



Style sheet - ENG

Symposium title: Using Language Learning Strategies for Developing EFL/ESL in the Indian Subcontinent

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Symposium format (one choice - delete the others):

- **Symposium Multimodal**

Symposium mode (one choice - delete the others):

- **Hybrid**

Sub-themes (multiple choices - delete the others):

- LEARNER CHARACTERISTICS:** autonomy, strategies, young, old, non-instructed, individual factors or differences, emotion
- LANGUAGES IN SOCIETY:** bilingualism, multilingualism, plurilingualism, multilingual classroom, translanguaging, literacy & literacies, heritage language, home language, migrants, deaf, sign/gesture

Short abstract in English: (15 lines only)

Language learning strategies are defined as “activities consciously chosen by learners for the purpose of regulating their own language learning” (Griffiths, 2008, 87). Research suggests that language learning strategies have the potential for increasing learner autonomy (Anderson, 2009; Griffiths, 2006; Oxford, 1990). Studies show that strategies are carefully chosen by learners to regulate their learning processes (e.g., Cohen, 2011; Oxford, 2017). Although the classification of various language learning strategies has remained a challenging task, some universal strategies that most theorists agree on include cognitive strategies, metacognitive strategies, social strategies, and affective strategies. Goh and Taib (2006) found that explicit strategy instruction increases learners’ self-confidence, therefore making them extremely useful to learners of EFL/ESL. This symposium invites papers showcasing research conducted in language learning strategies in the Indian subcontinental region. This region was under the British rule and has seen the development of the English language among its people both as a second as well as a foreign language. The papers to be



accepted should aim to capture this unique geopolitical scenario vis a vis the learning of the English language.

Argument (2 pages maximum, i.e. about 500 words or 3000 characters including bibliography):

Language learning strategies are defined as “activities consciously chosen by learners for the purpose of regulating their own language learning” (Griffiths, 2008, 87). Learners of a new language experiment with a variety of techniques and tactics to help them in the language learning process. These depend on the individual and the context in which the language is being learnt. Research suggests that language learning strategies have the potential for increasing learner autonomy (Anderson, 2009; Griffiths, 2006; Oxford, 1990). Oxford (1990) sees language learning strategies as “operations employed by the learner to aid the acquisition, storage, retrieval, and use of information” (p. 8). Studies show that strategies are carefully chosen by learners to regulate their learning processes (e.g., Cohen, 2011; Oxford, 2017). Although the classification of various language learning strategies has remained a challenging task, some universal strategies that most theorists agree on include cognitive strategies, metacognitive strategies, social strategies, and affective strategies. Chamot and O’Malley (1994), Wenden (1995), Oxford (2001), and others involved in training learners in the use of language learning strategies support this classification and propose that strategy instruction should be an integral part of all language programmes. They argue that students who have been trained in the use of these strategies learn to consciously monitor their own learning, have a cornucopia of strategies to use when learning becomes difficult, and therefore, perform better than others. Goh and Taib (2006) found that programmes which provide explicit strategy instruction increase learners’ self-confidence.

The theme that binds the papers for this symposium is the concept of using language learning strategies for improving English language skills among students in the Indian subcontinental region. While a sizeable amount of research has been carried out the world over to trace the effects of introducing language learning strategies, not much is known about the studies being conducted here. This region was under the British rule and has seen the development of the English language among its people both as a second as well as a foreign language. The symposium, therefore, aims to capture this unique geopolitical scenario vis a vis the learning of the English language. Presenters are invited to share insights into the development and use of language learning strategies in theoretical aspects encountered during their research, methodologies adopted/adapted for introducing strategy training, incorporation at the educational policy level, and any other parameters. Related papers will be accepted originating from the following geographical contexts: Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan, and Sri Lanka.

Bibliography

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- Cohen, A. D. (2011). *Strategies in learning and using a second language*. Abingdon: Routledge/Pearson Education.



- Goh, C., & Taib, Y. (2006). Metacognitive instruction in listening for young learners. *ELT Journal*, 60(3), 222-232.
- Griffiths, C. (2006). Language learning strategies: Theory and research. *Iran Language Institute Language Teaching Journal*, 2(1), 1-30.
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