

Wednesday 3 June

5:20pm - 6:00pm

Room: Block Y, Room Y302

Presentation Title: Reconceptualizing Strategic Learning: Throwing Learning Strategies out with the Bathwater

Presenter / Co-presenters:	Heath Rose, Rikkyo University & The University of Sydney
Presenter's Email:	rose@rikkyo.ac.jp
Theme:	Autonomy and teacher education
Presentation Type:	Paper presentation

Abstract

This paper examines the conceptualisation of language learning strategies over the past 30 years, focusing on recent conceptualisations that shift from the Oxford model. Recent scholars such as Dörnyei have argued the language learning strategies are too general, undefined, and incoherent and the questionnaires designed to measure language learning strategies are inaccurate and unreliable (see Dörnyei 2006; and Dörnyei & Yin for discussion). Instead Dörnyei proposes a new theory on language learning strategies based on educational psychology and motivation. This paper will argue that this reconceptualisation might be a matter of throwing the baby out with the bathwater, in that it throws out a flawed system and replaces it with another system, which is just as limited, but in different ways. Instead, this paper shows how elements of both systems can be pieced together to reconceptualize strategic learning by drawing on the strengths of both a behavioural and cognitive approach from the fields of both psycholinguistics and second language acquisition.

References:

Dörnyei, Z. (2005). *The psychology of the language learner: Individual differences in second language acquisition*. Mahwah, NJ: Lawrence Erlbaum.

Tseng, W.T., Dörnyei, Z., and Schmitt, N. (2006). A new approach to assessing strategic learning: The case of self-regulation in vocabulary acquisition. *Applied Linguistics*, 27(1): 78-102.

Biodata

Heath Rose is an Assistant Professor at Rikkyo University, Tokyo, Japan, where he coordinates a number of EAP and ESP courses.

He is also in the final stages of completing his PhD at the University of Sydney. His research is in the field of strategic learning and self-regulation of language students.