listening text, including textbook and authentic materials, will be demonstrated. Teachers will gain practical ideas for the teaching of listening from various approaches, including top-down and bottom-up methods, as well as "meaning building" and "decoding" (Field, 2008).

The workshop will begin with a description of a pedagogical cycle common to many listening classes. Deficiencies in this common approach will be identified and suggestions for improvement made. Next, several activities focused on various aspects of listening will be introduced. Participants will then have opportunities to apply the activities to sample texts. The workshop will close by showing how the presented activities address many common concerns in listening classrooms. Along with an array of techniques for their listening classes, participants will benefit from a better understanding of L2 listening pedagogy.

M002

Aug. 31/11:00-1:25/Bld1 R308

What Is English for You?: The Difference of Learning Process and Strategy Use Depending on Views of English

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Aim: This research was conducted to investigate the influence of Japanese learners’ experiences in the initial stages of English learning on their learning at subsequent stages.

Hypothesis: The use of social strategies would form the basis of learning behaviours for learners who experience a large number of interactions with teachers and peers in the early stages, and they would continue using these strategies for learning later; this, in turn, would lead them to develop sufficient metacognitive awareness, enabling them to use metacognitive strategies along with other strategies.

Methods: Data were mainly collected through learning history interviews; two questionnaires & secondary sources. The informants were 43 Japanese university students. After discussing the informant’s history of learning English, I asked the question ‘What is English for you?’ Each informant appeared to retrospect over his or her history of learning English before answering the question.

Results: Four learners viewed English as a tool for communication; they had experienced a relatively large number of interactions with teachers and peers in both English and Japanese, and their preferred strategies were social and metacognitive strategies. Another four informants viewed English as a school subject; these learners did not show any significantly different characteristics in their learning behaviours. SILL scores also indicated a difference in the tendencies toward strategy use between the two groups. However, there was a significant gap between the results obtained with the interviews and the SILL score data.

Conclusion: The informants’ views of English were diverse and appeared to be related to their initial learning experiences, which possibly influenced their learning at later stages. The results raised issues concerning research methodologies and indicated that the combined use of interviews and two questionnaires should be a more effective research strategy than the use of interviews or questionnaires alone.