



**Symposium title:** Qualitative Research on Language Learning Strategies and Sources of Regulation

**Coordinator 1:** Nathan Thomas, IOE, UCL's Faculty of Education and Society, UK

**Coordinator 2:** Heath Rose, Department of Education, University of Oxford, UK

**Symposium format:**

- **Symposium Multimodal**

**Symposium mode:**

- **100% online**

**Sub-themes:**

- **LEARNER CHARACTERISTICS:** autonomy, strategies, young, old, non-instructed, individual factors or differences, emotion
- **RESEARCH:** methods, approaches and (collaborative) practices

**Short abstract in English (15 lines):**

In the field of language learning strategies, there have been calls for more qualitative studies to complement the quantitative research that accounts for most the field's output. The same can be said for research on sources of regulation, namely, self-regulation, as it was once suggested as a replacement for strategy research and has since been discussed not least within the same domain of strategies. Qualitative studies are unique in their ability to explore this domain. Thus, we call for proposals that go beyond the surface level (e.g., what strategies are used and when) and attempt to delve into complex questions of "why" and "how". We hope to see proposals from researchers that utilize methods such as in-depth interviews, think-aloud protocols, stimulated recall, direct observation, journals/diaries, and more. In addition to empirical studies, we welcome methodological presentations that showcase qualitative-leaning data collection and analysis procedures for researching strategies and sources of regulation (including self-, other-, co-, and socially shared regulation). We expect presentations to be informed by an articulated theoretical framework. This is in line with what Thomas et al. (2022) referred to as *the third wind* of language learning strategies research—a turn towards increased rigor in theory, methods, and pedagogical application.

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

Researchers in the field of language learning strategies have utilized a wide range of methods and approaches to investigate learners' strategic behavior. Early studies tended to be exploratory as pioneers in this area such as Rubin (1975), Stern (1975), and Hosenfeld (1976, 1977) articulated conceptual notions of strategies from their practical experiences as language teachers. Much of this early work was qualitative in nature and ethnographically informed (e.g., Naiman et al., 1978). Later, researchers such as O'Malley and Chamot (1990) and Oxford (1990) developed categorizations of strategies that paved the way for a boom in strategy research driven by the use of large-scale questionnaires. Although this research played a key



role in the field's increased popularity—and still has value today—many scholars have argued that such research lacks the nuance, depth, and personalization that is beneficial in understanding more holistically the strategic behavior of learners in diverse contexts. Subsequently, there have been a number of calls for more qualitative studies to complement the quantitative research that still accounts for the majority of the field's output (see Gao & Hu, 2020; Thomas et al., 2021, Zhang et al., 2019). The same can be said for research on sources of regulation, namely, self-regulation, as it was once suggested as a replacement for strategy research and has since been discussed not least within the same domain of strategies (see Rose et al., 2018; Teng & Zhang, 2021; Tseng et al, 2006). Qualitative studies are unique in their ability to explore the domain of strategies and sources of regulation, and we have organized this symposium to illustrate cutting edge work that is being done in this area.

With the above preamble in mind, we call for proposals that go beyond the surface level (e.g., what strategies are used and when) and attempt to delve into complex questions of “why” and “how”. We would like to see proposals from researchers that utilize methods and approaches such as, but not limited to, ethnography, in-depth interviews, think-aloud protocols, stimulated recall, process tracing, direct observation, narrative inquiry, and more. In addition to empirical qualitative studies, we also welcome methodological presentations that showcase qualitative-leaning data collection and analysis procedures for researching strategies and sources of regulation (including self-, other-, co-, and socially shared regulation). We expect presentations to be informed by a theoretical framework or, at minimum, situated within a justified philosophical stance. This is in line with what Thomas et al. (2022) referred to as the *third wind of language learning strategies research*—a turn towards increased rigor in theory, methods, and pedagogical application.

## References

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