

# Strategy Instruction for Foreign Language Learners: Bridging Research, Classroom Realities, and Future Directions

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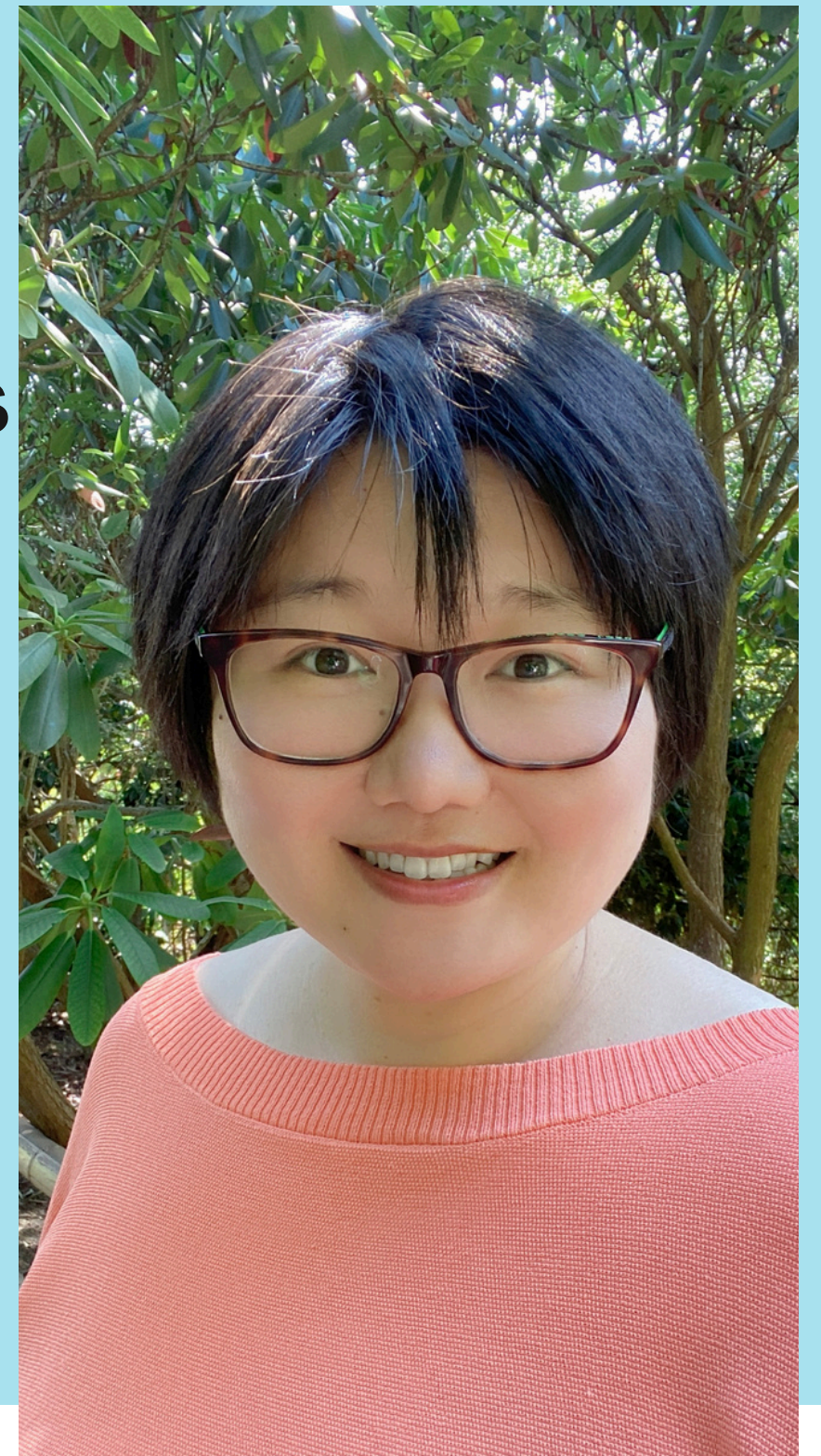
**4月23日(木) | 18:00~19:30**

**関西大学 千里山キャンパス**

**岩崎記念館 F401教室**

**対象: All welcome! ○対面式 ○事前申込不要**

リモート履修制度による受講生で参加を希望される方は政外オフィスまでお問合せください。



## Abstract

Research around the world increasingly highlights the value of strategy instruction (i.e. explicitly teaching students how to apply language learner strategies). However, we still know relatively little about the extent to which strategy instruction takes place in language classrooms and how teachers actually integrate it into their teaching. Such findings are important, because they allow investigators to identify not only effective teaching practices but also the challenges teachers face, as well as to offer pedagogical suggestions that could be readily operationalised.

In this talk, Dr. Wang will examine the complexities involved in adopting and implementing strategy instruction for foreign language learners. Participants will be invited to think critically about how language learner strategies work, why they matter, and the impact of strategy instruction on language learning outcomes. Drawing on both current literature and Dr. Wang's own empirical work, we will explore the nuanced realities of putting strategy instruction into practice from the perspectives of both teachers and learners.

The talk will also address key issues, such as the dynamics of strategy instruction, the individuality of learners, and differentiation in strategy instruction. Insights from research will be connected to practical implications for language teaching, with attention to how educators can better support learners in developing a wider and more effective repertoire of strategies. Finally, Dr. Wang will outline promising directions for future research in this field.

## 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.

