

Language Learner Strategies: Insights for Learners and Teachers

Dr. Isobel Kaihui Wang

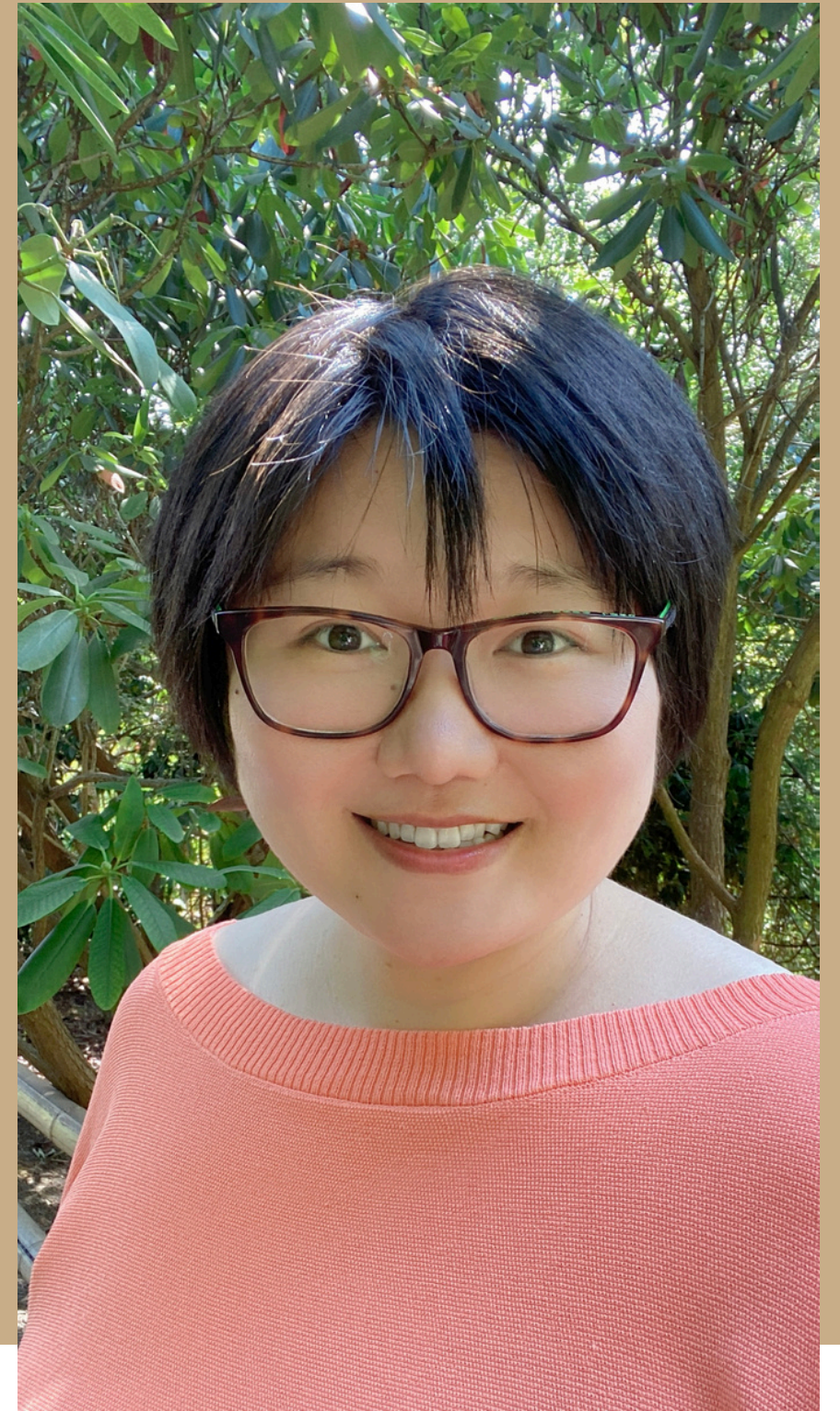
(Assistant Professor, University of Edinburgh)

4月23日(木) | 10:40~12:10

関西大学 千里山キャンパス

岩崎記念館 F402教室

対象 : All welcome! ○対面式 ○事前申込不要



Abstract

Language learner strategies (LLS) are essential tools to enhance both language learning and performance. Research has long shown that LLS are among the key factors that contribute to successful language learning. However, many learners are not fully aware of the range of strategies they could draw on, or they use strategies without reflecting on how to make their learning more effective.

In this session, we will explore what LLS are and why they matter. Drawing on empirical work conducted by Dr. Wang, we will look at real examples from language learners, including both their successful and less successful experiences with particular strategies. Participants will also have the chance to reflect on their own language learning experiences and needs.

Together, we will consider what influences individual learners' strategy choices and what makes strategy use effective from the learner's perspective.

In the second part of the session, participants will engage in interactive language tasks designed to raise their strategic awareness and encourage reflection on their own strategy use. They will have hands-on opportunities to try out and evaluate different strategies, model strategies for others, and share their experiences of what worked for them. Throughout the session, we will consider how learners can select appropriate strategies and develop effective ways of learning and using the target language that respond to their individual needs.

Bio.

Isobel Kaihui Wang is a Lecturer (Assistant Professor) in Language Education at the Moray House School of Education and Sport, University of Edinburgh. Her research focuses on language learner strategies and second language teaching methodology. She has published widely in the areas of vocabulary learning strategies and language strategy instruction, including her monograph *Learning Vocabulary Strategically in a Study Abroad Context* (Palgrave Macmillan, 2018). She also maintains active research interests in the psychological dimensions of language learning and teaching, particularly learner engagement, self-regulation, and teacher wellbeing.

Isobel also leads a master's course named TESOL Methodology, and has extensive experience in English language teacher development, working with pre-service and in-service teachers from around the world.

She is currently leading a project, funded by the University of Edinburgh, on collaborative research into strategy instruction for modern languages in Scottish classrooms.

