Looking back after four decades from researchers and educators of English as a Second Language (ESL) and English as Foreign Language (EFL) for how languages were learned differently by individual learners, learner strategy has received increasing attention (Chang, 1999; Cohen, 1998; Rubin, 1975). The relationship of the use of language learning strategies with success in learning a second or foreign language has been investigated in many research studies. Several scholars in the fields of SLA have addressed the influence of gender and language learning strategy use on language learning outcomes, and have found out that gender that can affect language use and acquisition as a result of biological, psychological effects, or socio-cultural influences differences between language use and acquisition. Considering the fact that language learning strategies and gender can promote language achievement, we were very much interested in investigating the strategies male and female students from Southeast Asian countries used in learning Japanese language and English language. In this presentation, we will show how the results, which are important part of our needs analysis, will be integrated into our hybrid language curriculum. In the hybrid language program that we are developing, foreign students, together with the Japanese students, will take English courses and Japanese courses together. We hope that the results of this research project will benefit EFL/ESL language curriculum planners, researchers and teachers not only in other Asian countries, but worldwide, too.

Keywords: gender, curriculum planning, learner strategy.