

**Celebrating the 45th Anniversary of the University of Macau: FED-CLLE Seminar:
"Fifty years of research on language learning strategies"**

Centre for Language and Literacy Education, Faculty of Education

Date & Time: 06 May 2026 (Wednesday); 15:00-16:30

Venue: E33-Room 2036, Faculty of Education

Language: English

Registration: Online Registration (<https://umac.questionpro.com.au/t/ARtQyZSCJF> or )

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Speaker:

Prof. Yongqi GU is Professor of Applied Linguistics and former Head of School at the School of Linguistics and Applied Language Studies, Victoria University of Wellington, New Zealand. Prof. Gu has extensive teaching and teacher education experience in New Zealand, Singapore, Hong Kong (SAR China), and mainland China. Prof. Gu was the recipient of the 2004 Thomson Heinle Distinguished Research Award from TESOL International Association. Prof. Gu's academic interests mainly include "learner autonomy and learning strategies", "language testing and assessment", and "vocabulary acquisition". He has published extensively on these topics. He is currently co-editor of *Studies in Language Assessment* (2025-present), and co-edited *Asian Journal of English Language Teaching* (2006-2010). Prof. Gu was Vice President (2012) and Co-President (2013-2014) of the Association for Language Testing and Assessment of Australia and New Zealand (ALTAANZ).

Abstract:

This presentation attempts to re-assert the central role of strategic learning in the SLA process. Prof. Gu will first briefly review 50 years of research on language learning strategies, and reflect upon the critiques of LLS research. Next, Prof. Gu will outline a new research agenda that will bring forth theoretical depth, empirical rigor, and practical utility. Conceptually, Prof. Gu will argue for a prototype perspective of LLS that will hopefully alleviate the discomfort of conceptual fuzziness. In this view, strategic learning is not a gimmick learners can pick up and use; it is a coordinated process of actions that are intentionally deployed for the successful completion of a carefully analysed learning task, situated and contingent upon the performance of the task in a specific learning context. This conceptual shift from the static LLS to the dynamic strategic learning necessitates much more in-depth studies on how the learner, the task, the context, and the strategies interact to form the chemistry of learning. Finally, Prof. Gu will discuss the implications of genAI on LLS research.