



Contribution ID: 276

Type: SIG Forum

Listening SIG Forum: Applying a CDST lens to EMI research: Findings from Hong Kong, Japan, and Sweden

Sunday 18 May 2025 12:30 (1 hour)

“Given the widespread and growing implementation of EMI programs around the world, there is a strong need to uncover factors that can enhance or hinder learning outcomes. Current research indicates that self-efficacy, L2 technical vocabulary knowledge, and motivation are key predictors of linguistic and academic success. Reported research typically uses group-based data elicitation and statistical analyses to draw such conclusions. Recently, however, the complex dynamic systems theory (CDST) paradigm has provided new avenues for investigation. CDST highlights the idiosyncratic and contextually-bound nature of learning and factors that impact or impede learning progress, dynamicity of learning processes, and the interrelated nature of all intermediate variables. These facets of learning in EMI and lecture-related listening comprehension currently remain under-explored. To address this gap, CDST-grounded research is likely to provide results that do not conform to the findings of nomothetically positioned, quantitative research, and there is much scope for new approaches to EMI research.

Accordingly, in this presentation we cover key parameters of CDST related to lecture listening, then introduce a new mixed methods approach to uncover the CDST-nature of EMI-grounded learning processes as lessons take place, and report on findings using this method from classrooms in Hong Kong, Japan, and Sweden.

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TITLE

RELEVANT SIG

Listening Literature in Language Teaching

FORMAT

Short English description

KEYWORDS

First-time presenter?

ABSTRACT

Given the widespread and growing implementation of EMI programs around the world, there is a strong need to uncover factors that can enhance or hinder learning outcomes. Current research indicates that self-efficacy, L2 technical vocabulary knowledge, and motivation are key predictors of linguistic and academic success. Reported research typically uses group-based data elicitation and statistical analyses to draw such conclusions. Recently, however, the complex dynamic systems theory (CDST) paradigm has provided new avenues for investigation. CDST highlights the idiosyncratic and contextually-bound nature of learning and factors that impact or impede learning progress, dynamicity of learning processes, and the interrelated nature of all intermediate variables. These facets of learning in EMI and lecture-related listening comprehension currently remain under-explored. To address this gap, CDST-grounded research is likely to provide results that do not conform to the findings of nomothetically positioned, quantitative research, and there is much scope for new approaches to EMI research.

Accordingly, in this presentation we cover key parameters of CDST related to lecture listening, then introduce a new mixed methods approach to uncover the CDST-nature of EMI-grounded learning processes as lessons take place, and report on findings using this method from classrooms in Hong Kong, Japan, and Sweden.

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Session Classification: B3-103 SUN: OLE SIG Forum, Listening SIG Forum, Study Abroad SIG Forum