twenty-five students per year. At the end of their second year, the students choose their seminars for senior years. There is a screening process for those seminars with an excessive number of applicants, which has been the case with the Production Seminar. The students’ prior stage experiences and relevant skills differ from each other; however, they are all keen to take part in the collaborative theatre production in English. The classroom activities encompass a range of components from English language learning such as academic writing in English and translation practices for preparing Japanese subtitles for the performance, to theatre making processes including auditioning and rehearsing. Each lesson thus has a highly different structure; however, it usually starts with an introduction and warm-up exercises, develops in group work and ends with mutual feedback, advisory comments and notice of homework. This paper reports on the classroom activities and the theatre making process of the Theatre Production Seminar, and examines how theatre education and theatre production can effectively be combined with English language education.

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Research paper

Strategying in Learner Strategy Training: Personality-based Learner Styles and Strategy Selection

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The goals of learner strategy research are for teachers/learners to gain insight into the learning process and for learners to realize the usefulness of various strategies. To make strategy training more effective, a new conceptual framework is needed. “Strategying,” inspired by “linguaging,” is a new way of strategy training in which learners learn and develop their own preferred (new) strategies based on discussion with peers and support from the course instructors” (Wakamoto, 2010, 2011). This presentation reports an empirical study of strategy training for Japanese learners of English. The participants were 18 Japanese college students. The training was provided for eight weeks: (1) participants were given a chance to understand their strategy repertoire and to set their goals in relation to increasing vocabulary (Metacognitive stage); (2) they were divided into four groups and were asked to do strategizing about what and how strategies should be used (Group-based stage); and (3) they were also advised to modify and develop strategies into their preferred strategies while engaging in group-based activities (Integration stage). Throughout the last two stages, they were asked to meet with group members and discuss their strategy use. To observe the impact of learner styles, the Myers-Briggs Type Indicator was given at the beginning of the training. After eight weeks of training, a questionnaire and a follow-up interview were conducted. The results show the changes in learner strategy awareness of the participants: many of the participants expanded their repertoire of strategies such as learning vocabulary through pleasure reading or learning from the Internet (e.g., TED). As to the interaction between learner styles and strategy training, even the most introverted participant fully appreciated working as a group and refused to develop their preferred strategies. The pros and cons of the use of strategizing as a conceptual framework will be also discussed.

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Research paper

The Effect of a Teacher’s Guidance on Japanese University EFL Learners’ Voluntary Reading Outside Class

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Day and Bamford (1998) stress the importance of continuing guidance and counseling in an extensive reading (ER) program. This study investigates the effect of teachers’ guidance on the growth in L2 reading ability. Specifically, we investigate the question: To what extent does a teacher’s guidance on book selection affect L2 readers’ growth in reading ability? To this end, a total of 130 EFL students from five one-year extensive reading classes at a four-year university participated in the study. Four classes were treated as an experimental