educators have begun to research some of the most effective techniques to enable teachers to promote SRL. The presenters in this symposium will discuss the efficacy of some techniques identified to develop teachers' skills in promoting SRL. It will include research that can inform the development of subject teachers' pedagogical strategies that facilitate learners' strategic language learning and use in English medium instruction. Other presentations will explore research aimed at developing teacher candidates' understanding of SRL and ways to support them in translating SRL into their practice.

## **01. Two tools to enable student teachers to understand, adopt, and facilitate the use of strategic learning**

Joan Rubin, Joan Rubin Associates  
Claudia Acero, Universidad de la Sabana

Strategic learning or self-regulation means that the learner doesn't just learn to use a strategy but rather learns after some consideration to use it appropriately. This presentation will describe some research with two tools (diaries and protocols) used with student teachers to enhance their understanding of how to promote strategic learning. It will discuss the successes and limitations resulting from this research.

## **02. Understanding subject teachers' efforts to facilitate learners' strategic language learning and use in the context of English-medium education**

Xuesong (Andy) Gao, University of New South Wales  
Jack K.H. Pun, City University of Hong Kong  
Jingjing Hu, Sun Yat-sen University

A growing number of learners are learning both subject content and language using English as a medium of instruction (EMI) in Asia and other parts of the world. They need to adopt appropriate strategies in learning and use the English language for EMI education. In this paper, we report on our research on subject teachers' efforts to support learners' learning of subject content and language in EMI classes in Hong Kong. We identified that subject teachers attempted to facilitate learners' language learning and use with language learning strategies, but these teachers often found it challenging to support learners' strategic language learning/use adequately. We contend that language learning strategies researchers should transfer critical research findings to inform the development of subject teachers' pedagogical strategies in facilitating learners' strategic language learning and use for EMI education.

## **03. Enabling teacher candidates to understand and facilitate the use of strategic learning**

Leyton Schnellert, University of British Columbia



# **Tangible insights from current and future research in the strategizing of language learners and users**

**23<sup>rd</sup> November, 3:30-4:30pm NZDT, AMLT105**

**Facilitators: Professor Andrew Cohen & Dr. Isobel Kai-Hui Wang**

The intention of the symposium is to get brief pre-recorded statements from key players in the LLS field. Major contributors to the field will be invited to provide meta-reflections on a specific area for which they have particular expertise. Ideally, such statements will deal with meaningful instances where links between research and successful language learning and use practices have already borne fruit, as well as with timely speculation regarding future research that is likely to contribute to strategizing in a productive manner. This current “Third Wind of LLS” includes, among other things, both a continued interest in surveys of learner self-reported strategy use, as well as studies focusing on how learners actually use strategies to accomplish language learning and use tasks. The collection of pre-recorded statements will be addressed during a synchronous discussion session including both follow-up remarks by the key players, as well as questions and comments from others – in the true spirit of a symposium.

## **01. What clothing is the empress actually wearing?**

Andrew D. Cohen, University of Minnesota

Cohen’s remarks are intended as a meta-reflection on the nature of language learner strategy (LLS) research presented at applied linguistics conferences and appearing in the popular applied linguistics journals. He expresses a concern that LLS research may at times be stuck in a repeater loop – which gives it a kind of Holy Grail aura. In other words, LLS researchers around the world appear more than happy to replicate the work of others – especially that of the leading experts, without checking whether that work is out of date – and if so, whether it is time to move on. To what extent do what are often macro-level survey results provide language teachers what they need to support learners in enhancing their strategy use? Cohen feels that we need to look beyond the Holy Grail of LLS – that the time has come to increasingly shift the focus from the more macro-level to the more micro-level in our strategy descriptions. The intent would be to increase the potential of generating research outcomes that could be more readily incorporated into LLS guidelines for learners.

## **02. Insights from research about how language learners actually engage with vocabulary strategy instruction and how they strategize in the process of vocabulary learning**

Isobel Wang, University of Edinburgh

Studies over the years have highlighted the positive impact of vocabulary strategy instruction (VSI) on learning outcomes (i.e., improvement in vocabulary knowledge, vocabulary size, or both). In this presentation, I wish to reflect on what language learners actually do with the VSI that is made available to them – i.e., how they process it and incorporate it into the completion of language tasks. I consider some limitations of prior VSI studies using experimental designs and questionnaire surveys, although macro-level findings provided by such quantitative studies

remain useful for teachers. I discuss how qualitative methods especially using verbal report techniques could assist researchers in performing a close-order analysis of learners' actual engagement with VSI. I then consider how this micro-level approach could help us to better understand the complex dynamics of VSI and inform future practice.

### **03. Theory building in LLS research**

Peter Yongqi Gu, Victoria University of Wellington

In this presentation, I argue that theory building is not only necessary but also urgently needed for research on language learning strategies (LLS), for, as Lewin (1943, p. 118) put it, "there's nothing as practical as a good theory." I briefly introduce two major theories as applied to LLS, namely, strategies as cognitive skills (O'Malley & Chamot 1990) and the Strategic Self-Regulation (S2R) Model (Oxford, 2017). Next, I outline what a theory is and what theories do. I also review two major processes of theory construction; and offer criteria for theory evaluation. I conclude by calling for more and more appropriate theories in order to better understand LLS, explain more clearly relationships among related constructs, predict the usefulness of LLS, and to empower learners.

### **04. Reflections on the use of technology as a means for providing learners with strategy instruction**

Julie M. Sykes, University of Oregon

### **05. Reflections on how SI research findings can inform learners' strategy use**

Luke Plonsky, Northern Arizona University

### **06. Insights from research about tangible payoffs from grammar SI**

Mirosław Pawlak, Adam Mickiewicz University

The meta-reflection opens with the definition of grammar learning strategies (GLS) in terms of the key distinction between explicit and implicit (automatized) knowledge of L2 grammar. Subsequently, the potential foci of research into GLS are considered and the need to combine the macro- and micro-perspective when conducting such empirical investigations is stressed. Given the scarcity of relevant empirical evidence, the outline of a research project that is currently under way is subsequently briefly presented. The study investigates the effects of SBI focusing on GLS, looking at group and individual patterns in the use of such strategies, the mastery of selected grammar structures in English, and the mediating effect of individual difference factors (i.e., beliefs, learning styles, motivation, grit, curiosity, enjoyment, engagement). The envisaged payoffs of the intervention are discussed. The presentation closes with an appeal for bringing the field of strategy research, including research into GLS, closer to practitioners' concerns, whether the macro- or micro-perspective is adopted.

**07. Research directions for LLS-informed language teacher education: Insights from auto-ethnographic meta-reflection**

Martha Nyikos, Indiana University

**08. Reflections on widening perspectives to cater for the diversity in students' backgrounds**

Vee Harris, Goldsmiths College

**09. Reflections on the impact of SI on Greek language learners over the years**

Zoe Gavriilidou & Lydia Mitits, Democritus University of Thrace

The aim of the presentation is to reflect on the impact of language learning strategy instruction on Greek language learners over the past 20 years in Greece. A major boost for the study of language learning strategies (LLS) was the 2012 nationwide Thales project, with Zoe Gavriilidou as scientific coordinator, focused on profiling EFL and Greek L2 learners with respect to LLS as well as on providing language teachers and education policy makers with LLS instruction guidelines. What followed was a wave of research studies and publications by the Thales team members, coupled with language teacher trainings in our educational system. Next, we consider the impact of the insights that our team has gained concerning language teachers and their practices but also our current work with Greek heritage language learners in the U.S. We conclude with our present and future research interests and the shift from the macro- to the micro-level of LLS study.

**10. Language learning strategies and young language learners: Making the match for successful strategy instruction**

Pamela Gunning, Concordia University

**11. Content-language integrated language learners' strategy use**

Andy Gao, University of New South Wales

## **Parallel Session Abstracts**

**Wednesday 23<sup>rd</sup> November**

### **Pre-recorded presentation abstracts**

#### **Mediation strategy use by French as a foreign language learners**

23<sup>rd</sup> November, 9:30-10:00 NZDT, CO139

**Nathalie Christoforou, University of Cyprus**

This study investigates whether a group of French as a Foreign Language (FFL) learners use effective strategies in different mediation activities, such as simplifying or paraphrasing a text and demonstrates how techniques can improve learners' strategic performance. Research has shown that weaker foreign language learners do not effectively choose their strategy use (Vann and Abraham, 1990) and that strategy instruction is beneficial to learning (O'Malley and Chamot, 1990; Grenfell and Harris, 1999; Macaro 2001; CEFR, 2001; Oxford, 2011). In this case study, we were mainly inspired by Oxford's "Strategic Self-Regulation Model" (2011), which presents, among others, tactics that help with communication such as using a synonym, a circumlocution or making up a new word and by the Common European Framework of Reference for Languages Companion Volume's mediation strategies for both oral and written tasks (CEFR, 2017).

Therefore, we have conducted a qualitative and quantitative study on a group of 80 teenage students of A1-B2 level in FFL. We have examined the learners' mediation strategy use in order to be able to help them become "strategically self-regulated learners" (Oxford, 2011: 15) throughout strategic guidance. A pretest and a posttest based on two text mediation activities, one oral and one written, analyzed to reveal the students' self-directed tactics as well as their needs in mediation strategies, will be presented in addition to tools and instruction techniques used.

The results showed that mediation strategy chains can be complex and that raising awareness of their existence can improve communication effectiveness.

#### **Strategic Learning and Technology for Language Learning: Post-pandemic Insights**

23<sup>rd</sup> November, 9:30-10:00 NZDT, TTR106

**Natanael Delgado, Juarez University of the State of Durango**

From a social cognitive perspective, Self-regulated learning involves the systematic use of strategies such as goal setting, planning, self-monitoring and self-evaluation in three phases (forethought, performance and self-reflection). It has been claimed that self-regulated learning can be enhanced through technology-oriented learning settings (Zimmerman, 2008). Considering these two strands, in 2018, a Model for learning English called Training Model for Self-regulated Language Learning with Technology was developed for blended learning at the undergraduate level in a Mexican Public University. This model amalgamates the cognitive perspective of Self-regulation (Zimmerman, 2000) with technology, through Integrative

Learning Technologies (ILT), an approach that, according to its name integrates the pedagogical characteristics and affordances of the Net and World Wide Web. (Kitsantas & Dabbagh, 2010). Two years later (2020), due to the COVID 19 pandemic, this model had to be re-structured for emergency remote education.

This proposal based on a deep post-pandemic understanding, compares and contrasts the design, development, delivery and management of two courses under this framework: one that run in 2018, before the pandemic, and one that took place in 2021, during the pandemic. This comparison stresses the role of the learner's digital literacy and training to use self-regulated learning strategies as key factors in their success or failure on these types of courses. It also suggests how the Training Model for Self-regulated Language Learning with Technology might be refined to guarantee strategy transfer and thus, a real impact on the learner's lifelong learning.

### **Island Ridge Curve: A new lens for studying learner strategies**

23<sup>rd</sup> November, 9:30-10:00 NZDT, TTR205

**Yuyang Cai, Shanghai University of International Business and Economics**

The aim of this study is to introduce an emerging theory, Island Ridge Curve (IRC), as a new lens to study language learner strategies. More than four decades of research in language learner strategies have provided abundant evidence showing the importance of learner strategies to language learning and language use. Regardless of the advancement, a thorny issue still remains in the field, that is, the effect of learner strategies seems to be so intractable that, it appears in one situation but disappear in another. Many researchers have spotted that the actual effect of learner strategies does not always reside in the quantity or quality of strategy use itself, but depends on contextual factors such as strategy users' motivation to learn the language, their confidence in using these strategies, and more importantly, their current language proficiency levels that allow them to use learner strategies effectively. In this proposed presentation, the presenter will introduce an emerging theory, the IRC, to study the complex interaction between strategy use and language proficiency. The presentation will fall into three sections. Section One will give a brief view of learner strategy research in language learning and language testing. Section Two will brief the evolution of the IRC and justify the appropriateness of using the IRC to study learner strategies. Section Three will introduce some handy techniques for carrying on learner strategies studies from the lens of the IRC.

### **Promoting Community Learning: Ringling Museum's Family Programs During the Pandemic**

23<sup>rd</sup> November, 9:30-10:00 NZDT, AM101

**Xiaonan Jiang, Shandong College of Arts/ Florida State University & Zida Wang, Florida State University**

Museums are educational institutions that provide multiple opportunities for the public to conduct free-choice or informal learning (Falk & Dierking, 2013). With the American Association of Museums advocating for museum education (Hirzy, 1992), many museums have gradually shifted their focus from being about something (the object) to being for someone (the visitor) (Weil, 1999) and they have developed diverse educational programs to meet visitors' needs. During the pandemic of Covid-19 when art museums worldwide

experienced temporary closure, the Ringling Museum (n.d.) continued to implement its educational functions by reaching out to the community with its online programs.

We will analyze how the Ringling Education Department made adaptations during the challenging time and used Visual Thinking Strategies to design and implement its family programs. Based on the results of a relevant online survey, we will further discuss the strengths and weaknesses of Ringling's virtual family programs and advocate the value of equity, diversity, and inclusion (American Psychological Association, 2021) in promoting community learning in an uncertain world.

## **Idiodynamic Peer-Peer strategy training for willingness to communicate**

23<sup>rd</sup> November, 9:30-10:00 NZDT, AM106

**Nathan Ducker, Miyazaki Municipal University**

Engaging in communication is seen as vital for successful second language acquisition; therefore, L2 educators and researchers are interested in understanding factors that impact the learner difference, willingness to communicate (WTC). WTC antecedents have been studied as both trait-like characteristics, e.g., motivation, confidence, or anxiety, and as situational factors such as interlocutor relationships and topic knowledge. However, there are relatively few empirically tested WTC-focused pedagogical interventions and even fewer studies focusing on learner manipulation of WTC antecedents; therefore, little is known about the strategies learners use to protect and enhance their WTC efforts. To uncover learners' WTC-focused strategy use, this study invited students to use idiodynamic methodology to investigate how their peers protected and enhanced key WTC antecedents, such as anxiety or confidence, during a classroom discussion. Students' findings were then presented in a subsequent class, enabling all participants to learn from others and discuss their WTC-related insights. Results showed that learners displayed one of three goal-orientated stances toward peer-peer strategy elicitation: self-improvement, rapprochement, or reassurance. In terms of LLSs development, through this activity learners could (1) recognize personal weaknesses, (2) become aware of others' needs, (3) improve their learning attitudes, (4) copy metacognitive WTC strategies, (5) copy communication strategies, (6) and imitate general study strategies. Crucially, high-talk students reported orchestrating strategies in a pattern of: task visualization>metacognitive resetting>pre-determined action towards difficulties. Students also reported continuing to notice their peers' strategy use in subsequent classes. Adaptation of these findings to future study and pedagogy are also discussed.

## **Language Learning Strategies in a Remote SFL Class during COVID-19**

23<sup>rd</sup> November, 10:00-10:30 NZDT, CO139

**Jevic Anjin Cruel, University of the Philippines Baguio**

Emergency remote language teaching is different from planned online language education and as such, there have been calls for more research to adequately describe the experiences of both students and teachers during the COVID-19 pandemic (Jin et al., 2022). In the Spanish as a Foreign Language (SFL) context, studies on the effect of COVID-19 are limited to proposals on the migration to online learning, the successes and challenges of the shift from face-to-face to online learning, as well as the investigation of student motivation given this shift. This paper



reports on the language learning strategies of selected undergraduate students in a remote SFL class at the beginner level in a public Philippine university. Data was collected through weekly video diaries recorded by the students and a semi-structured interview with the participants. Using thematic analysis, various language learning and language use strategies were identified, with special attention to how technology facilitates remote language learning, such as the use of language games and applications. These strategies are used to compensate for the minimal exposure that students get in the target language given its foreign language context. In the presentation, implications for both remote language learning and teaching will be discussed.

## **Communication strategies in contemporary curricula: investigating Core French in Canada**

23<sup>rd</sup> November, 10:00-10:30 NZDT, TTR106

**Ed Griffiths, Concordia University**

Communication strategies (CSs) have been generally viewed as ways in which language learners may circumvent, and hopefully overcome, communicative difficulties (see, e.g., Dörnyei & Scott, 1997; Kennedy & Trofimovich, 2016). However, it is not always clear to what extent CS research has filtered into contemporary second language teaching practice. This presentation addresses this gap by reporting the results of a document analysis of how CSs are represented in curricula for Canadian Core French (i.e., French taught in schools in a non-immersion environments) from 11 provinces and territories. Using a CS framework derived from Nakatani (2010), I discuss which strategies are referenced in curricula, at what grade level, and with what frequency. For example, some strategies, such as paraphrase and appeal for repetition, were commonly found in curricula, while others, such as the use of fillers, were not. I proceed to discuss how CSs are described, whether the explicit teaching of CSs is prescribed, and how existing CS research seems to inform curricula, alongside the methods and resources suggested for teachers in explicit CS instruction. I conclude by looking at how the results of this analysis may suggest ways in which the communicative outcomes of programs such as Core French could be improved.

## **Online engagement strategies: More evidence for the Island Ridge Curve**

23<sup>rd</sup> November, 10:00-10:30 NZDT, TTR205

**Yan Yang, Qianwen Ge & Yuyang Cai, Shanghai University of International Business and Economics**

Learner engagement strategies opens up a new window for language learning strategies in the past decade. Engagement strategies refer to the cognitive, behavioural, emotional, and social learning strategies that learners apply to empower language learning. Studies on engagement strategies in language learning, however, have yielded quite complicated findings. Studies show that whether learner engagement strategies work depend on many factors such as gender and language proficiency. The aim of the current study was to examine whether the effect of learner engagement strategies on online English learning varies across different language proficiency levels. We hypothesized that this effect functions in the pattern of the Island Ridge Curve, that is, the effect was largest with students of medium language proficiency. Participants involved 679 first year undergraduate students from a university in Eastern China. They responded to a questionnaire measuring engagement strategies during online learning and a



terminal English test provided in a smart-tutoring system. Data were first analysed using latent profile analysis to group students based on their engagement strategies. Second, multi-group path analysis was conducted to examine the effects of engagement strategies on online English learning outcome across different groups. The results showed significant strategy (i.e., cognitive and emotional engagement strategies) effect only in the medium-proficiency group, thereby providing more evidence for the IRC theory.

## **Motivational orientations of children with dyslexia learning English as Foreign Language in Greece**

23<sup>rd</sup> November, 10:00-10:30 NZDT, AM101

**Zoe Gavriilidou, Democritus University of Thrace**

Research into dyslectic learners' development of motivation has been a challenging endeavour. The present study compares EFL learners' with and without dyslexia course of motivation and motivational orientations and seeks possible relations between those learners' motivation, Language learning strategy use, gender, and their self-perceived language proficiency. The participants were 61 EFL learners (aged 9-15) attending private schools in Greece. The results indicate that both dyslectic and non-dyslectic learners' motivational orientations follow similar patterns and also highlight the dynamics of motivation over time and the transition of interest in preferred reasons for learning English. They also confirm previous studies with regard to differences in education level, gender, and self-perceived proficiency level. Finally, this study also demonstrates statistically significant effects of self-perceived proficiency and motivation in overall strategy use of children with and without dyslexia.

## **Gamified Language Learning Strategy Instruction**

23<sup>rd</sup> November, 10:00-10:30 NZDT, AM106

**Pamela Gunning & Teresa Hernández González, Concordia University**

Strategy instruction (SI) research with young language learners (YLLs) highlights the need for robust scaffolding with multiple iterations and reflective feedback loops (Author 1, 2014; Macaro & Mutton, 2009), making teacher commitment and learner engagement essential for successful, independent strategy use and self-regulation (Author 1, 2019). However, classroom observation shows that reflective feedback is often omitted, and teacher commitment and student engagement are weak (Author 1 & Author 2, in press). On the premise that Gamification, the pedagogical heritage of video-games' accomplishments (Tulloch, 2014), fosters higher levels of engagement (Zichermann & Cunningham, 2011) by creating "gameful" experiences (Huotari & Hamari, 2017), we gamified Author 1's (2019) SI framework. Four game elements, namely clear achievable goals, visual representation of progress, the need for completion, and a narrative environment, were integrated to increase teacher commitment to scaffolding of SI while maintaining learner engagement.

An exploratory classroom-based gamified strategy instruction (GSI) study in two intact CLIL (English-Spanish) classes of 11-12-year-olds in Spain (Author 1 & Author 2, 2021) revealed increased levels of engagement for students and teacher, and more saliency of the reflective feedback discussion. Building upon the evidence-based approach and effective techniques for facilitating GSI from this study, we implemented a quasi-experimental six-week intervention

in two intact classes of 11-12-year-olds studying Intensive English in Francophone Québec, Canada. Data sources included video recordings, teacher and student interviews, a task-based reading strategy questionnaire, a self-efficacy questionnaire, and reading comprehension tests. We share the results of this study, part 2 of this multi-site GSI project, which contributes to the scarce research on SI and strategy learning with YLLs in ESL classrooms (Mak & Wong, 2018; Plonsky, 2019; Ruiz de Zarobe & Zenotz, 2018).

## **A toolbox for transformative learning**

23<sup>rd</sup> November, 12:00-12:30 NZDT, AMLT105

**Deborah Corder, Auckland University of Technology**

Misinformation, discrimination, prejudice, workplace conflict and bullying are not new, but are now thought to be exacerbated by media, especially social media.

‘Nothing new’ – what an indictment on society and social institutions. What can educators do to provide our students with the knowledge and skill sets to interact effectively with others socially or in the workplace, to navigate change and uncertainty, challenges, threats and misinformation, to be open to new ideas and different ways of thinking, and to contribute as responsible citizens? Factual knowledge is not sufficient; it is only one element, especially as some students do not know what to do with new knowledge, how to interrogate their own understanding of it or to seek evidence to verify its accuracy.

This presentation explores how educators can provide opportunities to facilitate the development of holistic personal capabilities. It draws on experience of cross faculty teaching at a New Zealand university, applying the intercultural framework developed by Byram (2008). This framework consists of affective, cognitive and behavioural skills components, with critical awareness and thinking a central element. It provides a toolbox for students to understand the values and beliefs underpinning their worldviews and life experiences, critically reflect on their responses to the new and to difference, and to explore the consequences of their action or inaction. The importance of having such capabilities is reinforced by the author’s research, and examples of experiences of graduates in the workplace.

## **The efficacy of teaching phrasal verbs online**

23<sup>rd</sup> November, 12:00-12:30 NZDT, CO139

**Sam Haugh, Kansai University**

Phrasal verbs (PVs) are exceedingly common multiword units, yet their polysemy and undiscernible features make them difficult for EFL (English foreign language) learners to acquire. Retrievals and conceptual metaphors have been investigated as teaching methods for PV acquisition in the classroom. However, how well they can be used in an online medium is unknown. The current presentation reports on the aforementioned learning strategies and how they were adapted to be utilized in an online environment during COVID-19. Both retrievals and conceptual metaphors were incorporated into teaching materials for Japanese EFL students (N=78) for eight weeks. As a repeated-measures study, participants switched learning strategies after four weeks and completed pre, post, and delayed posttests for analysis. In contrast to in-person classes, these on-demand classes required students to work autonomously which removed teacher input and opportunities for negotiation. Therefore, it was hypothesized

that the retrieval method would be more effective as studies utilizing conceptual metaphors often discuss how PV concepts are negotiated and elaborated with students to achieve understanding. Although there was no significant difference found between the two treatment methods, the learners displayed a 26% improvement in both post and delayed posttests compared to the pre-test. Beyond COVID-19, it is possible that online mediums will be utilized more than ever before as supplementary study to in-person classes. Thus, investigations such as these that examine autonomous learning strategies that can aid the acquisition of difficult language such as PVs with use of technology are likely to be required more in the future.

## **A strategy-based reading syllabus for Asian-Pasifika scholars in an EAP programme**

23<sup>rd</sup> November, 12:00-12:30 NZDT, TTR106

**Ha Hoang, Victoria University of Wellington**

Many professionals and government officers from eligible Asia-Pacific countries receive a scholarship from the New Zealand government to pursue their postgraduate study in New Zealand universities. Some of them need to pass a pre-degree EAP course to meet the language requirements for their postgraduate training. Despite their excellence in listening and speaking, these scholars often find academic reading challenging and would need two or three trimesters to achieve the pass mark in reading.

This paper reports on the improvements made to an EAP reading syllabus to develop reading proficiency among these scholars. These improvements, built on strategy training, happened gradually over a period of four trimesters. The scholars in the fourth trimester achieved the reading requirements in the first attempt, as did other students in the cohort.

The paper will share the complete reading syllabus and discuss the challenges of embracing and extending strategy training in an intensive EAP programme.

## **Language learning strategies in an uncertain world: Difficulties and solutions**

23<sup>rd</sup> November, 12:00-12:30 NZDT, TTR205

**Carol Griffiths, Girne American University**

To say the very least of it, the COVID pandemic has presented challenges for everybody worldwide, and language learners are certainly among those who have been faced with difficulties. In order to cope with these difficulties, they have needed to develop new or to extend familiar strategy repertoires.

The study reported here aimed first of all to determine what it was that learners found difficult and how they went about dealing with their challenges. Using a PEPA (Potentially Exploitable Pedagogic Activity) research design, a class of freshman students in a university academic writing class were asked to write about the difficulties they had encountered and the coping strategies they had employed. After the essays had been graded and the marks recorded, the students were asked for permission to use the responses for research (49 out of 56 students gave this permission). Ethical clearance for the study was also obtained from the university.

The data were then subjected to a thematic analysis by the researcher and a colleague working independently with differences resolved by negotiation.

As a result of this analysis, 15 areas of difficulty were identified. Numerous strategies for coping with these difficulties were also suggested. This paper will discuss these strategies and make suggestions for how the insights gained might be used to support students through the remainder of the current pandemic and, perhaps, future similar events.

## **Student's end-revision performance and evaluating strategy use in E-C translation**

23<sup>rd</sup> November, 12:00-12:30 NZDT, AM106

**Junsong Wang, Northwestern Polytechnical University**

End-revision is an important component of translation process and its performance is closely related with the use of evaluating strategies. In this paper, a mixed approach (eye-tracking + TAPs + retrospective report) has been adopted to investigate 9 master students' revision performance and their use of evaluating strategies in translating a political text from English to Chinese. It was observed that the students' works are characterized by a relatively high proportion of hyper-revision (unnecessary changes) and over-revision (introducing errors in to translation), which are believed to be closely related to their use of evaluating strategies. It was found, first of all, if students cannot precisely detect or diagnose the problem with the target text (evidenced by the vague expression of "sounds strange", etc..) in evaluation, they would give up, make changes out of their personal preferences or even introduce new errors into the target. In the second place, most of the students prefer monolingual evaluating strategy in end-revision, and sometimes without reference to the original, the revisions made for the sake of fluency would possibly change the meaning of the original, leading to over-revision. Last but not least, if too much attention was paid to target text's language or presentation in evaluation, the subsequent "superficial revisions" of language expressions could do little help to the improvement of translation quality, because the fundamental errors at transfer or content level were not corrected. These findings would provide references for strategy teaching and assessment in translation.

## **Writing strategy use: Teachers' perceptions and students' practice**

23<sup>rd</sup> November, 13:30-14:00 NZDT, AMLT105

**Bao Tram Nguyen, Macquarie University**

What are EFL teachers' perceptions on the role of writing strategies in improving language learners' writing skills proficiency? What writing strategies do language learners frequently use and how they apply these strategies in their writing assignments? Is there a correlation between teachers' belief on writing strategy use and students' writing strategy practice? A mixed-method study was designed and focused on these three theoretical gaps on language learning strategy research field. Quantitative data were collected via one teacher questionnaire conducted by 22 EFL teachers teaching at a university in Vietnam and one student questionnaire delivered to 390 Vietnamese undergraduate students majored in English (four cohorts) in the same university. Qualitative data was collected via semi-structured interviews from four teachers (one from each cohort) and 16 students (four from each cohort) selected

from questionnaire participants. Findings showed that although EFL teachers shared a high agreement on the important role of writing strategies in students' writing skills improvement, they had different perspectives on different strategy categories. The study also explored some writing strategies which were frequently used by the students. Especially, the higher level the students were, the more effectively the students used writing strategies. Finally, both teachers and students focused more on "integral a writing task" strategies than "beyond a writing task" strategies. In addition, whereas teachers' paid attention to process-oriented writing strategies, students focused more on language-oriented writing strategies in practice. More details regarding these findings and its contributions will be introduced and discussed in my presentation at the Conference.

## **Vocabulary learning strategy instruction and L2 vocabulary learning**

23<sup>rd</sup> November, 13:30-14:00 NZDT, CO139

**Lydia Mitits, Democritus University of Thrace**

Vocabulary admittedly plays a crucial role in the development of both academic and communication skills of bilingual children. However, not all bilingual school environments promote additive bilingual practices, which may lead to limited linguistic abilities, particularly in students' L2. One such case are dual immersion primary schools for L1 Turkish/L2 Greek children, whose L2 vocabulary has been found to be insufficient even for basic communicative needs. It is argued that one reason is the lack of systematic vocabulary teaching and instruction into vocabulary learning strategies (VLS). The aim of this study is to measure the effect of a VLS intervention program on 11-year-old bilingual students' vocabulary learning, using an experimental and collaborative action research methodology. Both experimental (n=12) and control group (n=15) were pre-tested for (a) their general Greek proficiency on a standardized test, (b) their knowledge of basic general and academic vocabulary, and (c) the VLSs they reported using. The experimental group received a three-month systematic instruction into using vocabulary strategies (VLSI) to learn new words from their textbook. The post-tests showed that the experimental group performed significantly better on the vocabulary knowledge test and reported a significantly higher frequency of VLS use. The long-term benefits of improved vocabulary remain to be documented on the students' general proficiency tests and their overall academic achievement; however, the intervention results clearly call for a Greek L2 systematic VLSI.

## **Validation of the grammar learning strategy inventory in Iran**

23<sup>rd</sup> November, 13:30-14:00 NZDT, TTR106

**Mirosław Pawlak, Adam Mickiewicz University**

While there is copious empirical evidence concerning the use of language learning strategies in different contexts (Griffiths, 2018; Oxford, 2017; Pawlak & Oxford, 2018), there are areas that have been ignored by researchers, one of them surely being grammar learning strategies (GLS) (Pawlak, 2018, 2020). In order to fill this gap, the paper reports a study which aimed to validate the 70-item Grammar Learning Strategy Inventory (GLSI), originally developed for Polish university students (Pawlak, 2013, 2018) in the Iranian English as a foreign language context. A sample of 605 Iranian EFL university students completed the GLSI. Results of exploratory and confirmatory factor analyses revealed a seven-factor model, allowing

construction of a reduced version of the GLSI with 30 items. The underlying structure of GLS use corresponded to the classification that served as a basis for the GLSI. Thus, the division into metacognitive, social, affective, and cognitive GLS, the latter of which are further subdivided into focus-on-form GLS, explicit knowledge GLS, implicit knowledge GLS, and corrective feedback GLS, is conceptually valid in the Iranian context. However, the reduction in the number of items might indicate that actual learning of L2 grammar in this context might be different and suggest that the GLSI may have failed to capture some of the GLS that Iranian students may use. More research, preferably such that would combine quantitative and qualitative methodologies, seems indispensable for developing a research tool that can be more reflective of the specificity of GLS use in the context under investigation.

## **Developing a theoretical model of strategic language learning and use**

23<sup>rd</sup> November, 13:30-14:00 NZDT, TTR205

**Nathan Thomas, University College London**

The theoretical underpinnings of research on language learning strategies have long been questioned. Understandably, early work rarely engaged with explicated theoretical frameworks, as the need for empirical research to meet practical demands appeared to be prioritized over theory building. Over time, there have been proposals to adopt certain theoretical notions, most notably, with the replacement and/or explicit coupling of strategies with self-regulation. Much discussion has centered on research conducted within cognitive approaches. Though not as widely accepted, there have also been moves toward complexity theory, sociocultural, and sociodynamic perspectives. In appraising the theoretical-conceptual landscape, it is clear that cognitive, social, and identity-oriented proposals offer valuable insights for theorizing strategic behavior. However, there have been few attempts to integrate meaningfully these unnecessarily divided perspectives. As such, the current presentation will report on a longitudinal theory-building project that aimed to address some of the larger questions that impede the legitimization of an integrated theoretical model of strategic language learning and use: 1) how does a strategy/strategic behavior come to be? (micro level); 2) how are strategic episodes orchestrated? (meso level); 3) how do strategic routines develop? (macro level). Drawing on a meta-level report of a series of studies that involved more than 130 in-depth interviews, think alouds, and stimulated recall sessions with international students in the UK, the presentation will present a reflexive account of how an integrated theoretical model was developed. The presentation should spark discussions on future use and modification, with theory building seen as a continuous work in progress.

## **Strategic learning across skills in a multilingual context**

23<sup>rd</sup> November, 13:30-14:00 NZDT, AM101

**Yolanda Ruiz de Zarobe, University of the Basque Country**

This presentation studies the effect of strategy instruction in a multilingual context in the Basque Country, in Spain. Specifically, it studies if there is any transfer across skills (reading and listening) when it comes to strategy instruction.

Our participants were 100 children (age 11-13) at a school in the Basque Country in Spain. For our research we adopted a quasi-experimental pre-test-post-test design. Each class consisted of



25 students, two acting as experimental groups (EG), which received the strategy instruction in reading over a period of 7 weeks, and the other two acting as control groups (CG). In this school, three languages were incorporated in the curriculum as follows: Spanish, the majority language, as L1; Basque, the minority language, as L2; and English, the foreign language, as L3. All the students were asked to complete several reading and listening tests both in Basque and English pre- and post-intervention, to analyze the possibility of transfer between skills.

Our results showed that the strategy training had a statistically significant impact on the children's development of reading competence. However, we did not see a direct relationship between the reading and listening competence of both groups. These results will be analyzed in connection to the nature of the tasks themselves and the need to access reading strategies metacognitively.

### **New Zealand students' strategic efforts related to Chinese language learning**

23<sup>rd</sup> November, 13:30-14:00 NZDT, AM106

**Frank Yang Gong, University of Macau**

This paper reports on an inquiry that interpreted a group of New Zealand students' strategic efforts related to Chinese language learning during study abroad in China through the lens of identity. In this study, we encouraged 15 participants to write reflective journals and conducted group interviews and online communication to examine their strategic efforts to learn Chinese. The analysis revealed that the participants' identity imaginations were closely associated with their strategic learning efforts across different settings, including literacy-oriented strategic efforts in the classroom and interaction-oriented strategic efforts outside the classroom. The findings also suggest that the participants made strategic efforts to seek opportunities and resources for practicing spoken Chinese outside the classroom because they were positioned in undesirable ways by instructors and course content in the classroom. These findings offer insights into the crucial role of learner identity in mediating language learners' strategic efforts during study abroad in China. They imply that formal learning in the classroom needs to be synergized by informal learning outside the classroom, and educational stakeholders should revise the traditional design of study abroad programs to better support international students' language learning efforts.

### **Morphological segmentation as a strategy for promoting vocabulary comprehension**

23<sup>rd</sup> November, 14:00-14:30 NZDT, CO139

**Thomais Rousoulioti & Dimitra Melissaropoulou, Aristotle University of Thessaloniki**

The aim of this study is to contribute to the on-going call on understanding and researching the contribution of word awareness and morphological analysis to vocabulary growth (Nation 2001, Laufer 1997, Spencer et al. 2015). In this context an attempt is made a) to investigate the awareness of morphological analysis of 45 Greek students who attend the course Vocabulary acquisition: teaching and memorization strategies at the department of Italian Language and Literature -Aristotle University of Thessaloniki b) to find whether morphological segmentation can be used as a valuable vocabulary comprehension strategy for foreign language



students/learners (Gu, 2021). The participants were instructed to use the course's material to support them in their performance in vocabulary understanding.

The research was conducted during the academic year 2019/2020. Data were collected with a combination of quantitative and qualitative research methods. All participants answered the same closed and open-ended questions of an e-questionnaire, while a representative sample of them participated in a focus group discussion in an attempt to triangulate the research results.

Research results showed that the teaching of morphological segmentation supported the majority of the students to cope with their vocabulary comprehension needs in reading (Laufer and Girsai, 1998, Laufer and Hulstij, 2001, Nation 2001, 2006, Oakhill et al. 2015). Additional findings relate to the effectiveness and sustainability of the teaching of morphology in Italian (Angelelli et al. 2014, Traficante et al. 2014, Vernice et al. 2018) in training future Italian language teachers (Rousoulioti & Melissaropoulou, 2021).

## **Relieving negative Chinese transfer in syntactic writing through computational thinking**

23<sup>rd</sup> November, 14:00-14:30 NZDT, TTR106

**Youjun Tang & Xiaomei Ma, Xi'an Jiaotong University**

Negative Chinese transfer (NCT) is pervasive in English as a foreign language (EFL) writing in vocabulary, syntax and discourse. The current research focuses on offering suggestions and strategies to relieve NCT. However, little empirical research has been conducted to validate these suggestions and strategies. To fill this gap, a pretest learning intervention based on computational thinking (CT) post-test quasi-experimental design was used to diagnose students' syntactic writing in terms of the observed NCT types and frequencies over a ten-week period, with a control group receiving traditional textbook learning and holistic writing feedback. Syntactic writing types and frequencies of the NCT obtained through two raters were analyzed through paired and independent sample t-tests and confirmed by qualitative data from questionnaires. The results indicated that (1) learning intervention based on CT by following the principal concepts (data analysis, pattern recognition, abstraction, decomposition and parallelization) could significantly decrease the types and frequencies of NCT in EFL learners' syntactic writing; (2) in addition to helping form higher-order thinking, CT, which is in essence the process of interpreting code as data and data as code (Wing, 2006), could increase the learners' awareness of the differences between Chinese and English and improve their writing performance; and finally, (3) CT, which is a higher-order thinking, has elevated the computer as an important social artifact. This study contributes to the EFL writing learning strategies for the digital age.

## **Self-regulated learning strategies in a Japanese university EFL online context**

23<sup>rd</sup> November, 14:00-14:30 NZDT, TTR205

**Andras Molnar, Kinjo Gakuin University**

In self-regulated learning (SRL) research, findings show that students who display strategic learning strategies and are capable of actively managing and monitoring their metacognitive

(e.g. self-efficacy), cognitive (e.g. task strategies) and affective (e.g. anxiety) functions when trying to attain a goal are generally more successful. This is true for higher achievement in academic settings, and higher proficiency among second language learners. However, post-COVID-19 and with the emergency remote teaching (ERT) period, research is still forthcoming regarding student SRL practices in online, second language learning environments. The current research investigates the online SRL strategies of second language learners in an online, asynchronous university English class during ERT in 2021 in Japan. This study used mixed methods, first collecting data via a quantitative survey (N=14) and second by qualitative semi-structured interviews with seven of the survey participants for elaboration on their responses. The data were analyzed using the constant comparison method to synthesize results. Findings from the data collection include several factors such as environmental structuring, goal setting, task strategies, task clarity, and self-evaluation. Anticipated findings included idiosyncratic environmental structuring strategies as participants planned when to complete the asynchronous class and task strategies such as rewinding and skipping content of the lecture. Some unexpected findings were self-evaluation being connected to task submission deadlines and teacher feedback, and task clarity dictating help-seeking practices among the participants. This research has for SRL practices in the online contexts and can help educators develop teaching methods to support student learning.

## **How effective the BIG6 is in promoting students' comprehension in English**

23<sup>rd</sup> November, 14:00-14:30 NZDT, AM101

**Rizka Hartati, SMK Negeri 1 Empat Lawang, Genta Ulina Hutagalung, Polytechnic of Sriwijaya, Yunani Atmanegara, Tridianti University Palembang & Chuzaimah Dahlan Diem, Sriwijaya University Palembang**

In this digital era where there are abundant sources of information, students are demanded to be able not only to find the information needed but also to think critically and comprehensively on how to use the information available to answer their questions. Hence, this study used the BIG6 strategy to help them in finding out and understanding the information. As an information problem-solving strategy, BIG6 offers a systematic information process through its six steps namely: define, locate, retrieve, use, synthesize, and evaluate the information. This study further investigated its effectiveness in promoting EFL junior high school students' reading comprehension for all grades. Forty-five students participated in this experimental study consisting of 15 students from each grade level. Warncke Informal Comprehension Assessment (WICA) was used as an instrument in choosing sample and measuring students' comprehension. During the treatment, the students were given a topic to explore in each meeting and were asked to find the appropriate sources. They would read variety of materials related to the topic, synthesize, evaluate, and present it to the class. The results of the study showed that there was significant improvement of students' comprehension achievement which meant that BIG6 was effective in promoting junior high school students' comprehension in English for all grades. Moreover, BIG6 contributed 53.9% in helping students to understand multiple meaning and context. Therefore, we suggest that BIG6 be used in junior high school to increase students' comprehension in reading English text.

## **Developing learning strategies through classroom-based self-directed language learning**

23<sup>rd</sup> November, 14:00-14:30 NZDT, AM106

**Christine Pemberton, Kanda University of International Studies**

We are born with innate curiosity about the world around us. Self-directed language learning (SDLL) is a way for learners to deepen this curiosity while refining the learning methods best suited to them. SDLL allows learners to make their own decisions about how to learn while accomplishing personal language-related goals (Hiemstra, 2013). Through this process, they develop awareness of the cognitive, metacognitive, social, and affective aspects of learning (Curry et al., 2017). They also engage in continual reflection and self-evaluation in order to develop more appropriate learning strategies.

In this study, self-directed learning activities were integrated into an English course for sophomores for one semester at a university in Japan. Participating learners were asked to set a goal for the semester and choose strategies and resources to reach those goals while keeping reflective journals, engaging in classroom discussion, and receiving written feedback from the teacher and assigned learning advisor. Learners also completed pre-and post-surveys about their experience with the SDLL activities as well as participated in interviews. Qualitative data were analyzed using Nvivo and quantitative data were analyzed using IBM SPSS. Results showed that the activities helped learners to develop their self-directed learning skills, particularly in the areas of goal setting, creating and following a learning plan, using strategies, and evaluating their improvement. The presenter will provide details about the SDLL activities, practical tips about how to integrate them into a language course, and impressions from students about the activities.

**Developing a questionnaire to measure self-regulated listening strategy use**

23<sup>rd</sup> November, 14:30-15:00 NZDT, CO139

**Tomoko Yabukoshi, Nihon University**

Self-regulation and self-directed learning have been increasingly advocated in L2 listening research, particularly in EFL contexts. The purpose of this study is to develop and validate a questionnaire that was designed for measuring EFL learners' perceived use of self-regulated listening strategies in an independent learning setting. Drawing on Zimmerman's social cognitive model of self-regulation, the instrument consists of three subscales, strategies used in the forethought, performance, and self-reflection phases. 14 items were generated from the qualitative data pertaining to Japanese EFL learners' self-regulatory listening processes and the literature on self-regulation and L2 listening strategies. The 14-item questionnaire was then administered to 135 EFL undergraduates in Japan and subjected to psychometric evaluation. Results showed that the subscale and overall reliability coefficients (Cronbach alphas) were high, indicating sufficient internal consistency of the instrument. The results of confirmatory factor analysis showed relatively good fit indices for the hypothesized three-factor model. Multiple regression analysis revealed that the three subscales as a whole were a relatively strong predictor of learners' listening performance assessed by the TOEIC® listening test. The validation of the questionnaire lends support to an application of self-regulation theory from educational psychology to L2 research, especially L2 listening. The study contributes to the limited research assessing self-regulated L2 listening processes. Research and pedagogical implications will be discussed at the presentation.

## **Teaching awareness and use of intensive reading strategies**

23<sup>rd</sup> November, 14:30-15:00 NZDT, TTR106

**Jennifer Yphantides, Soka University**

A brief survey of some of the most widely used intensive reading textbooks shows that the majority of them feature a range of reading strategies and a variety of exercises which aim at helping students employ those strategies (Darjito, 2019; Zarei, 2018). However, EFL/ESL students often tend to approach the text with trepidation and choose to tackle it word by word despite activities prompting them to do otherwise. Because the literature in this field clearly demonstrates that efficient readers are metacognitively aware of their reading process and are able to employ a range of strategies to aid them in the comprehension of the text (Al Makhlafi, 2018), the presenter chose to carry out an action research project which attempted to determine the reading strategies students already had at their disposal, raise students' metacognitive awareness of strategies, and encourage their use. The presenter will outline the methodology of the project, carried out in a medium sized Japanese university with two first year Reading classes acting as participants. Particular focus will be put on the learning outcomes of the students and how explicit strategy instruction and use improved their comprehension of texts and, perhaps more importantly, their enjoyment of reading.

## **Strategic use of Google Translate by Japanese university EFL students**

23<sup>rd</sup> November, 14:30-15:00 NZDT, TTR205

**Mariko Yuasa & Osamu Takeuchi, Kansai University**

With the advancements in technology, foreign language (L2) learners need to adapt themselves to a rapidly changing L2 learning environment. Machine translation (MT) is part of that environment. Recently, Japanese university EFL students have increasingly relied on MT and employed strategies to cope with it. This study thus aims to explore the kind of strategies they employ while writing in English using Google Translate (GT), one of the most popular MT applications. It also investigates how their strategies, writing product, and self-efficacy changed after the MT strategy instruction. In the study, seven CEFR A2-level students first wrote an essay using GT, which was screen-recorded, followed by stimulated-recall interviews for the qualitative analysis of strategies. They then participated in MT workshops where strategy instructions based on Strategic Content Learning Approach was conducted. Thereafter, they wrote an essay again, which was analysed for the improvement of their strategy use, writing product and self-efficacy. For their perceived self-efficacy, a questionnaire was administered. Results revealed that the participants' use of strategies, though limited in pre-instruction, expanded steadily after the workshops. Furthermore, of the 16 strategies observed, first language (L1) related ones were frequently employed after the instruction, which is indicative of learners' efforts for creating translation friendly L1 input to GT. Five participants improved on self-efficacy. In the presentation, pedagogical implications will also be discussed, shedding light on the strategic use of MT under the context where its use becomes a new norm.

## **Strategic EFL learning in the information era: An investigation of self-regulation of successful learners**

23<sup>rd</sup> November, 14:30-15:00 NZDT, AM101

**Xiongying Tang, Jiangxi Normal University, Jingyan Hu, Shangrao Preschool Education College & Hongqiu Ling, Jiangxi Normal University**

The current information era exposes language learners to more language resources than ever before, either in the form of natural language or of tailored materials in learning programs. Via mobile facilities and web connections, students seem to be able to learn a language on their own, but such an assumption may be wrong. Strategic learning is necessary for acquisition of a foreign language. Self-regulated learning (SRL) (Zimmerman 1998) as a relevant topic has been much discussed and studied in formal classroom instruction; however, much remains unknown about SRL learning based on informal external resources.

To fill such a gap, our series of studies (in progress) aims to investigate EFL learners' after-class learning behaviors via mobile facilities including laptops in China. This presentation reports the findings of an in-depth interview of successful language learners on the issue. Thirteen college students, 7 sophomores and 6 juniors, who had high performance on a national English language proficiency test (CET-4 in China) were contacted and invited to talk about their strategies for learning English. Results show that digitized resources were used most often to learn vocabulary and practice listening. Strategic learning was apparently present but varied according the type of goal. For performance goals such as preparing a test, SRL was a short-term activity, which ended when the goal had been met; for mastery goals, SRL was more like a long-term trait, sustained by intrinsic interest and availability of time. Amid the learning of digitized materials, keeping records on paper and reviewing them frequently are common among the students. Limited as the present study is, it contributes to the understanding of successful learners' self-regulation in after-class learning.

### **An investigation on the learning strategies of trilingual learners**

23<sup>rd</sup> November, 14:30-15:00 NZDT, AM106

**Jianfeng Bu, Guangdong University of Foreign Studies/Huizhou University**

Third language acquisition has become a magnet in the field of language acquisition research in recent years. Yet the relative studies are far from being mature, especially the research on learning strategies of trilingual learners is rarely found. Meanwhile trilingual programs have been set in many Chinese universities in the past 20 years. In these universities, some learners have succeeded in learning the second and the third languages, whereas others have not. To explore tentatively the reasons of the learners' success(or failure) in the language acquisition, the researcher conducts the current research from the perspective of learning strategies. By investigating 252 Chinese-English-Japanese trilingual learners in a Chinese university, the research tries to answer the following 2 questions: 1. Are learners succeeding in learning the second language also successful in learning the third one? 2. What are the differences between the good learners of both languages and the poor learners in terms of their use of learning strategies? Based on the data of the test results, questionnaires and interviews on the said participants, the researcher finds that learners successful in the second language learning tend to be successful in the third one; in contrast to poor learners, the good trilingual learners have stronger and more balanced motivation in learning both languages, and they gain significantly higher scores in terms of metacognitive strategies, affective strategies and social strategies.

### **The use of an eye-tracker in investigating language listening strategies**



23<sup>rd</sup> November, 15:30-16:00 NZDT, CO139

**Elisa Díaz, University of Seville & Agnieszka Kaldonek-Crnjaković, University of Warsaw**

Second language listening tasks involve complex cognitive processes that occur simultaneously. They are not easily observable, and thus language listening strategies (LLS) are particularly challenging to investigate and teach (Goh, 2014; Kaldonek-Crnjaković, 2019). Traditional methods of data collection on LLS, such as self-reporting questionnaires (e.g. Vandergrift et al., 2005), have many limitations. Recent studies, benefiting from current technological advances, have investigated second language listeners' performance by examining their gaze behaviour with the aim to analyse test takers' cognitive processes and strategies during listening assessment (Aryadoust, 2020; Batty, 2021; Low & Aryadoust, 2021; Suvorov, 2015). Inspired by the study of Low and Aryadoust (2021) that examined test-taking strategies in listening assessment by comparing data generated via an eye-tracker device and a self-reporting questionnaire, we conducted a pilot study involving four Spanish L1 EFL university students. We wanted to know what data on LLS we could generate using the eye-tracker device depending on a listening task. The findings will allow us to conduct a replication study with a larger sample, considering the research aim, data collection and analysis approaches employed by Low and Aryadoust (2021). In our presentation, we will discuss the findings of the pilot study and the design of the replication study. Considering the results of the study by Low and Aryadoust (2021) and our pilot study, the eye-tracker can provide valuable data on actual strategy use in the context of listening tasks and listening skills assessment. We will discuss potential pedagogical implications.

### **Problem-solving strategies for university students in extensive reading**

23<sup>rd</sup> November, 15:30-16:00 NZDT, TTR106

**Takaaaki Goto, Kyushu University of Nursing and Social Welfare**

The purpose of this study is to review extensive reading strategies for EFL adult university students by clarifying what problems they actually have. Extensive reading 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). Extensive reading called "Tadoku", which means reading a lot in Japanese, has gone through unique development in Japan. In many cases, students follow the three strategies by Sakai (2002). 1. Do not use dictionaries. 2. Skip the words you do not know while reading. 3. Change the book when it is not interesting. However, there seems to be room for discussion as to whether three strategies are enough to solve students' various problems in extensive reading. In 2019, extensive reading was implemented for about 20 minutes out of every 90-minute class. 27 students were required to read English graded readers from libraries in-class as well as out-of-class. Finally, they wrote a report on what problems they had. As a result of content analysis after identifying the keywords, "unfamiliar words" (7 cases), "weak in long books" (7 cases) were most frequently reported. Despite Sakai's second strategy, they were very conscious of unknown words. They also found long books tiring or time-consuming while they were not confident in reading them. In conclusion, teachers should repeatedly explain the meaning of three strategies and suggest reading from easy or thin books.

## **Learners' engagement with feedback from an automated writing evaluation system**

23<sup>rd</sup> November, 15:30-16:00 NZDT, TTR205

**Shihua Li, Xidian University/Vrije Universiteit Brussel**

The adoption of automated writing evaluation (AWE) systems in the EFL classroom has been gaining popularity. EFL learners may possibly benefit from the immediate feedback provided by an AWE system only if they can effectively engage with the AWE feedback (Zhang & Hyland, 2018). Some researchers have attempted to uncover how learners actually engage with the AWE feedback (e.g., Koltovskaia, 2020; Xu & Han, 2020; Zhang, 2017). These studies, however, tend to examine learner engagement with the AWE feedback in one single writing task. Moreover, prior research failed to explore the influence of some important learner factors such as self-efficacy on learner engagement with the AWE feedback. Therefore, drawing on the theory of self-regulated learning, this study qualitatively explored EFL learners' engagement with feedback provided by Pigai, a web-based AWE system. Learners' use of the AWE feedback was collected using think-aloud protocol and screencast recording and stimulated recall interviews. Through an in-depth analysis of the revision processes of six university students across three different writing tasks, this study aimed to identify the strategies EFL learners adopted to regulate their cognition, motivation/affect, behavior and context when engaging with the AWE feedback. Results suggest that learners engaged in the AWE feedback differently in terms of regulating their cognition, motivation, behavior and context. Learners' prior language learning experience, attitude toward the AWE, and self-efficacy for academic writing were likely to influence their engagement with the AWE feedback.

## **From organizational and reading strategies to reading ability in the 8th grade EFL learners in West China**

23<sup>rd</sup> November, 15:30-16:00 NZDT, AM101

**Yaru Meng & Hua Fu, Xi'an Jiaotong University**

The organizational strategy is based on the organizational competence, focusing on both grammatical and textual abilities (Bachman, 1990; Bachman & Palmer, 2010). However, the organizational strategy has been less explored compared with the reading strategy, esp. in its relation with reading ability. English learning has long been an issue for many secondary school students in Northwest China villages and townships. The knowledge of their reading ability in terms of organizational and reading strategies may contribute to both EFL reading comprehension learning and instruction. The study aims to find out the reading status quo of students from villages and townships based on the descriptors of organizational and reading strategies in China's Standards of English Level 3 (CSE 3). 1642 questionnaire and 283 reading test responses of 8th graders in West China were collected and analyzed. The results show that their reading ability is closely related to both organizational strategies and reading strategies, the latter contributing more than the former; 2) Rasch analysis demonstrates the relative relations among the component elements in the above three, offering the fine-grained information for further teaching; 3) Students from West China villages and townships have only the most basic level of organizational and reading strategies, leading to their weak reading abilities. This study suggests that CSE 3 organizational and reading strategy descriptors can



serve as the reference and tools to help both learners and teachers in West China to improve their reading ability. Recommendations for further research are also pointed out.

## **Holistic picture of motivational regulation strategies in SRL's process model**

23<sup>rd</sup> November, 15:30-16:00 NZDT, AM106

**Junko Yamashita, Seikei University**

This study investigated the characteristics and effects of motivational regulation strategies on Indonesian university students learning Japanese as a second/foreign language. A holistic picture of self-regulated learning (SRL) was drawn by modeling the causal relationships among factors of motivation, demotivation, and self-reflection (self-evaluation, satisfaction, and intention to continue learning) based on Zimmerman's (2008) process model of SRL. A preliminary survey was administered to 185 university students and items for each scale were developed using exploratory and confirmatory factor analyses. A questionnaire was then administered to 395 university students, and structural equation modeling was conducted using the data collected.

The results showed that demotivation, rather than motivation, facilitates the use of motivational regulation strategies. In addition, self-reflection was found to have a very strong inhibitory effect on demotivation, although it had a less significant effect on enhancing motivation. It was concluded that the effect of the motivational regulation strategies may strongly reduce the demotivational factors but may not contribute much to increasing motivation.

## **Relationship between language learning strategies, affective factors and language proficiency**

23<sup>rd</sup> November, 16:00-16:30 NZDT, CO139

**Marga Stander, Sol Plaatje University**

Students with a mother tongue other than English often struggle with the demands of an academic programme at tertiary institutions where the medium of instruction is English. If their English language proficiency is inadequate, it may hamper their academic progress. Students feel that their command of English is unsatisfactory and this causes tension and anxiety. This influences their motivation, self-confidence, self-image and self-efficacy and serves as an affective filter which prevents comprehensible input necessary for successful learning. Therefore, a study amongst university students in South-Africa was done to establish the relationship between language learning strategies, affective factors and language proficiency. The aim was to find a connection between these three elements and to see if the one has an impact on the other. A combination of Krashen's Affective Filter Hypothesis and the Comprehensible Input Hypothesis was used as the theoretical framework for this study. Data was collected by using a quantitative and qualitative method, a language proficiency test and a questionnaire based on language learning strategies and affective factors. The results show a positive correlation between these three elements. It is essential that teachers are aware of these factors because they have a huge bearing on second language learning, academic development and success. The conclusion is that affective factors can either enhance or hinder language proficiency, and that the use of language learning strategies has an influence on the outcome.

This study contributes to the field of second language acquisition by creating an awareness of these factors in language education.

## **Developing and evaluating reading strategies in multimodal teaching contexts**

23<sup>rd</sup> November, 16:00-16:30 NZDT, TTR106

**Ifigenia Kofou, Anastasia Geralexi & Marina Kollatou, Hellenic Open University**

Language learning strategies have attracted the interest of many researchers in the last decades, since they are related to successful, self-regulated and learner-centered learning. As regards the reading skill, it constitutes a complicated sociocultural and learning process, which is facilitated by the use of a variety of suitable strategies belonging to several taxonomies. The taxonomy (Griva & Kofou, 2020) selected and applied in the specific study concerns the three stages of the reading process and is based on the proposals of many researchers (Brown & Lee, 2015; Celce-Murcia, 1991; Dubin & Bycina, 1991; Psaltou-Joycey, 2010).

Thus, the present study investigates the development of the reading strategies throughout the school year in three Senior High Schools in Greece in accordance to the syllabus of the 2nd year, the textbook of which includes long reading texts. More specifically, it seeks to find out if and to what extent the students' reading skills are developed in the pre-, while- and the post-reading stages by expanding the syllabus and integrating activities and digital tools for presenting, modelling, practicing and evaluating reading strategies. To that end, students were asked to fill out a Google form after each unit as regards the strategies applied in the aforementioned stages and the estimated contribution of them to the development of the reading skills. The results show that the students improved their awareness of the reading strategies and were able to determine the extent to which the application of each strategy assisted them in becoming more autonomous and self-regulated readers.

## **Metacognitive strategies in Chinese and English writing: A within-subject comparison**

23<sup>rd</sup> November, 16:00-16:30 NZDT, TTR205

**Wandong Xu & Xinhua Zhu, The Hong Kong Polytechnic University**

Writing is a complex problem-solving activity involving the processing of different types of knowledge and the coordination of cognitive and metacognitive processes. With the shift of foci from product-oriented to process-oriented approach in this field, many researchers have examined writers' cognitive processes or strategies. Although the extant literature has achieved fruitful results, very few of them focus on writing strategies from a metacognitive perspective and comparatively examine students' strategic behavior in L1 and L2 contexts, thus largely ignoring the potential transferability of such strategy use and the way by which L1 and L2 writing in bilinguals interact. A large number of students who speak Chinese as their first language (L1) are learning English as a second language (L2) in China. A comparative analysis on metacognitive strategies used by these students affords benefits to understand the interactions between the two languages within the large bilingual population. The validated writing metacognitive strategy questionnaire for L1 and L2 writing was used to measure and compare the frequency of metacognitive strategies in the two writing contexts. As a

complementary method, retrospective interview was conducted on a subsample of the participants to provide deep insights into students' metacognitive strategy use and the possible L1-L2 transfer underlying writing. Results pertaining to the main types of metacognitive strategies, the effects of such strategies on L1 and L2 writing performance, and the possible transferability of metacognitive strategies are reported and discussed. Pedagogical implications and suggestions for future research are also considered to move this field forward.

## **Promoting learner autonomy through an adult extensive reading programme**

23<sup>rd</sup> November, 16:00-16:30 NZDT, AM101

**Anh Nhu Vo Huynh, The Swiss Institute of Management and Innovation**

This study investigates the experience of four Vietnamese adult learners in a five-week extensive reading (ER) programme through the lens of learner autonomy (LA). My study reports the learners' challenges, transformation of their reading strategies, and their decision making. In the Vietnamese context, studies in ER have examined a range of issues including the impact of ER on language proficiency (e.g., Renandya et al., 1999) and challenges of setting up ER programmes (e.g., Waring & Vu, 2020), but very little is known about how adult learners in Vietnam engage in ER. Although research has demonstrated a connection between ER and LA (e.g., Bell, 1998; Brown, 2012; Dickinson, 1995), this research focus is rare in the Vietnamese context.

To explore the learners' experiences, my study draws on weekly learners' diary entries and semi-structured interviews. To investigate the participants' development of LA, my study draws on Sinclair's framework (1999), which categorises learners' metacognitive awareness into three levels (i.e., largely unaware, becoming aware, largely aware). My study shows that all the four adult learners experience similar issues, including time constraints, the influence of mood, comprehension in context, and information retention. This study discusses the way changes in the learners' reading strategies shed light on learners' metacognitive awareness. My study concludes that ER programmes can effectively promote LA in an adult language learning context.

## **Goal orientation for self-regulated learning in foreign language self-study**

23<sup>rd</sup> November, 16:00-16:30 NZDT, AM106

**Akiko Fukuda, Toyo University**

This study was aimed at exploring how goal orientation relates to self-regulated learning in a foreign language (L2) self-study context. Self-regulated learning is a process whereby learners activate and sustain their cognition, motivation, behavior, and affect toward attaining their goals. Goals are theoretically acknowledged as an essential direction by which to work on language learning in a self-regulated manner. Much research has identified the role of goals in a classroom context, but little attention has been paid to that of a self-study context, despite the necessity of investigating beyond-classroom settings (Schunk & Greene, 2018). In the current study, nine Japanese university students participated and learned English for approximately seven months. They regularly attended interviews conducted at two-week intervals and were given opportunities to set goals and reflect on their self-study performance. The thematic

analysis of the interview responses indicated that self-study among the learners was oriented toward three types of goals: mastery, performance, and external goal achievement. During voluntary self-study, goal orientation toward mastery helped the learners accomplish self-regulated language learning, leading to feelings of satisfaction and growth. Performance-oriented goals drove self-regulated learning only when the learners established goals related to examinations. External goal orientation was not exploited during self-study because of its irrelevance and negative effects on the acquisition of L2 language skills. These findings suggest that mastery focus is indispensable to self-regulated learning in a self-study environment, and the goal orientations are deeply related to the expectations and values that individual learners attach to L2 learning.

## **Investigating the use of grammar strategies in technology-enhanced language learning**

23<sup>rd</sup> November, 16:30-17:00 NZDT, AMLT105

**Mirosław Pawlak, Adam Mickiewicz University**

Although there are numerous studies that have addressed the use of language learning strategies in technology-enhanced language learning (e.g., Hung, 2016; Rahimi & Katal, 2012; Shih & Huang, 2020; Yoon & Jo, 2014; see Zhou & Wei, 2018; Pawlak & Kruk, 2022, for overviews), only a handful have focused on the use of strategies for learning grammar (e.g., Hwu, 2007), or grammar learning strategies (GLS). This is unfortunate in view of the fact that the use of new technologies can, on the one hand, provide learners with copious opportunities to understand and use grammar features and, on the other hand, the functionalities they offer can substantially aid both processes. Motivated by this gap, the paper reports a study that investigated the use of GLS in such contexts. Participants were 20 university students majoring in English who agreed to take part in online, semi-structured interviews. In line with previous research (e.g., Pawlak, 2007, 2017), thematic analysis showed that the students mostly drew upon traditional cognitive strategies emphasizing the role of controlled practice as well as social strategies. However, the analysis provided evidence for the use of other strategies for learning grammar, which can be related to the different categories and subcategories included in the Grammar Learning Strategy Inventory (GLSI, Pawlak, 2018). Thus, the results will serve as a basis for the modification of the tool to make it compatible with technology-enhanced language learning. Ideas regarding the structure and contents of this new instrument will be provided as well.

## **Undergraduate students' online learning self-efficacy in post-Covid 19 pandemic**

23<sup>rd</sup> November, 16:30-17:00 NZDT, CO139

**Aizhan Shomotova & Ali Ibrahim, United Arab Emirates University**

**Purpose of the study:** The Covid-19 pandemic has forced universities to transfer to online learning worldwide. The purpose of this research paper is to explore the determinants of online learning self-efficacy of undergraduate students at one public university.

**Methodology:** The study utilized a quantitative research method through using a cross-sectional survey of undergraduate students at one federal university in the UAE. The online

survey utilized previously validated tool Online Learning Self-Efficacy Scale (OLSES) (Zimmerman & Kulikowich, 2016). A sample of 656 male and female undergraduate students from different majors and years participated of one public university in the UAE.

Findings: There are different socio-demographic factors such as gender, age, nationality, city, area of living, family and parents background, education, extracurricular activities can impact online learning self-efficacy of undergraduate students.

Applications of this study: This study has some recommendations and implications for higher education policymakers and university leaders to make them more aware of how to improve online learning self-efficacy particularly for distance blended learning experience.

## **Japanese EFL learners' strategy use for improving English oral presentation**

23<sup>rd</sup> November, 16:30-17:00 NZDT, TTR106

**Kazuki Hida, Waseda University**

This study holistically explores how Japanese English learners utilize strategies for improving their English oral presentation skills. The importance of teaching presentation skills has been widely acknowledged, and some researchers have proposed the use of a learning cycle to enhance oral presentation skills. Although previous studies have explored strategies used by good presenters, no study has to date identified strategies used by Japanese English learners to improve their English oral presentation skills.

Eighteen undergraduate Japanese English learners who learn English as a foreign language (EFL) participated in the study. They learned oral presentation skills through text reading, pair/group practice, and teachers' instructions. During the semester, they were required to give oral presentations in English twice. The duration between the first presentation and the second was four weeks. After their second presentation, they were asked to answer a questionnaire about how they improved their presentation skills between the first and second presentation. The research employed thematic analysis, which revealed that learners attempted to improve mainly three aspects: 1) eye contact, 2) power point slides, and 3) emphasis. To refine each aspect, the learners a) deepened their understanding of the presentation's content, b) substituted sentences with figures and tables, and c) circled words they want to emphasize on in their content. The findings of this study indicated that Japanese EFL learners utilized strategies to not only improve the content of their presentation, but also their verbal and non-verbal presentation skills.

## **Effects of strategy-based instruction on Chinese EFL writers' emotional aspects**

23<sup>rd</sup> November, 16:30-17:00 NZDT, TTR205

**Nan Hu, Chonnam National University**

While research into strategy-based instruction and language learning emotions has been thriving over decades as respective domains, research on how strategy-based writing interventions may influence learners' writing anxiety and enjoyment has largely remained unexplored. Hence, this longitudinal study aims to investigate how Chinese undergraduate EFL

learners' writing anxiety and enjoyment have changed after a one-semester-long strategy-based writing instruction. The experimental group (N=55) received a 6-step writing strategy teaching cycle designed based on a needs analysis, while the control group (N=51) received conventional instruction focusing on linguistic knowledge. Participants' levels of writing anxiety and enjoyment were assessed by pretest, immediate posttest, and delayed posttest emotion questionnaires. Qualitative data collected from students' diaries and semi-structured interviews helps triangulate the underlying factors of quantified emotional traits. Results showed that strategy-based writing instruction exerted a more enduring effect on reducing students' cognitive writing anxiety and increasing private enjoyment than the traditional approach. Thematic analysis further demonstrated the root causes of writing anxiety and the main sources of writing enjoyment. The findings will serve classroom pedagogy via contributing to the body of strategy-based instruction and emotion in general, and L2 writing, anxiety, and enjoyment in particular.

### **Formative assessments of students' strategic learning in reading circles**

23<sup>rd</sup> November, 16:30-17:00 NZDT, AM101

**Nae-Dong Yang, National Taiwan University**

Formative assessments may assist students' strategic or self-regulated learning by offering constant reflections on performance. The paper presents how a study designed and implemented formative assessments in reading circles to provide students with situated, contextualized, and task-specific help to their strategic learning. In the study, the reading circles integrated the four language skills for strategy practice under the learning strategy instruction. The reading circles were adopted from literature circles, i.e., small, peer-led book discussion groups (Daniels, 2002). Since not all the reading is literature, the study used "reading circles (RC)." Altogether 30 college students from an English as a foreign language (EFL) class participated in the study. Depending on students' rotated RC roles, the students were asked to find the central ideas or structure of the reading passage, understand vocabulary in context, connect reading to the world outside, or visualize the content in their reading and writing before class. Then, these students worked collaboratively in small group RC discussion and shared their discussion with the class. Finally, these students completed their self and peer assessments of their RC performance. These assessments offered embedded opportunities for students' regular reflection and inductive discovery of valuable strategies. The repeated measures ANOVA revealed significant progress in the three dimensions—preparation, participation, and presentation – of students' self-assessment of their performance during the six RC discussion sessions of the semester. What students gain from their weekly formative assessments will be discussed, followed by caveats and instructional suggestions.

### **Self-led and classroom instruction listening insights into metacognitive strategy instruction**

23<sup>rd</sup> November, 16:30-17:00 NZDT, AM106

**Naheen Madarbakus-Ring, Nagoya University of Commerce and Business**

Research investigating learner perspectives (Siegel, 2013) has identified that learners approach their listening lessons using different approaches. Deep approach learners prioritise step-by-step guidance while strategic learners are led by actively looking for solutions to their problems



(Flowerdew & Miller, 2005). Research (Vandergrift & Goh, 2012) has shown that providing learners with metacognitive opportunities helps learners attend to their real-time listening difficulties by using different strategies to reflect on their individual performance and approach their listening.

This presentation outlines 13 self-led and 11 classroom instruction learners' experiences of their respective listening instruction in a pre-sessional EAP course at a New Zealand university. Learners completed journals after each of their five TED Talks-based listening lessons. Journal prompts asked learners to report on their understanding of the listening text, reflect on vocabulary tasks, and rate their strategy use.

The results showed that learners were positive about their comprehension and believed their listening improved each week. In task reflection, self-led learners prioritised using subtitles less by post-course. However, classroom instruction learners continued to rely heavily on translating words before listening. In strategy use, all learners adjusted their strategic approaches depending on the listening text. Self-led learners planned more before-listening while classroom instruction learners used more vocabulary-based strategies while-listening. Overall, the results showed that self-led learners varied their strategy use more than classroom instruction learners. These results suggest listening independently provides learners with flexibility to choose appropriate strategies. The presentation concludes by providing practical listening techniques for educators to use in their own tertiary-level classrooms.

**Thursday 24<sup>th</sup> November**  
**Onsite presentation abstracts**

**Contemporary grammar learning strategies: Towards the creation of a dedicated survey**

24<sup>rd</sup> November, 10:00-10:30 NZDT, AMLT105

**Jakub Bielak, Adam Mickiewicz University, Anna Mystkowska-Wiertelak, University of Wrocław & Carmen M. Amerstorfer, University of Klagenfurt**

There are few studies of grammar learning strategies (GLSs), i.e., the thoughts and actions undertaken by language learners with some degree of consciousness for purposes of learning grammatical structures in the target language and using them appropriately, accurately, fluently, and automatically (cf. Pawlak, 2020; Thomas et al., 2021). Therefore, we are planning a project aimed at (a) creating a quantitative survey for measuring GLS use, and (b) micro-scale investigation of how GLSs are used in specific language tasks. In this presentation we will share preliminary findings from piloting our data collection in two countries of different learning/teaching cultures with learners of different L1s and educational levels (junior/senior high schools, universities). The first data-collection method is a series of semi-structured learner-focus-group interviews (4-6 interviews with 6-8 learners each) eliciting details of strategies for mastering the target language grammar in terms of both its explicit and implicit knowledge, also with the use of technology. The second data-collection method is recorded task performance with optional think-aloud narration combined with post-task stimulated recall interviews with individual participants (n=5-7). The tasks used will support the development of both more explicit (e.g., rule discovery) and more implicit knowledge of grammar (e.g., collaborative output tasks), which will facilitate a highly situated look into the GLSs used while completing the tasks. The ultimate aim of both data-collection methods in the piloting phase is to complement previous literature in stimulating the creation of an item pool for a quantitative survey for investigating contemporary use of GLSs.

**Autonomy or agency? A corpus-study of their relationship to strategies**

24<sup>rd</sup> November, 10:00-10:30 NZDT, TTR106

**Oliver Ballance, Massey University**

Learner autonomy and learner agency are important and widely used terms within the field of applied linguistics. However, each term is amenable to multiple definitions and interpretations, and they both would appear to be addressed to a similar phenomenon or problem space. Traditionally, bibliographical reviews such as scoping reviews and systematic reviews can be used to provide overviews of trends and distinctions within a field, but the objectivity of such review processes is directly related to the size of the research team and resources available, and hence poorly resourced bibliographic reviews are vulnerable to subjectivity in interpretation. This paper circumvents such limitations via a novel, corpus-driven approach to analysis. Drawing on a twenty-million-word corpus of applied linguistics research articles (2016-2020), the paper provides a quantitative analysis of each concept within the current literature. It provides an objective basis for identifying contrasts and overlaps within and between each, and

in relation to the concept of language learning strategies. The findings represent original insights into how these terms are positioned within current applied linguistics debates and subfields.

## **Using design-based inquiry to investigate strategic learning in context**

24<sup>rd</sup> November, 10:00-10:30 NZDT, AM101

**Rusiru Kalpagee Chitrasena Hettimullage, University of Auckland/University of Kelaniya**

The term “design-based research” refers to a pragmatic approach to educational research that has recently gained popularity. In the context of education, it refers to the systematic inquiry of designing, developing and evaluating educational interventions as solutions to practical problems and advancing the scholarship related to these solutions and the theoretical underpinnings. An emerging body of literature has justified this paradigm’s potential to add a fresh dimension to doctoral research, particularly in practitioners’ fields such as the educational sciences (Goff & Getenet, 2017) including Teaching English for Speakers of Other Languages (TESOL). This presentation aims to provide a systematic introduction to future doctoral students and interested practitioners in applied linguistics and language teaching who may be interested in conducting designed-based educational studies to investigate strategic learning, learner autonomy and use of technology to promote them. Based on a qualitative analysis of a few examples of design-based research studies in education and applied linguistics and auto-ethnographic reflections on a section of the presenter’s doctoral study in progress, this presentation will examine the key characteristics of design-based research. Specific attention will be paid to its ontological and epistemological foundations, its differences from the more well-known approaches, data collection instruments, procedures, as well as strengths, limitations and challenges. The presentation will then highlight how design-based research can be used to investigate learning strategies, strategy use and learner autonomy. Based on the findings, this study makes a strong case for popularizing design-based research as a mode of inquiry at the doctoral level in the field of language teaching and learning and combining it with other approaches such as exploratory, ethnographic and action research, with the aim of bridging the gap between theory and practice in language education research.

## **“The most seen I have felt”: Labour-based grading as care**

24<sup>rd</sup> November, 10:00-10:30 NZDT, CO139

**Grant Jun Otsuki, Lorena Gibson & Jordan Anderson, Victoria University of Wellington**

In this paper, we discuss our recent experiments with Labour-Based Grading in undergraduate cultural anthropology courses at Te Herenga Waka-Victoria University of Wellington. Since before the COVID-19 pandemic, we have struggled with a sense that our pedagogical practices were not serving students. Most significantly in the context of Aotearoa New Zealand, able-bodied students from Pākehā (white) middle-class backgrounds are advantaged in conventional university classrooms compared with those from different class backgrounds or from historically marginalized communities, those with learning disabilities, and increasingly, students experiencing mental health issues. These things are compounded by a secondary school education that does not prepare most students for the unique demands of university, leaving many feeling adrift, anxious, and passive about their learning. In short, many felt

uncared for in the classroom. In response, we took inspiration from strategies used by colleagues for Māori and Pasifika student success and “ungrading” pedagogies, especially from Asao Inoue and Susan Blum, to develop pedagogical practices of care using Labour-Based Grading. Labour-Based Grading is an alternative assessment method that determines students’ grades based on the time and effort they spend on an assignment, rather than the subjective measures normally found in assessment criteria. We discuss why and how we use labour-based grading, reflect on students’ and teachers’ experiences of the method, and its challenges, to offer it as a potential model for the future of learning that actualizes care for students, staff, and the classroom as a space of learning.

## **The LLS university course: Voices of pre-service teachers in Poland**

24<sup>rd</sup> November, 11:00-11:30 NZDT, AMLT105

**Agnieszka Kaldonek-Crnjaković, University of Warsaw**

The Institute of English Studies at the University of Warsaw, Poland, offers a 30-hour elective course on language learner strategies (LLS) to students who major in teaching English as a foreign language (EFL). The course covers various topics related to LLS, including different language skills and subskills strategies and strategy instruction. At the end of the course, participants fill in a questionnaire with closed and open-ended questions that ask them about their learning experience during the course and future teaching practice related to LLS. One of the data collection instruments was the adapted version of the teacher questionnaire used in the THALES project (Psaltou-Joycey et al., 2018) to examine the extent to which participants will promote specific LLS when teaching EFL. Participants were also asked to express their agreement or disagreement on a six-point scale with statements related to LLS and LLS instruction discussed during the course.

Data were collected from a sample of 70 students. The findings suggest that the participants extended their knowledge of different aspects of LLS, were willing to include strategy instruction in their future teaching practice, and would promote many strategies. Some participants reported that they would like to learn more about how to apply the strategy instruction principles in a real English language classroom. Pedagogical implications and limitations of the study will be discussed.

## **Situating machine translation literacy in language education**

24<sup>rd</sup> November, 11:00-11:30 NZDT, TTR106

**Antonie Alm, University of Otago**

This presentation discusses the strategic dimension of machine translation literacy development through the lens of Affordance-Actualization Theory. Developed by Strong et al. (2014) in Information Systems, the model allows capturing “affordances in transition” (p. 17), starting by identifying how language learners engage with machine translation tools (MT) for individual language purposes. These outcomes are indicative of the affordance potential of a technology and can be used to inform educational practices. The level of actualization is reached when the actions align with educational goals. Being an iterative process, these goals will evolve with the developing needs of learners and the technical developments of MT. To explain, the actions taken by learners might not support language learning (e.g. use of MT to

avoid cognitive engagement). However, they might confirm anticipated actions (e.g. use of MT to revise learners' L2 texts) or provide examples of affordance potential for learning that had not previously been identified (e.g. use of audio files to improve pronunciation). An analysis of affordance actualization of individual learners can therefore help to establish a best practice repertoire to support machine literacy for specific and interconnected language skills.

In this presentation, I will present the goal-directed strategy development of ten advanced German language students who engaged in and reflected in learner journals on MT-supported reading, writing, listening, and speaking activities. The reflective component supported learners to progress through the stages of the Affordance-Actualization Model, indicating that the guided use of MT can enable learners to develop strategic awareness of features relevant to individual learning goals.

## **From theory to practice – Redesigning a rater training programme**

24<sup>rd</sup> November, 11:00-11:30 NZDT, AM101

**Liz Kose & Morena Botelho de Magalhães, University of Auckland**

One of the assessment tools of a post-entry language assessment initiative, at one of New Zealand's largest universities, is a diagnostic writing task. This task is marked by two independent raters who provide a score and comments for nine different traits. To ensure inter-rater reliability, training is provided on a regular basis. Training sessions had traditionally been delivered face-to-face but out of necessity during COVID 19 restrictions and lockdowns, they were moved to the online digital platform Zoom. However, the training team soon realised that the online delivery could be an opportunity for the programme to be redesigned for strategic learning/ training outcomes.

Inspired by the Community of Inquiry (CoI) framework (Garrison, Anderson & Archer 1999; 2010), the training team started to rethink the rater training programme, drawing on the framework to inform decisions about how it could be redesigned. In CoI, three elements are crucial for successful online learning: cognitive presence, social presence (i.e., community building), and teaching presence. The team wanted to create an inclusive online training environment, with synchronous and asynchronous learning, where collaboration could be improved in the synchronous components. This presentation reports on this process and discusses some of the strategies adopted to increase the three CoI presences in the programme. For example, to create social presence, videos were used to introduce the training; to increase teaching presence, regular online office hours were held. The redesigned programme was delivered in early 2022 and received positive feedback from participants as well suggestions for further improvements.

## **International students in NZ universities: Challenges, agency, and strategies**

24<sup>rd</sup> November, 11:00-11:30 NZDT, CO139

**Kerstin Dofs, Ara Institute of Canterbury**

International students enrolled in tertiary institutions are often represented in deficit terms and expected to seamlessly adapt their learning strategies and approaches to those of the new institution (Kettle, 2017). This presentation reports on a longitudinal study that investigated the

academic socialisation experiences of nine international students at a higher educational institute (HEI) in New Zealand. It focuses in particular, on the strategies the students adopted, and the agency they demonstrated when they encountered differences and challenges in the learning context. The presentation builds on previous research into international students' learning experiences in higher education (Marginson, 2014; Tran 2012).

Observations and interviews revealed that the students adopted a range of learning strategies – cognitive, metacognitive, and social/affective (O'Malley & Chamot, 1990). For instance, when they encountered difficulty understanding information in their course lectures or readings, they located and accessed resources (tutors, learning advisers, and technological devices) to help resolve their issues (cognitive strategies). Interview and observational data also provided instances of the students formulating plans (e.g., to complete assignments and apply communication strategies) and evaluating their learning (metacognitive strategies). The students also regularly encouraged themselves and worked with others (social and affective strategies). The study demonstrates convincingly that the students exercised high levels of agency and strategic competence as they negotiated the institution's expectations and demands.

Therefore, rather than adopting a deficit perspective on their international students, universities are encouraged to acknowledge and value the cultural and intellectual resources their international students bring and provide a platform for enhancing students' learning strategies.

## **Language learning strategies beyond the classroom: Adult refugees' L2-strategy use and its impact on learning cognition**

24<sup>rd</sup> November, 11:30-12:00 NZDT, AMLT105

**Diego Navarro, Te Herenga Waka Victoria University of Wellington**

L2-strategy use research beyond the formal classroom context remains a relatively unexplored area in applied linguistics and second language acquisition. Moreover, the interplay between strategy use and learner cognition (Macalister and Presenter, 2019) remains largely under examined. In this talk, I will present data from a longitudinal, narrative research project which explored recently arrived, adult migrants naturalistic, L2-learning experiences. I will highlight how these heritage community participants, who lacked formal education, were creative and resourceful in their adoption of L2-strategies to navigate their everyday interactions. Moreover, I will discuss the ways in which the use of their various strategies simultaneously reflected and shaped their L2 cognition and ultimately impacted the development of their L2 proficiency. Beyond that, this presentation argues for expanding language learning strategy research methods and highlights the value of adopting an ethnographic dimension to the study of strategy use.

## **AI in language strategy research: A CALL technology trial**

24<sup>rd</sup> November, 11:30-12:00 NZDT, TTR106

**Keryn de Jonge, Te Herenga Waka Victoria University of Wellington**

From a social cognitive perspective, Self-regulated learning involves the systematic use of strategies such as goal setting, planning, self-monitoring and self-evaluation in three phases (forethought, performance and self-reflection). It has been claimed that self-regulated learning can be enhanced through technology-oriented learning settings (Zimmerman, 2008).



Considering these two strands, in 2018, a Model for learning English called Training Model for Self-regulated Language Learning with Technology was developed for blended learning at the undergraduate level in a Mexican Public University. This model amalgamates the cognitive perspective of Self-regulation (Zimmerman, 2000) with technology, through Integrative Learning Technologies (ILT), an approach that, according to its name integrates the pedagogical characteristics and affordances of the Net and World Wide Web. (Kitsantas & Dabbagh, 2010). Two years later (2020), due to the COVID 19 pandemic, this model had to be re-structured for emergency remote education.

This proposal based on a deep post-pandemic understanding, compares and contrasts the design, development, delivery and management of two courses under this framework: one that run in 2018, before the pandemic, and one that took place in 2021, during the pandemic. This comparison stresses the role of the learner's digital literacy and training to use self-regulated learning strategies as key factors in their success or failure on these types of courses. It also suggests how the Training Model for Self-regulated Language Learning with Technology might be refined to guarantee strategy transfer and thus, a real impact on the learner's lifelong learning.

## **Toward incorporating online reference resource consultation into the strategy instruction**

24<sup>rd</sup> November, 11:30-12:00 NZDT, AM101

**Atsushi Mizumoto, Kansai University**

Even though using a variety of resources is regarded as one of important learning strategies (e.g., Chamot, 2009), there has not been much research focusing on introducing the use of such resources as part of strategy instruction. The purpose of this study was to explore the usefulness of one of those online resources, an online writing support tool for research articles, and to examine what types of learners benefit from using it. A total of 116 Japanese undergraduate EFL (English as a foreign language) students wrote an abstract of the research article after a genre-based teaching. In the following session, the participants were introduced to the tool, and by using it, they revised their first draft. After using the tool, the participants were asked to complete a questionnaire. The results suggest that the tool was found to bring about beneficial effects that genre writing pedagogy aims to achieve. The participants who reported that they benefited from the tool use were those who: (a) gained confidence, (b) raised their awareness toward the rhetorical structure, and (c) felt their lexicon-grammatical expressions improved by using the tool. In light of these findings, the pedagogical implications are discussed, with particular focus on the potential role that those online resources could play in strategy instruction.

## **Becoming independent learners through strategy use**

24<sup>rd</sup> November, 11:30-12:00 NZDT, CO139

**Laurel Acton, University of Technology Sydney**

International students face significant uncertainty in their first semester of postgraduate studies at a Western university. In addition to linguistic challenges in their chosen discipline, the academic practices and approaches to teaching and learning may be very different from those

in their previous studies. This paper reports on a qualitative study about the strategy-based adjustment process of 18 international students from five countries in their first semester at an Australian university. After traditional, teacher-directed pedagogy in their L1 studies, followed by explicit skill-based teaching in an EAP course, the university's expectation of independent learning came as a shock to the participants. Faced by a combination of linguistic, academic and pedagogical issues, the participants' strategy use was a key driver of their response. Utilising Oxford's (2017) strategic self-regulation model, this presentation reveals how the participants' resourceful, individualised strategy use in the unfamiliar setting enabled them to prevail academically, while developing them into independent learners. This transformation changed the participants' outlook on their studies and themselves. The flexible, holistic nature of strategy conceptualisation in Oxford's (2017) theory proved valuable for capturing the complex forms of strategy use adopted by the participants and the role of 'strength factors' in their response. Based on the study's findings, a conceptual framework will be presented, which builds on Oxford's (2017) model to represent the participants' developmental process arising from their situated strategy use.

## **Language learning strategies among Engineering graduates: A qualitative study**

24<sup>rd</sup> November, 12:00-12:30 NZDT, AMLT105

**Shravasti Chakravarty, XLRI Delhi-NCR**

Although Indian engineering graduates have the required technical know-how, organisations choose not to hire them on account of their poor performance in the assigned group discussion task- both in terms of their language skills and in their ability to provide interesting arguments and counter- arguments. A long-term solution for equipping them is afforded by the use of language learning strategies that foster learner autonomy. Sixteen (M-10 and F-6) first year engineering students, between seventeen and nineteen years of age, participated in a three-month awareness-raising programme on the use of ten strategies ('setting goals', 'visualization', 'activating background knowledge', 'self-talk', 'prediction', 'self- monitoring', 'self-evaluation', 'brainstorming', 'using resources', and 'selective attention') meant to help them develop their group discussion skills. Data was collected using questionnaires, rounds of semi-structured interviews, and video recordings of the group discussion task. A multimodal analysis of the data suggests that the greater the frequency and variety of strategies used, the better the performance of the discussants in the group discussions. A microanalysis of the ten strategies was undertaken, leading to the identification of the best understood aspect of each strategy. The study echoed the findings of existing studies (Kramarski and Mevarech, 2003; and Dignath et.al., 2008) that metacognitive strategies are a) teachable, and that b) learner-participants use them in chains or clusters (O'Malley et al., 1985b; Chamot et al. 1987; O'Malley and Chamot, 1990) rather than in isolation. Further, the understanding of the strategies improves, and learners adapt it to suit the needs of the group discussion task.

## **Using analytical and synthetic phonics to teach reading in L2**

24<sup>rd</sup> November, 12:00-12:30 NZDT, TTR106

**Michael Lynch, University of Edinburgh**

A problematic area for many foreign languages teachers is how to successfully teach their pupils how to read successfully in a second language. This is, at best, an oft neglected skill, or at worst, is a skill taught fundamentally wrongly in many schools, leaving learners frustrated, not able to decode the foreign language and affecting their ability to speak coherently and make themselves understood. Yet, it need not be so. The main problem is that many teachers ignore, or do not understand, the importance of the main stages of learning to read (Adams 1990; Stanovich 1984) – the locographic, the phonologic and the phonemic (Goswami and Bryant, 1990). An understanding and application of this sound-symbol relationship has led to phenomenal success rates in teaching children to read their first language (normally English) in Scottish primary schools using a system of analytical and synthetic phonics and is a well-established practice across the country's schools. Foreign language teachers can use these same principles to develop successfully L2 reading skills in their learners, making them aware of the particular sound-symbol relationships in the foreign language. I will outline how this is possible in practice with reference to the approaches I take with initial teacher education students of foreign languages and their use of these strategies with second language learners in their placement schools and demonstrate why these strategies must be used at the beginning of the learning of a foreign language and how this prevents L1 interference and fossilisation.

## **Student reflection with peers as a learning strategy**

24<sup>rd</sup> November, 12:00-12:30 NZDT, AM101

**Dominique Vola Ambinintsoa Razafindratsimba & Ewen MacDonald, Kanda  
University of International Studies**

Reflection is often viewed as an essential tool in helping language learners develop a greater awareness of their own learning and in fostering learner autonomy (e.g. Cotterall & Murray, 2009; Tassinari, 2015). While reflection by oneself may result in deep learning, it is not always easy to observe oneself critically, hence, the importance of reflecting with others (Kato & Mynard, 2016). Sharing knowledge or experience with others can prompt further explanation (Fleck & Fitzpatrick, 2010) and therefore, further reflection, and better self-understanding (Lawrence & Lowe, 2020; Yancey, 1998). Reflecting with others can also provide opportunities to know different perspectives and, thus, to challenge one's beliefs (Kato & Mynard, 2016).

We conducted a reflection intervention with first-year Japanese EFL students over an academic year. The intervention consisted of workshops, self-reflection questionnaires, and in-class discussions aiming to give students opportunities to share their reflections and support one another. In this presentation, we will focus on the in-class discussions and the influence they had on the students. We analysed post-discussion reflections students wrote, in which they expressed their opinions and feelings about the discussions and considered what they had learned from the discussions. Our findings showed that students were able to connect with their peers, boost their motivation, discover one another's learning strategies, and find new strategies together. They also expressed appreciation for the opportunities to learn together. Overall, the findings emphasised that reflecting with peers can be both a learning strategy in itself and a tool to discuss and find learning strategies.

## **L1 university students' vocabulary-related difficulties and strategies at university**

24<sup>rd</sup> November, 12:00-12:30 NZDT, CO139

**Rachael Ruegg, Victoria University of Wellington**

Previous studies have shown that both academic vocabulary, occurring in academic language across disciplines, and discipline-specific vocabulary pose difficulties for L2 learners at university. However, it is difficult to find literature discussing academic and discipline-specific vocabulary-related difficulties of L1 students as they enter university. One may be led to believe that L1 students do not encounter such difficulties. My recent research has found that English L1 students also encounter academic and discipline-specific vocabulary-related issues. Twenty-one participants were recruited as they entered university and were interviewed at the beginning and end of their first trimester of study. All were domestic students who were born in New Zealand and had completed all their education in New Zealand. Eleven of the 21 participants (52%) mentioned academic and discipline-specific vocabulary as a factor in their first trimester of undergraduate study. Five of the 11 mentioned this in both interviews, while 6 mentioned it in one. Although these 21 participants were enrolled in 22 different courses, two courses were mentioned repeatedly in relation to academic and discipline-specific vocabulary difficulties. Five participants mentioned specific vocabulary-related strategies that they employed during their first trimester in an attempt to overcome these difficulties. The academic and discipline-specific vocabulary-related difficulties faced by the students, and strategies they employed to overcome those difficulties will be the focus of the presentation.

**Flipped classrooms for promoting strategic language learning: What can we learn from teachers' perspectives and practices?**

24<sup>rd</sup> November, 13:30-14:00 NZDT, AMLT105

**Rusiru Kalpagee Chitrasena Hettimullage, University of Auckland/University of Kelaniya**

Over the past few years, flipped learning (FL) has emerged as an innovation in both mainstream and language education contexts. One of the perceived benefits of FL is its potential for promoting strategic learning, which involves the effective use of learning strategies for language acquisition both in instructed and naturalistic environments. Therefore, strategic learning can be perceived as a key to the successful implementation of flipped language learning classrooms. The emerging body of literature has mostly investigated FL from the language learners' perspective. Little is known about flipped learning from teachers' perspectives, which would involve investigating teachers' knowledge, beliefs, perceptions and practices related to flipped learning in ELT contexts. The present study intends to address this gap by examining teachers' conceptions, beliefs and practices about promoting strategic learning in South Asian ELT classrooms using the flipped classroom model. This presentation will discuss, from the perspective of teachers' cognitions, how flipped learning involves making more productive and strategic use of out-of-class learning to foster learner autonomy, collaboration, engagement and integration during in-class lessons. Data were collected using the analysis of 103 self-completed questionnaires and 14 semi-structured interviews, relevant documents such as lesson plans, syllabi and instructional materials. Data analysis combined qualitative and quantitative data to understand how teachers perceive and implement FL. Overall, the teachers demonstrated a positive attitude towards flipped learning, vis-à-vis its numerous benefits, particularly for promoting learner autonomy as well as the acquisition and use of learning strategies. The findings of this study highlight teachers' cognitions regarding the transformative potential of flipped learning in future as the dominant classroom model of

instructed second language learning and technology integration. However, respondents also felt that both teachers and learners accustomed to traditional and teacher-centred approaches would need substantial training to unlearn certain past habits and get accustomed to new strategies that would make them more effective participants within this new educational paradigm.

## **Teaching students strategies for providing effective peer feedback**

24<sup>rd</sup> November, 13:30-14:00 NZDT, AM101

**George Gyamfi, The University of Queensland**

Current research in higher education emphasises the provision of peer feedback as an effective learning strategy. However, some students are inexperienced in providing peer feedback and as such may offer poor quality and insensitive feedback which may hinder learning and even strain relationships between learners. This presentation focuses on the provision of an automated training guide on peer feedback as a strategy to improve students' understanding of quality via an educational technology called RiPPLE. Participants were engaged in content creation and moderation. A randomised controlled study which involved assigning the guide with tips to support students' provision of feedback was conducted to examine its impact. An independent framework for feedback called S.P.A.R.K was used to code students' comments justifying their scores and providing feedback for improvement of the resources. The findings show a significant difference in the quality of peer feedback with the trained group providing comments with a higher presence of each trait of good quality feedback and containing multiple traits of quality in the same piece of feedback. However, despite the enabling role of the guide, the students were limited in their ability to provide actionable feedback, suggesting the need for continuous training to improve peer feedback quality. The presentation concludes that content creation, moderation and the provision of peer feedback are higher-order strategic learning activities that do not only enhance students' judgmental expertise but also are essential for lifelong learning.

## **Surviving the PhD: Research and learning strategies**

24<sup>rd</sup> November, 13:30-14:00 NZDT, CO139

**Sara Cotterall, Victoria University of Wellington**

In 2020 over 5.3 million tertiary level students were studying outside their home countries (UNESCO Migration Data Portal, 2020). In New Zealand in the same year, international students comprised 48% of all doctoral degree enrolments (Tertiary Research, n.d.). Increasingly, PhD candidates and their supervisors have completed their undergraduate education in different countries, suggesting that they may rely on different conceptions of and strategies for learning. So how might this potential gap be bridged?

I will explore this question in the context of doctoral study in New Zealand and Australia, drawing on two sources: first, the narratives of 20 international PhD candidates studying in Australia, and second, a database of candidate-generated learning issues compiled in my work with a cohort of 1000 PhD candidates in New Zealand between 2018 and 2022.



The data analysis revealed an often disturbing picture of doctoral supervision, and identified a set of strategies practised by the successful PhD candidates that – I maintain – all doctoral students need to master if they are to navigate their PhD journey effectively.

In effect, I argue that doctoral candidates need to become highly strategic learners if they are to survive, thrive and complete their PhDs. How, when and where candidates might be introduced to such strategies, or whether we can expect them to develop this essential research competence intuitively remains open for discussion.

## **Sustainable transformative strategies of international students in Australian higher education**

24<sup>rd</sup> November, 14:00-14:30 NZDT, AMLT105

**Mira Kim, The University of New South Wales**

Many international university students in Australia have been caught in a vicious cycle involving language anxiety, a lack of self-confidence, and decreasing willingness to communicate (Rochecoste & Oliver, 2014). This poignant phenomenon is still prevalent in Australian higher education despite many models and approaches suggested over the last several decades. Recently, a Personalised Autonomous (PA) model (AUTHOR 2014, AUTHOR et al 2019) has been trialled in a credit-bearing course entitled Personalised English Language Enhancement (PELE). Both quantitative and qualitative data collected over the five years from 2016 revealed that the course significantly impacts students' confidence, self-efficacy, motivation, and sense of belonging. Data have also shown that such positive impacts lead to behavioural changes in social and academic contexts. Students feel confident enough to optimise the existing opportunities for interaction and further language development, accept themselves as language users with sufficient abilities for their current contexts, and become active co-producers in creating a warm and safe learning community (AUTHOR under review). This paper discusses sustainable, transformative strategies that two international HDR (Higher Degree Research) students have developed during the course and how the strategies have impacted their research and confidence. The participants were interviewed before they took the PELE course. Four months later, they were interviewed again right after completing the course. The qualitative data showed that they have created a virtuous cycle of learning that can be sustained even after the course. The findings of this study indicate what students truly need but existing remedial models have failed to provide.

## **Hacking fluency: L2 readers and strategies for reading development**

24<sup>rd</sup> November, 14:00-14:30 NZDT, TTR106

**Anna Husson Isozaki, Center for Language Teaching, Gunma University**

Increasing empirical evidence demonstrates bimodal input offers effective and sustainable L2 reading and related skill improvements (Chang & Millett, 2014, 2015; Teng, 2018; Tsumagambet, 2020), and this proposed presentation will discuss strategies chosen by EAP learners in Japan using online extensive reading with audiobooks. Autonomy with reading and listening departs from most studies of bimodal input; there is scarce research investigating for autonomous learner strategies and evidence of effective variations. This is an issue for several reasons. Research has found near 100-wpm reading rate divergences within EFL university



classes, rendering in-class reading impracticable (Ramonda, 2017). Further, the importance of autonomy, self-regulation, and proactive strategy use in language learning is clear (Ambinintsoa, 2020; Benson, 2013), and still more so, post-2020. In the present research, learners preparing for English-medium university (4 classes, n=43, summer-fall 2019 terms, 9-10-week interventions) were encouraged to experiment with reading and listening outside class, utilizing audio rate adjustability in an online e-book “library.” Reading records and learner feedback showed reading development and changes in learner strategy choices. Some learners developed novel, original strategies. Higher and lower-level EAP classes, when compared, showed evidence of learners’ choices matching needs, with less fluent learners making more use of simultaneous input, and near-proficiency learners using, adjusting, and no longer needing bimodality. Preferences surveyed showed overall that learners found individually-paced simultaneous reading and listening helpful for increasing their fluency in L2 reading and related skills, and found that with autonomy, the learners maintained motivation, raised reading rates, and gained confidence.

## **Peer learning strategies for online, hybrid, and in-person instruction**

24<sup>rd</sup> November, 14:00-14:30 NZDT, AM101

**Claudia Kunschak, Ritsumeikan University**

With the move to online teaching during the pandemic, the subsequent change to hybrid teaching, which still continues in numerous settings, and a tenuous return to the classroom, teachers had to reinvent themselves, their teaching method, and their relationship to students. While students were struggling academically and psychologically, teachers had to provide more support with less time on their hands and fewer opportunities to interact with students. Thus self-management, peer learning, and learning to learn re-asserted themselves as priorities among the learning objectives (cf. Sala et al., 2020). The presentation will focus on the component of peer learning, outline how this learning mode was implemented in a first-year listening and speaking class at a Japanese university with a strong international focus, and highlight its potential based on student engagement, uptake, and outcomes. Mechanisms of peer learning included weekly group work on textbook vocabulary and lecture content, a group mini research project, and midterm and final group oral presentations on the research project. Groups were rotated on a bi-weekly basis for the textbook-based work, collaborated online, in-person, or hybrid on a moodle-style learning-management system, and were provided ample class time for their work. Peer learning will be illustrated based on group homework and individual quiz performance, peer feedback to individual peers and teams for the group oral presentations, and peer assessment of their own group work. Based on the findings, it will be argued that peer learning strategies can be an effective way to provide students with engagement, tools, and learning.

## **International nursing students’ learning strategies for building confidence at placement**

24<sup>rd</sup> November, 14:00-14:30 NZDT, CO139

**Sharon Yahalom, Monash University**

One of the most challenging aspects of undertaking a nursing course for students is that they are required to complete several placements in the clinical setting (Levett-Jones et al, 2015;

MacDonald et al, 2016). While it has been reported that international nursing students sometimes struggle at placement, (e.g. Koch et al., 2015; San Miguel & Rogan, 2009), the clinical setting does present an opportunity for students to develop confidence in their clinical and communication skills (Edwards et al, 2004).

Semi-structured interviews were conducted with international nursing students (n=8) enrolled in a Master of Nursing Practice program. Participants were asked to describe the learning strategies they employed to develop confidence in their ability to communicate with staff and patients at placement.

The results showed that students experimented with several strategies to assist them in developing their confidence at placement. Strategies included asking questions and clarifying information even when they were embarrassed or afraid to do so, being proactive in their learning, observing and emulating the confident interactions of experienced nurses, explicitly modifying their verbal and non-verbal language, and focusing on effective interactions rather than language proficiency.

The findings from this study demonstrate that international nursing students draw on a range of learning strategies to develop confidence in their ability to communicate at placement. Developing confidence is an ongoing process throughout students' placement experiences. The findings could be used as a basis for creating educational tools or workshops for new international nursing students and for those who require extra support during placement.

## **Investigating vocabulary-learning strategies of language learners in an EAP course**

24<sup>rd</sup> November, 14:30-15:00 NZDT, AMLT105

**Quynh Le, Victoria University of Wellington**

Language learners who study English for Academic Purposes (EAP) need to develop vocabulary learning habits that would benefit their language use at the tertiary level. Yet, not all learners know and adopt effective strategies to learn vocabulary for academic goals. To date, little research has examined how EAP learners develop their lexical knowledge and what knowledge they have about effective vocabulary learning. This study aimed to fill this gap by investigating ways that learners in a New Zealand university during the pandemic tackled vocabulary throughout an EAP course and the amount of awareness they had about useful vocabulary learning strategies. A strategy here refers to a series of actions that learners execute in order to fulfil a learning task (Gu, 2003). Eight students were interviewed individually three times over a ten-week EAP course. The findings indicated that most participants approached vocabulary in ways that facilitated their productive use of words, such as learning grammatical functions and collocations, or trying to apply new words in course assignments or social interactions. However, it seemed that several aspects of vocabulary learning which would help the students take charge of their learning, such as choosing words to learn, spaced retrieval, and checking vocabulary progress, did not gain much traction among the participants although these aspects were embedded in the course. These findings have potential implications for EAP instructors and material designers in providing guidance for strategies that learners would benefit from training, including strategies for word selection, planning repetition and self-evaluation.

## **CFL beginners' learning strategies during COVID-19 pandemic**

24<sup>rd</sup> November, 14:30-15:00 NZDT, TTR106

**Linda Lei, University of Auckland**

The past two years have seen uncertainties and challenges for language teaching and learning arise as a result of the COVID-19 pandemic. Language courses in schools and universities have been forced to transition between online and in-person instruction due to intermittent campus closures. In this context, language learners have had to adapt themselves by adopting different learning strategies. This study recruited 20 CFL (Chinese as a Foreign Language) beginners at a New Zealand university, aiming to investigate the learning strategies they took up in response to COVID-19's impact on education and how these strategies have played a role in their Chinese learning, specifically in terms of reading and writing. The instruments of data collection include a Chinese character learning strategy inventory questionnaire and a follow-up interview. The results show that online learning has encouraged students to make greater use of technology to assist their Chinese learning, with this study also revealing how virtual instruction affects students' preference for self study rather than group study. Repetition strategies have been frequently used in both online and in-person contexts, and they are still considered the most effective method by this group of beginner learners, especially good Chinese learners who are observed to use more strategies. In light of these findings, this study calls for further research exploring how successful language learners employ strategies effectively. It also appeals to educators to draw their attention to promoting greater awareness of strategies and their application in the context of COVID-19 and its impacts.

## **Understanding learning in MOOCs through student generated text: Computer- assisted identification of confusion**

24<sup>rd</sup> November, 14:30-15:00 NZDT, AM101

**Irina Elgort, Victoria University of Wellington**, Jenny McDonald, Independent Researcher, **Hannah Prior, Victoria University of Wellington**, Lauren Whitty, Victoria University of Wellington, Jean Parkinson, Victoria University of Wellington & Claire Donald, University of Auckland

Bringing higher education to mass audiences, exemplified by Massive Open Online Courses (MOOCs), has led to a shift towards new forms of learning and teaching. However, understanding how students learn in such large online courses, in the absence of traditional on-campus classes (tutorials, labs, etc.), presents new challenges. Instead of observing student in-class learning behaviour, some insight into learning may be obtained from MOOC forums, where students write about the topics they study, discuss assessment, and help each other learn. We used computer-assisted analysis of student-generated text in an Introduction to Data Analysis MOOC to identify Linguistic Indicators of Confusion In Texts (LICITs), as a step towards generating learning insights in this relatively new but fast-growing learning format.

In this presentation we describe our innovative approach to studying learning using learner-generated MOOC posts. We adopted a ground-up iterative approach to the analysis, starting with a manual qualitative analysis of 2000+ student posts, followed by a computer-assisted text analysis procedure, which generated a set of linguistic indicators of confusion. Next, the indicators were applied to a new offering of the MOOC, for verification and ranking purposes. We also developed an approach for identifying posts containing confusion in new MOOC

offerings. In this conference talk, we discuss potential applications of the confusion index as a way of understanding student learning in large online courses. We also consider the potential of this approach for stepping beyond the traditional data elicitation methods in the study of learning strategies.

## **Strategies for designing learning-centred spaces: The architect's challenge**

24<sup>rd</sup> November, 14:30-15:00 NZDT, CO139

### **Giuseppe Piovaccari Architetto**

The traditional concept of 'classroom' is obsolete and no longer appropriate for supporting learning processes that have abandoned the classic teacher-student transmission model. Instead, contemporary strategic learning processes in educational settings focus on students, engaging them in more fluid, dynamic interactions and behaviours.

This presentation addresses the results of recent educational research in Europe into strategic learning processes. This research has prompted the major international bodies involved in school construction to develop innovative strategic guidelines and policies for designing teaching and learning spaces. The presentation considers how architects should respond to these guidelines in designing educational spaces that are conducive to effective strategic learning.

By examining three recent architectural projects in Europe, the presenter will highlight current international trends in the design of educational spaces and link them to the central learning and teaching strategies and behaviours of those who use the spaces. These pedagogic strategies are designed to position the students as protagonists both of their individual learning pathways and of their role within their community.

Transforming traditional teaching environments into flexible learning-centred spaces is one of several challenges architects currently face in this "uncertain world", particularly in light of our experience of Covid 19. A conversation based on previous teaching and learning experiences can be a useful starting point for rethinking the concept of space in educational settings. The challenge consists of putting into practice a set of pedagogical strategies that, in concert with sympathetic architectural design, can facilitate the transformation of learning environments.

## Presenters

Claudia	Acero	Universidad de la Sabana
Laurel	Acton	University of Technology Sydney
Abdullah	Alamer	King Faisal University
Patricia	Alexander	University of Maryland
Antonie	Alm	University of Otago
Dominique Vola	Ambinintsoa Razafindratsimba	Kanda University of International Studies
Carmen M.	Amerstorfer	University of Klagenfurt
Oliver	Ballance	Massey University
Jakub	Bielak	Adam Mickiewicz University
María	Blanco-Hermida	University of Westminster
Morena	Botelho de Magalhães	The University of Auckland
Jianfeng	Bu	Guangdong University of Foreign Studies; Huizhou University
Yuyang	Cai	Shanghai University of International Business and Economics
Shravasti	Chakravarty	XLRI Delhi-NCR
Rusiru Kalpagee	Chitrasena Hettimullage	University of Auckland; University of Kelaniya
Nathalie	Christoforou	University of Cyprus
Andrew	Cohen	University of Minnesota
Deborah	Corder	Auckland University of Technology
Sara	Cotterall	Victoria University of Wellington
Jevic Anjin	Cruel	University of the Philippines Baguio
Keryn	de Jonge	University of Melbourne
Natanael	Delgado	Juarez University of the State of
Elisa	Díaz	University of Seville
Chuzaimah Dahlan	Diem	Sriwijaya University Palembang
Kerstin	Dofs	Ara Institute of Canterbury
Wenbo	Du	Xi'an Jiaotong University
Nathan	Ducker	Miyazaki Municipal University
Irina	Elgort	Victoria University of Wellington
Akiko	Fukuda	Toyo University
Xuesong (Andy)	Gao	University of New South Wales
Zoe	Gavriilidou	Democritus University of Thrace
Qianwen	Ge	Shanghai University of International Business and Economics
Lorena	Gibson	Victoria University of Wellington
Yang (Frank)	Gong	University of Macau
Takaaki	Goto	Kyushu University of Nursing and Social Welfare
Carol	Griffiths	Girne American University
Ed	Griffiths	Concordia University

Peter	Gu	Victoria University of Wellington
Pamela	Gunning	Concordia University
George	Gyamfi	The University of Queensland
Vee	Harris	Goldsmiths College
Rizka	Hartati	SMK Negeri 1 Empat Lawang
Sam	Haugh	Kansai University
Teresa	Hernandez Gonzalez	Concordia University
Kazuki	Hida	Waseda university
Ha	Hoang	Victoria University of Wellington
Nan	Hu	Chonnam National University
Jingyan	Hu	Shangrao Preschool Education College
Jingjing	Hu	Sun Yat-sen University
Anna	Husson Isozaki	Gunma University
Anh Nhu Vo	Huynh	The Swiss Institute of Management and Innovation
Maiko	Ikeda	Kansai University
Xiaonan	Jiang	Shandong College of Arts; Florida State University
Isobel	Kai-Hui Wang	University of Edinburgh
Agnieszka	Kaldonek-Crnjaković	University of Warsaw
Mira	Kim	The University of New South Wales
Ifigenia	Kofou	Hellenic Open University
Marina	Kollatou	Hellenic Open University
Claudia	Kunschak	Ritsumeikan University
Quynh	Le	Victoria University of Wellington
Linda	Lei	University of Auckland
Shihua	Li	Xidian University; Vrije Universiteit Brussel
Michael	Lynch	University of Edinburgh
Xiaomei	Ma	Xi'an Jiaotong University
Ewen	MacDonald	Kanda University of International Studies
Dimitra	Melissaropoulou	Aristotle University of Thessaloniki
Lydia	Mitits	Democritus University of Thrace
Atsushi	Mizumoto	Kansai University
Andras	Molnar	Kinjo Gakuin University
Anna	Mystkowska-Wiertelak	University of Wrocław
Diego	Navarro	Te Herenga Waka Victoria University of Wellington
Bao Tram	Nguyen	Macquarie University
Martha	Nyikos	Indiana University
Takeuchi	Osamu	Kansai University
Grant Jun	Otsuki	Victoria University of Wellington
Rebecca	Oxford	University of Maryland
Mirosław	Pawlak	Adam Mickiewicz University



Christine	Pemberton	Kanda University of International Studies
Giuseppe	Piovaccari	GP Architettura
Luke	Plonsky	Northern Arizona University
Hannah	Prior	Victoria University of Wellington
Jack K.H.	Pun	Citing University of Hong Kong
Thomais	Rousoulioti	Aristotle University of Thessaloniki
Joan	Rubin	Joan Rubin Associates
Rachael	Ruegg	Victoria University of Wellington
Yolanda	Ruiz de Zarobe	Universidad del País Vasco
Leyton	Schnellert	University of British Columbia
Aizhan	Shomotova	United Arab Emirates University
Marga	Stander	Sol Plaatje University
Julie	Sykes	University of Oregon
Osamu	Takeuchi	Kansai University
Xiongying	Tang	Jiangxi Normal University
Youjun	Tang	Xi'an Jiaotong University; Qingdao Binhai University
Awanui	Te Huia	Victoria University of Wellington
Nathan	Thomas	University College London
Zida	Wang	Florida State University
Junsong	Wang	Northwestern Polytechnical University
Phil	Winne	Simon Fraser University
Wandong	Xu	The Hong Kong Polytechnic University
Tomoko	Yabukoshi	Nihon University
Sharon	Yahalom	Monash University
Junko	Yamashita	Seikei University
Nae-Dong	Yang	National Taiwan University
Yan	Yang	Shanghai University of International Business and Economics
Meng	Yaru	Xi'an Jiaotong University
Jennifer	Yphantides	Soka University
Mariko	Yuasa	Kansai University

## Acknowledgements

Thank you to the conference organizing committee for all their time and effort preparing for the conference:

Dominique Vola Ambinintsoa Razafindratsimba

Oliver Ballance

Muthita (Fai) Chinpakdee

Sara Cotterall

David Crabbe

Irina Elgort

Peter Gu

Anna Trang Ngoc Hoang

Ha Hoang

Diego Navarro

Le Nguyen

Rachael Ruegg

Minh Ta

Thank you also to the abstract reviewers for the time and effort they spent providing valuable input on the abstracts.

Finally, thank you to our sponsors.



## **Guest access to Wi-Fi**

### **How to connect to WellingtonUniversityGuest:**

1. Connect to 'WellingtonUniversityGuest' Wi-Fi
2. Open a web browser and navigate to the internet
3. Upon redirection to the Wellington University Wireless Portal page, press 'Don't have an account?'
4. Enter your email address and after reading the terms and conditions, tick the 'agree' box
5. Press 'Register', and then 'Sign On' to complete the sign in process
6. The screen will then display temporary login credentials which you can use on a maximum of 5 devices concurrently if you wish
7. Guest access will expire after 24 hours, though can be initiated again at any time

### **How to connect to eduroam**

1. Browse to your device's Wi-Fi connections
2. Connect to 'eduroam' wireless network.
3. Enter username/identity in the following format: [username@vuw.ac.nz](mailto:username@vuw.ac.nz).
4. Enter the password associated with your account.
5. Android users: if necessary, set 'CA Certificate' to 'Unspecified' or 'Don't validate.'
6. If asked, trust the certificate presented and press 'Continue' until connected.

