

## **Classroom-Based Training Towards Learner Autonomy**

### **Tomoko Eto**

*Ritsumeikan Asia Pacific University*

*etomoko@apu.ac.jp*

### **Misato Saunders**

*Ritsumeikan Asia Pacific University*

*misato@apu.ac.jp*

### **Kiyu Itoi**

*Ritsumeikan Asia Pacific University*

*kiyu@apu.ac.jp*

### **Author Biography**

**Tomoko Eto** is a tenured senior English lecturer at the Center for Language Education, Ritsumeikan Asia Pacific University, in Oita, Japan. Her research interests include language learning strategies, learner beliefs, and needs analysis.

**Misato Saunders** is a part-time English lecturer at the Center for Language Education and a Language Advisor at the Self-Access Learning Center (SALC), Ritsumeikan Asia Pacific University, in Oita, Japan. Her research interests include language learning strategies and motivational strategies.

**Kiyu Itoi** is a full-time English lecturer at the Center for Language Education, Ritsumeikan Asia Pacific University, in Oita, Japan. Her research interests include language learning strategies, translanguaging, and academic discourse socialization.

### Abstract

Fostering learner autonomy is one of the ultimate goals of language education. Various researchers argue that the utilization of language learning strategies (LLS) facilitates autonomous learning. However, learners often do not have sufficient opportunities to develop their LLS utilization in language classrooms since language classes currently give little attention to learner training (LT) on LLS. To address this issue, classroom-based LT was designed and incorporated into an English course at a mid-sized private Japanese university. In this module, students were expected to learn and practice target LLS with support from their course teachers. A list of target LLS was created mainly referring to three existing LLS inventories. Five types of training tools, such as study-note samples and learning resources, were developed and employed for this LT. Since the purpose of the research was to examine the implemented LT for future improvement, two surveys were conducted with 140 students and three teachers following a one-semester-long implementation of LT. Although the survey results revealed students' overall positive perceptions towards LT, the operation of LT still had some room for improvement in terms of support for both students and teachers. This paper describes the implementation of the LT, its rationale, and the analysis of the survey results. Based on the findings, it concludes by providing practical suggestions for designing an LT incorporated English program.

学習者の自律学習能力を育成することは、言語教育の目標の一つである。多くの研究者が、言語学習ストラテジー (LLS) の使用と自律学習能力の向上の関連について論じている。しかし、現在の英語教育では LLS に関する学習者養成 (LT) に注意が向けられていないため、学習者の多くは、授業内で LLS についての理解を深める機会を十分に得ていない。そこで、授業内 LT を考案し、日本の中規模私立大学の英語コースのカリキュラムに組み込んだ。この LT では、教員支援の下、参加者が対象 LLS の学習と訓練を行うことが期待された。対象 LLS は、既存の 3 つの LLS リストを参照に作成された。学習ノートサンプルやワークシート等の 5 つの教材を開発し、指導に利用した。本研究の目的は、この LT の実施状況を分析し、改善のための知見を得ることであったので、一学期間の LT 実施後に、サーベイを実施し、学生 140 名と教員 3 名から回答を得た。調査結果は、学生の LT に対する前向きな認識を示したが、学生・教員の支援のあり方について、改善の余地を示した。本稿では、この一連の LT の実施内容とその根拠を提示し、調査結果の分析を行う。最後に、これら分析に基づき、今後の授業内 LT の実施についての提言を行う。

*Keywords:* learner autonomy, learner training, language learning strategies

The term “autonomy” is defined as “the ability to take charge of one’s own learning” (Holec, 1981, p. 3). To be more precise, it is “the ability of the learner to take responsibility for his or her own learning and to plan, organize, and monitor the learning process independently of the teacher” (Hedge, 2000, p. 410). One of the current goals of foreign language education is to foster autonomous learners, since once learners understand how to learn effectively, they can apply this knowledge to achieve their learning goals in the future.

In response to a common question among language practitioners, “How can learner autonomy be developed?”, various experts argue that the utilization of language learning strategies (LLS) promotes learners’ autonomous learning (Fewell, 2010; Oxford, 1999; Wenden, 1991). Harmer (2001), for instance, suggests that, “students need to develop their own learning strategies, so that as far as possible they become autonomous learners” (p. 335). Therefore, we designed a strategy-based learner training (LT) module and incorporated it into an English course at a Japanese university in order to develop students’ autonomous learning.

## **Language Learning Strategies**

### **Definition and Types of LLS**

Although there is a lack of consensus regarding the definition and types/classification of LLS, Rubin’s (1987) definition of LLS is commonly referred to by various researchers. Rubin explains LLS as the actions taken by language learners to learn and regulate their learning. In terms of types of LLS, Oxford’s (1990) list, *the Strategy Inventory for Language Learning* (SILL), has been regarded as being comprehensive and includes 50 strategies under the six categories: memory, cognitive, compensation, metacognitive, affective, and social strategies. Although SILL has been widely used to collect data in LLS research (Mizumoto & Takeuchi, 2018), one strategy inventory alone cannot account for all the variables that enter into learners’ strategy use, such as their sociocultural environments or accessibility to technology (Amerstorfer, 2018). Therefore, researchers are encouraged to make appropriate

adaptations to the SILL and have their own strategy inventories if the original statements are inappropriate for their research participants or do not reflect the research context (Hsiao & Oxford, 2002).

### **Instruction of LLS**

As a framework of LLS instruction, Griffiths (2015) summarizes five principal phases which are most likely to contribute to the successful learning of LLS: (a) “Raising awareness,” (b) “Explicit instruction,” (c) “Practice,” (d) “Implicit instruction” and (e) “Evaluation” (p. 429-430). However, she also emphasizes that the utilization of all instructional phases is not a prerequisite of successful instruction (Griffiths, 2015). In order to accommodate the many variables of learners, LLS selection and utilization, as well as the contents and methods of LLS instruction, should be tailored appropriately.

### **Connection Between LLS and Success of Learning**

The connection between LLS and successful learning has been proven not to be straightforward (Rubin, 1975). However, a sufficient number of research results show that a connection exists between them. In the research of Green and Oxford (1995), for instance, more proficient language learners utilized LLS more frequently than the less proficient. Moreover, in Griffiths’ (2008) study, the proficient learner group utilized a wider variety of LLS than the other group. Similarly, various research results indicate that learners’ extensive use of LLS is one of the contributing factors to one’s learning success (Fewell, 2010; Hedge, 2000; Zare, 2012).

## **Learner Training**

### **LT and Learner Autonomy**

Harris (1991) defines LT as “the systematic and explicit training of learners in learning strategies in general (metacognitive strategies) and strategies for dealing with language and communication in particular (cognitive strategies)” (p. 7). In addition, since

learner “autonomy is a matter of degree,” LT is viewed as moving learners forward “to full autonomy,” or pursuing “a greater degree of” control for their learning (Wenden, 1998, p. 3). In short, LT is the help that teachers give to learners so that they might explore various LLS and establish the most optimal system for themselves, which is expected to promote their autonomy.

### **Needs of LT**

Teachers’ support is deemed to be instrumental in learners’ exploration of how they learn most effectively (O’Malley et al., 1985). However, language classes currently pay little attention to LLS or LT (Griffiths, 2015). Fewell’s (2010) research on the utilization of LLS by Japanese college learners, for instance, reveals participants’ limited access to LLS and identifies their teachers’ common lack of awareness towards LLS as one of the contributing factors. A similar tendency is reported in many Asian countries (Fewell, 2010). The situation at the institution where this research was conducted was not an exception. Previous research results regarding learners’ needs in English communication at the institution suggest clear individual differences in students’ utilization of communication strategies, although it should be noted that teachers’ awareness towards LLS was not examined in this research (Eto, 2019).

Researchers, such as Oxford (2008) and Meyer (2012), who studied pedagogical differences between the Eastern and Western education system, assume that the Western notion of autonomy cannot be easily integrated into Asian cultures, where teacher-centered teaching has been traditionally regarded as standard. In these contexts, it has been suggested that Asian learners tend to feel rather demotivated if they are asked to independently take control of their studies (Biggs, 1994). This tendency of Asian language learners further justifies teachers’ involvement in LT in order to develop learner autonomy in language education in Asia.

Considering these perspectives, the need for classroom-based, teacher-guided learner training was recognized to help students to improve their learning.

### Implementation of LT

In order to meet learners' needs, a small-scaled LT component was incorporated as a "self-study" module into a mandatory university English course over a semester in 2019. This LT intended to help students facilitate their learning and be more effective at learning English. Since the course predominantly aimed to cultivate learners' reading skills and improve their scores on the *Test of English as a Foreign Language Institutional Testing Program* (TOEFL ITP), LLS introduced in the module were related to these learning objectives.

### Methods

For strategy instruction in LT, 12 types of LLS were selected, taking the course objectives into account, as well as the tasks and the learning environment of the learners. Among these target strategies, 10 were extracted from three different LLS inventories: SILL (Oxford, 1990), *the English Language Learning Strategy Inventory* (ELLSI) (Griffiths, 2013) and *Strategies for Language Skills Development* (LSD) (Griffiths, 2004). Subsequently, in order to add slight variety to the LLS list, two new strategies were created by the researchers, based on the nature of the students' tasks (see Table 1). For instance, "utilizing appropriate approaches according to one's learning goal" was designed because students were asked to consider different approaches to achieve their learning goals and select the best one for themselves in LT.

Five types of training tools were designed as scaffolding for learners' LLS development (see Table 1). A physical notebook was selected as a medium for teachers to monitor students' self-study. In addition, a list of learning resources, note samples, a worksheet for planning and reviewing, and workshops were provided to supplement students' self-study. Griffiths' (2015) five principal phases for LLS instruction was also taken into account. Among them, three phases, including raising awareness, explicit instruction, and practicing, were adopted, based on the assumption that students were at the early stage of their LLS learning (see Table 1).

**Table 1***Framework of LT*

Tool	Target strategy	Instructional phase	Source of LLS
Notebook	1. Keeping a language learning notebook	Explicit instruction,	ELLSI 17
	2. Spending time studying English	Practice	ELLSI 27
Learning resources	3. Finding suitable learning resources for oneself	Raising awareness	LSD Reading 3
Note samples	4. Utilizing appropriate approaches according to one's learning goal	Raising awareness	Researchers
	5. Studying English grammar	Explicit instruction	ELLSI 15
	6. Consciously learning new vocabulary		ELLSI 16
	7. Learning from mistakes		ELLSI 26
	8. Watching YouTube videos for learning		Researchers
Worksheet & teachers' feedback	9. Planning one's schedule to have time to study	Explicit instruction,	SILL 34
	10. Having clear goals for improving one's English	Practice	SILL 37
	11. Thinking about one's progress in learning English		SILL 38
Workshop	12. Learning from the teacher	Raising awareness, Explicit instruction	ELLSI 2

**Procedure**

In the introduction workshop held at the beginning of the course, students were asked to buy a physical notebook for their self-study, which was called a “self-study notebook.” After receiving some explicit instruction on LT and LLS, it was explained to students that they had to fill two notebook pages with their self-study work as their weekly assignment. The content of their self-study was of the students' choice although some self-study examples

created by researchers were shown. The notebooks were collected by teachers for grading and feedback twice a semester.

On *Manaba*, the institution's Learning Management System (LMS), a list of learning resources, such as TOEFL books and English learning websites (see Appendix A) was shared. In addition, note samples were displayed for students in order to show them different approaches to achieve their learning goals. These samples were given as PDF documents which included a photocopy of self-study notebook pages made by researchers and sample feedback on the study contents as well as dos and don'ts. The samples were provided according to the learning goals, such as improving reading/standardized test scores or English communication (see Appendix A).

An electronic worksheet in the Microsoft Excel format was provided so that students had an opportunity for setting a goal, and planning and reviewing their studies every month (see Appendix A). Teachers collected the worksheet for grading and feedback twice a semester.

Advising workshops were designed to raise students' awareness of LLS and explicitly introduce LLS. Course teachers were expected to conduct these workshops twice a semester, using default slides created by researchers. In addition, teachers commented on students' actual notebooks in the workshops.

At the end of semester, students' performance in the LT accounted for five percent of their final grade: four percent was allotted to their notebook study, and one percent to their worksheet completion. As only five percent was allocated to the self-study, it was considered to be relatively low-stakes. Most of the students' work for LT was completed outside the classroom.

### **Research**

Two surveys were designed to refine the future implementation of LT. They sought to answer the following research questions:



1. How did students and teachers perceive LT incorporated into an English course at a Japanese university?
2. What aspects do course designers need to keep in mind in designing LT incorporated into an English course?

## **Context**

The study was conducted in a medium-sized private university in Kyushu. The university has approximately 6,000 students of which half are domestic, and the other half is international from about 90 countries. The school offers a Japanese and English bilingual education system, and students are required to complete a language program that is not in the language of instruction they chose upon enrollment. For instance, if a student chooses Japanese for their language of instruction in their major subjects, they are required to take English language courses. The English program has four mandatory courses: Elementary, Pre-intermediate, Intermediate, and Upper intermediate. The present study was conducted in the Intermediate course.

After implementing LT with the students in the Intermediate English course level from the beginning of the semester, a survey was given to students and teachers at the end of the semester. The language proficiency level of the course curriculum was *A2<sup>+</sup>* to *B1* on the scale of the *Common European Framework of Reference for Languages* (CEFR).

## **Methodology**

This section describes the two surveys that were conducted in order to analyze the needs of students and teachers and evaluate the LT.

In general, quantitative methods, such as surveys, are used to measure, rank, categorize, identify patterns and make generalizations. Cohen et al. (2007) outline the functions of surveys as to “gather data at a particular point in time with the intention of describing the nature of existing conditions, or identifying standards against which existing conditions can be compared, or determining the relationships that exist between specific

events” (p. 205). Since the purpose of the research was to collect data broadly from a large number of students and teachers in order to obtain a picture of their perception of LT, including pros and cons, surveys were adopted as the most suitable method for this research.

## **Data Collection**

### ***Method of Collecting the Data from Students***

In terms of collecting data from the students’ perspectives, an online survey was conducted via Google Forms on the last day of the 2019 spring semester. The approximately 10-minute-long anonymous survey was carried out during English class, yet students’ participation in the survey was not mandatory. The students were studying in the Intermediate English course where they focused on improving their reading skills and TOEFL ITP test scores. Of the 152 respondents to the survey, 140 agreed to cooperate with the research.

The survey consisted of 14 questions given in both Japanese and English (see Appendix B). Multiple choice and short answer questions were employed. In regard to multiple-choice questions, there were three styles. The first was to answer questions on a four-point Likert scale: with “one” being “Not at all helpful” and “four”, “Very helpful.” Another type of question involved choosing one or more options from a list of items. The third was a simple binary option. For example, “Which do you prefer, x or y?” Regarding short answer questions, students were required to explain the reasons or opinions for their answer choices provided in the multiple-choice questions. Students’ responses were then analyzed using a thematic analysis.

### ***Method of Collecting the Data from Teachers***

With respect to the teachers’ survey, an online survey was conducted via Google Forms between August 8<sup>th</sup> and August 27<sup>th</sup> in 2019 after classes were finished for the semester. The survey asked teachers to describe their experiences with and perceptions of LT and provide suggestions for future improvement. Of the 12 Intermediate Course teachers, only six responded to the survey and only three teachers further participated in the study. The

low response rate may have been due to the spring semester having just finished. Most teachers had already left for vacation and may not have been aware that the survey was being conducted.

### Data Analysis

Since the purpose of the research was to examine the perceptions of the implemented LT and identify improvements for the future, it focused on the following four items: students' perception of LT, their preferred medium of self-study, their use of learning resources, and teachers' feedback on the training implementation. Students' perception on LT was analyzed by examining five target survey questions: Q2, Q3, Q4, Q 9 and Q12 (see Table 2). Teachers' difficulties in guiding LT and suggestions to improve the framework were extracted by referring to their short descriptive answers in the survey (see Table 3). Descriptive statistics were used to describe and present the data (see Appendix B).

**Table 2**

*Students' Perception Examined and Survey Questions:*

Perception examined	Target question	
	Question #	Question
Satisfaction with LT	Q2	"To what extent, do you think your self-study at the Intermediate English course helped you improve your English skills?"
	Q12	"Please write your comments/feedback on the self-study practices used at the Intermediate English course this semester."
Preferred medium of self- study	Q3	"With your self-study, which do you prefer to use, a notebook or an online tool [OneNote, Manaba, etc.]?"
	Q4	"Please write the reasons for your answer to Question 3 above."
Use of	Q9	"Did you use learning resources [useful materials and

learning		websites] introduced on Manaba for your self-study?"
resources	Q12	"Please write your comments/feedback on the self-study practices used at the Intermediate English course this semester."

**Table 3**

*Teachers' Perception Examined and Survey Questions:*

Perception examined	Survey question
Difficulties	"Please write the difficulties that you or your students faced regarding IE self-study"
Suggestions	"Please write any suggestions to improve students' self-study next semester."

### Survey Results

#### Students' Survey Results

##### *Satisfaction with LT*

Students' responses to Q2 and Q12 were analyzed to examine their attitudes towards the classroom-based LT, called self-study. Approximately two-thirds of students answered that it was "Helpful" or "Very helpful," while the rest responded that it was "Not at all helpful" or "Not helpful." From this result, a large proportion of students' overall perception was that this classroom-based LT was rather helpful. Students' reasoning behind their choices were coded and classified into two general groups depending on their attitudes towards LT: positive and negative. Subsequently, within each attitude toward LT, reasons and examples were given (see Table 4).

**Table 4**

*Students' Satisfaction with LT (Q2 and 12)*

Attitude	Answer choice frequency, n (%)	Reason	Example quote
Positive	Helpful 66 (47.1%)	Study habit	“It was a good opportunity to regulate my self-study.”
	Very helpful 26 (18.5%)	Study motivation	“I was able to study hard since self-study was counted as part of grade.”
		Freedom of choice	“It was nice to be able to choose what I want to study.”
Subtotal	92 (65.7%)		
Negative	Not at all helpful 15 (10.7%)	Obligation	“It was a study just to fill out my notebook.” “It required lots of work.” “It should be self-study, so it should be up to me. However, I felt like it was obligation.”
	Not helpful 33 (23.5%)	Necessity of teachers’ support	“I wish there had been more workshops or feedback from my teacher.”
Subtotal	48 (34.2%)		
Total	140 (100%)		
Mean	2.7		

### ***Medium Preference***

In students’ responses to Q3 and Q4, compared with online tools, the use of physical notebooks was supported by nearly 60% of respondents. Students preferred using physical notebooks mainly because they believed that it was effective for memory retention and convenient to use, while students advocated online tools due to superior accessibility and their concern for the environment (see Table 5).

**Table 5**

*Preference of Medium (Q3 and 4)*

Medium	Frequency, n (%)	Reason	Example quote
--------	---------------------	--------	---------------

Notebook	83 (59.7%)	Memory retention	"I can memorize better when writing than typing."
		Convenience	"I can review easier."
Online tool	56 (40.2%)	Accessibility	"I can study anywhere." "It covers my learning demands."
		Eco-friendliness	"Saving the environment because it is paperless."
Total	139 (100%)		

### *Use of Learning Resources*

Students' responses to Q9 and Q12 were investigated in order to evaluate their use of learning resources shared on LMS. Although a third of students used the resources, the majority of students did not utilize them, mainly because they felt they already had suitable learning resources for themselves, or the resources given mismatched with their needs (see Table 6).

**Table 6**

### *Use of Learning Resources (Q9 and 12)*

Answer choice	Frequency, n (%)	Reason	Example quote
Yes	46 (33.3%)	Fit for TOEFL study	"I used TOEFL ITP textbooks introduced on LMS."
No	92 (66.6%)	Possession of alternatives	"I used the textbook that I had used when I was a high school student."
		Needs of more learning resources	"I wanted to know more textbooks or materials to study English."
Total	138 (100%)		

## Teachers' Survey Results

This section outlines the results of the teachers' survey. Although the number of respondents was limited, their responses provided insight on how to improve the LT module.

### *Difficulties Reported by Teachers*

- The workload was heavy. It was too much work to check students' self-study notebooks. The work should be less laborious.
- The regularity of students' self-study was dubious. Lots of students just started working on it two days before the notebook checking day.
- Most students' main concern was to fill the space in the notebook as opposed to making good use of their time. They apparently had limited knowledge on LLS and faced difficulty using a notebook to improve their English.
- I'm sure it was very helpful for most of the students, but some students felt that it was an obligation and meaningless.

### *Suggestions Made by Teachers*

- Teachers should check students' notebooks more frequently, at least once a month.
- Teachers should spend more class time on introducing how to study more effectively.

### *Summary of the Survey Results*

According to students' survey results, the majority of students perceived this classroom-based LT as helpful, while a third found it useless mainly because of their sense of obligation and the need for more assistance from their teachers. The teachers' survey results revealed the points for improvement in the LT module, which were related to teachers' workload and engagement, frequency of the self-study notebook check, and what content to provide in order to raise students' awareness and cultivate their knowledge on LLS. These points will be discussed in the following sections to make suggestions for a refined implementation of LT.

### Discussion

This study explored the students' and teachers' perceptions towards LT of LLS incorporated into a university English course. It found that students had an overall positive experience. However, there are some implications from the study that indicate changes to the program are necessary, as the proposed framework used for LT unfortunately did not necessarily foster autonomous language learners. Therefore, some findings from the study will be discussed in this section.

First, there seems to be a need for teacher training on conducting LT in class. Anecdotal evidence gained through classroom communication with students and discussion with other teachers suggested that some teachers did not offer feedback on students' self-study notebooks or practical advice on how to access learning resources. Some of their students tended to fill the notebook in order to get points, not for their self-study. On the other hand, other teachers were able to give feedback to students about how they were conducting their self-study and recommended some useful resources to them. Compared to those that did not receive feedback, these students were given more opportunities to improve their ability as language learners. Because of this, the outcome of the LT might have differed depending on teachers' approaches. From these differences in approach, it can be argued that teachers need to form a consensus on how to proceed with LT, and individual teachers need to be trained as language coaches when conducting LT in order to foster language learners' growth.

Also, more importantly, teacher training can improve their negative perception regarding their workload since it can be a place for teachers to establish a consensus on the implementation of LT. Anecdotal evidence gained through discussion with teachers suggested that there might have been some mis-communication between researchers and course teachers about the LT implementation, including feedback. The researchers expected teachers to spot-check students' notebooks with simple feedback. However, some teachers seemed to have thought that they should give detailed feedback based on professional expertise to individual



students. Therefore, it is important for teachers to exchange opinions on how to manage LT both effectively and efficiently and search for common ground in terms of how much teachers should be involved, what kind of feedback would be helpful to students, and what is feasible with the limited time teachers and students have for LT. This can help them have a clear picture on their roles in LT and work on LT with less stress.

Next, it seems there is a need for more support for students when conducting LT in class. Students' survey responses suggested that some students were not even sure why they were required to do self-study as a part of the course, which decreased their overall motivation towards LT. In addition, some students completed their notebook study only from their sense of obligation. Furthermore, teachers' survey responses suggested that some students had limited knowledge of different LLS and faced difficulty in improving their English using a notebook. Some students apparently did not make any changes in their use of LLS throughout the semester. They used the same ones they did at the beginning, such as simply writing the same words again and again. Therefore, it is obvious that there is a need for more learner support, including support that helps students learn different ways of self-study. Such support can hopefully help them gradually become autonomous learners. Offering teachers an opportunity to learn about LLS in a teacher-training workshop could be one way that LT would improve in the sense that teachers would be more equipped with various LLS that they could share with their students.

In addition, some students complained about the workload created by their notebook study. As some survey responses suggested, this might be partially because they filled in all the pages of the assignment right before the deadline and did not work steadily by doing two pages per week as the instructions stipulated. Teachers' frequent checking of their notebook can be a help to change students' perception of their workload. Also, in the LT workshop, teachers could clearly mention how many hours of students' self-study is expected every week, for instance one hour, to resolve students' anxiety.

Lastly, the term “self-study” seemed to cause confusion among teachers and students. The researchers called the assignment “self-study” in order to convey the message that students were not obligated to study particular topics or skills, but instead they were free to choose what they would like to study. However, students’ survey responses suggested that they thought teachers should not be involved at all if the assignment was truly self-study, which they felt should be a student’s own independent study. Despite this being the case, their accounts also suggested more involvement of teachers is desirable for the better implementation of LT. Therefore, reconsidering how the assignment is named might benefit both teachers and students. Perhaps, the ideal terminology would be something which indicates that the assignment allows students to exercise autonomy to some extent, but would also involve some teacher guidance.

### **Implications**

Based on the findings of this study, some aspects need to be reconsidered when conducting LT in English courses. First, as previously discussed, if the goal of this kind of activity were to develop autonomous language learners with the help of teachers, the name of the task should be altered. Instead of simply calling it self-study, perhaps calling it guided independent study or something that indicates that teacher will be involved as well might reduce students’ misunderstanding of the assignment.

In addition, some teacher training sessions or faculty development workshops offered to teachers beforehand might benefit both teachers and students. These sessions would provide opportunities for teachers to learn various LLS, gather learning resources, gain knowledge on language advising and form a consensus on their roles. With such support, teachers can offer students feedback on their independent study and guide them to improve their own studies.

Lastly, some students’ accounts suggested that this LT module’s use of notebooks did not accommodate different learning styles/demands. For instance, it is

difficult for students to self-study speaking and listening, when they are asked to share their learning using notebooks. They cannot share their progress in speaking fluency or pronunciation after their shadowing practice since paper notebooks cannot allow them to record their voices. This might lead to an avoidance of practicing these skills even if they want to improve them. Especially with the growing technology in educational settings, methods to incorporate different types of learning in LT should be considered. Although requiring students to fill in two pages of their written notebook has many advantages such as developing consistent study habits, this cannot accommodate some types of learning that rely more heavily on technological tools. Therefore, alternatives to using notebooks need to be discussed and considered.

### **Conclusion**

This study explored students' and teachers' perceptions of classroom-based learner training of LLS to develop autonomous learning. Overall, the research results reveal that student participants in this study perceived the classroom-based LT to be helpful; although it did not address a direct connection between the LT and learner autonomy or teacher participants showed less positive responses towards the LT. The results also indicate that students prefer using a physical notebook to online tools, such as OneNote, yet it was found that a notebook format does not cater to all kinds of learning styles/demands.

Nevertheless, students' and teachers' accounts suggested that learners found LT useful, and put forward practical suggestions for future LT. The terminology used for the LT module requires careful consideration and a clear consensus when being shared. In this case the term used, "self-study," misled learners, and in a worst-case scenario ended up discouraging some students. In addition, the results of the survey suggest that for such LT to work, teachers' increased support as information sources and coaches to improve students' learning is desirable. Based on the findings of the study, the following are deemed crucial: teachers' knowledge of language learning and LLS, a higher degree of teacher involvement,

teachers' training as language coaches as well as an opportunity to form a consensus about LT to avoid misunderstanding, and ongoing opportunities for both teachers and students to learn various LLS. With more assistance from teachers, it will be more likely that LT will help develop individual student's ability to take control of their studies, which will be an essential part of promoting autonomous learning. Thus, future implementation of LT needs to consider teacher training to ensure better results.

### References

- Amerstorfer, C. M. (2018). Past its expiry date? The SILL in modern mixed-methods strategy research. *Studies in Second Language Learning and Teaching*, 8(2 Special Issue), 497–523. <https://doi.org/10.14746/ssllt.2018.8.2.14>
- Biggs, J. (1994). What are effective schools? Lessons from east and west. *The Australian Educational Researcher*, 21(1), 19–39. <https://doi.org/10.1007/BF03219558>
- Cohen, L., Manion, L., & Morrison, K. (2007). *Research methods in education* (6th edition). Routledge. <https://doi.org/10.4324/9780203029053>
- Eto, T. (2019). Japanese EFL learners in bilingual group discussions: A needs analysis. *APU Journal of Language Research*, 4, 91–119. <https://doi.org/doi/10.34382/00011373>
- Fewell, N. (2010). Language learning strategies and English language proficiency: an investigation of Japanese EFL university students. *TESOL Journal*, 2, 159–174. <https://www.semanticscholar.org/paper/Language-learning-strategies-and-English-language-Fewell/14df88b6498469cba3de5c9405dabc522f4ab3ac>
- Green, J. M., & Oxford, R. (1995). A closer look at learning strategies, L2 proficiency, and gender. *TESOL Quarterly*, 29(2), 261–297. <https://doi.org/10.2307/3587625>
- Griffiths, C. (2004). *Studying in English: Language skills development*. AIS St Helens, Centre for Research in International Education. [http://crie.org.nz/research-papers/C.Griffiths\\_OP5.pdf](http://crie.org.nz/research-papers/C.Griffiths_OP5.pdf)

- Griffiths, C. (2008). Strategies from good language learners. In C. Griffiths (Ed.), *Lessons from good language learners*. Cambridge University Press.  
<https://doi.org/10.1017/CBO9780511497667>
- Griffiths, C. (2013). *The strategy factor in successful language learning*. Multilingual Matters. <https://doi.org/10.1093/elt/ccu058>
- Griffiths, C. (2015). What have we learnt from “good language learners”? *ELT Journal*, 69(4), 425–433. <https://doi.org/10.1093/elt/ccv040>
- Harmer, J. (2001). *The practice of English language teaching* (3rd ed.). Longman.
- Harris, M. (1991). Learner training: From theory to classroom reality. *Revista de Investigación e Innovación En La Clase de Idiomas*, 6, 6–20.  
<https://ebuah.uah.es/dspace/handle/10017/881>
- Hedge, T. (2000). *Teaching and learning in the language classroom*. *Language Teaching* (Vol. 56). Oxford University Press. <https://doi.org/10.1093/elt/56.3.337>
- Holec, H. (1981). *Autonomy in foreign language learning*. Oxford University Press.
- Hsiao, T., & Oxford, R. L. (2002). Comparing theories of language learning strategies: A confirmatory factor analysis. *The Modern Language Journal*, 86(3), 369–383.  
<https://doi.org/https://doi.org/10.1111/1540-4781.00155>
- Meyer, D. (2012). Broadening language learning strategies for Asian EFL students. *Language Education in Asia*, 3(2), 243–251. <https://doi.org/10.5746/leia/12/v3/i2/a12/meyer>
- Mizumoto, A., & Takeuchi, O. (2018). Modelling a prototypical use of language learning strategies: Decision tree-based methods in multiple contexts. In R. L. Oxford & C. M. Amerstorfer (Eds.), *Language learning strategies and individual learner characteristics: Situating strategy use in diverse contexts* (pp. 99–122). Bloomsbury.
- O'Malley, J., Chamot, A., Stewner-Manzanares, G., Kupper, L., & Russo, R. (1985). Learning strategies used by beginning and intermediate ESL Students. *Language*

- Learning*, 35(1), 21–46. <https://doi.org/10.1111/j.1467-1770.1985.tb01013.x>
- Oxford, R. L. (1990). *Language learning strategies : What every teacher should know*. Newbury House.
- Oxford, R.L. (1999). Relationships between second language learning strategies and language proficiency in the context of learner autonomy and self-regulation. *Revista Canaria de Estudios Ingleses*, 38, 109–126.
- [https://www.academia.edu/24255872/RELATIONSHIPS\\_BETWEEN\\_SECOND\\_LANGUAGE\\_LEARNING\\_STRATEGIES\\_AND\\_LANGUAGE\\_PROFICIENCY\\_IN\\_THE\\_CONTEXT\\_OF\\_LEARNER\\_AUTONOMY\\_AND\\_SELF-REGULATION](https://www.academia.edu/24255872/RELATIONSHIPS_BETWEEN_SECOND_LANGUAGE_LEARNING_STRATEGIES_AND_LANGUAGE_PROFICIENCY_IN_THE_CONTEXT_OF_LEARNER_AUTONOMY_AND_SELF-REGULATION)
- Oxford, R. L. (2008). Hero with a thousand faces: Learner autonomy, learning strategies and learning tactics in independent language learning. In S. Hurd & T. Lewis (Eds.), *Language Learning Strategies in Independent Settings* (pp. 41–66). Multilingual Matters. <https://doi.org/10.21832/9781847690999-005>
- Rubin, J. (1987). Learner strategies: Theoretical assumptions, research history and typology. In A. Wenden & J. Rubin (Eds.), *Learner strategies in language learning* (pp. 15–30). Prentice-Hall.
- Rubin, J. (1975). What the “good language learner” can teach us. *TESOL Quarterly*, 9(1), 41–51. <https://doi.org/10.2307/3586011>
- Wenden, A. L. (1991). *Learner strategies for learner autonomy*. Prentice Hall.
- Wenden, A. L. (1998). Learner training in foreign/second language learning: A curricular perspective for the 21st century. *Eric Document Reproduction Service ED416 673*, 1–32. <https://files.eric.ed.gov/fulltext/ED416673.pdf>
- Zare, P. (2012). Language learning strategies among EFL/ESL learners: A review of literature. *International Journal of Humanities and Social Science*, 2(5), 162–169. [http://www.ijhssnet.com/journals/Vol\\_2\\_No\\_5\\_March\\_2012/20.pdf](http://www.ijhssnet.com/journals/Vol_2_No_5_March_2012/20.pdf)

## Appendix A

### Instructional Tools

#### a. A Learning Resources Webpage

##### 2. Extra Practice for the TOEFL (TOEFL ITPスコア450点位への自主学習向け)


###### ◆ Listening Section

 ENG\_ExtraTOEFL\_ListeningPractice\_21Mar2017.pdf - 2019-03-17 12:48:50

###### ◆ Grammar Section

 ENG\_ExtraTOEFL\_GrammarPractice\_21Mar2017.pdf - 2019-03-17 12:49:06

###### ◆ Reading Section

 ENG\_ExtraTOEFL\_ReadingPractice\_21Mar2017.pdf - 2019-04-22 17:18:46

##### 3. Manaba Grammar Practice

TOEFL ITPテストに必出の文法事項のオンライン学習コースです。日本語の解説付きなので、自主学習教材として利用することができます。まずは「コースの使い方」を読んでから利用してください。

[https://manaba.apu.ac.jp/ct/course\\_479087](https://manaba.apu.ac.jp/ct/course_479087)

##### 4. Useful Websites

- ◆ Hapa 英会話 <https://hapaikaiwa.com/>
- ◆ Eigo with Luke <https://www.eigowithluke.com/>
- ◆ Lang-8 <https://lang-8.com/>
- ◆ BBC learning English <http://www.bbc.co.uk/learningenglish/>

#### b. A Note Sample

##### Self-study sample: Focus 1 Unit 1 Reading 1 (p.4-6)

###### Academic vocabulary:

発音、意味、品詞を確認後、答えを隠し、覚えるまで自分でテストをする。

UNIT 1 READING 1: Forty Days and Forty Nights  
Academic Vocabulary  
to access ① アクセス, 接続  
a challenge ② 挑戦, 課題  
a goal ③ 目標  
a century ④ 世紀  
essential ⑤ 本質的, 不可欠  
particularly ⑥ 特別に, 特異に

###### Dictation:

- ① Manaba のオーディオファイルを使ってディクテーションをする (音声聞いて書きとる)。最大 5 回まで聞いて良い。
- ② テキストを開き答えあわせ。わからなかった所は、単語を調べ覚える、文法を考える、声に出して読んでみる。
- ③ 自分の書いた英文を読みながら、再度音声聞く。
- ④ 最後に 10 回シャドーイング(音声の後に続いて音読)をすると、学習内容の定着に効果的。

I imagine a place ~~where~~ <sup>up there</sup> where the sun rises in October and goes down in March. One day is six months bright, bright and cold, sun light, fourteen million square miles of ice cover this land. This is Antarctica's <sup>the</sup> coldest ~~and~~ emptiest place on earth. He ~~was~~ <sup>is</sup> a ~~kind~~ <sup>dream</sup> of visiting <sup>at least</sup> you are ~~a~~ <sup>the</sup> travel writer, Andrew Evans. Evans grew up reading great explorers, his grand was ~~an~~ <sup>the</sup> 21st century explorer. One day, he woke up at five o'clock in the morning with an idea. That's it! It's take a bus to ~~an~~ <sup>the</sup> Antarctica. In addition, he planned to share ~~the~~ <sup>his</sup> adventure with his followers on Twitter. I want to write the story ~~for~~ <sup>as</sup> it is happening. On New Year's Day, he set off from Washington D.C. His journey of 10,000 miles (16,093 km) began. Evans traveled light. His cell phone was the most essential item. He needed his phone to ~~text~~ <sup>send</sup> to his followers.

## c. A Worksheet

## 2019SP IEB Self-study Planner

April

Your name: \_\_\_\_\_

Goals of your self-study for this month: \_\_\_\_\_

Self-study Planner (Schedule your self-study to complete at least two notebook pages every week.)

	Mon 1	Tue 2	Wed 3	Thu 4	Fri 5	Sat 6	Sun 7
Class/Event	Example (E2A, S9)	Example (E2A, S9)					
Plan	Listening	Vocab					
Learned	TOEFL Textbook Skill 13	Focus U1					
Time (h)	1	0.5					
	8	9	10	11	12	13	14
Class/Event		1st Class Day Course Introduction			TOEFL Lesson		
Plan							
Learned							
Time (h)							
	15	16	17	18	19	20	21
Class/Event		TOEFL Lesson			TOEFL Lesson Study Plan		
Plan							
Learned							
Time (h)							
	22	23	24	25	26	27	28
Class/Event		TOEFL Lesson			TOEFL Lesson Study Plan Advancing		
Plan							
Learned							
Time (h)							
	29	30	1	2	3	4	5
Class/Event		Focus U1R1					
Plan							
Learned							
Time (h)							

## Self-study check

1. Time spent in April: about  hour(s)

2. Contents of your self-study

a. Notebook pages you completed in this month's self-study:  pages

b. Learning resources you used (Write some comments on the materials.)

Name	Comments (e.g. Helpful/Not very helpful because...)
1)	
2)	
3)	

c. Good things and things to be improved in your self-study this month

d. Your goal(s) for the next month

## d. Workshop Slides

## DISCUSS WITH YOUR GROUP MEMBERS

1. What is your study goal for this semester?
2. How did you do for your first self-study? Was it easy or difficult? Why?
3. What materials did you use for your self-study?
4. Do you have any questions?

## POINT 2

Question 2: What's wrong with this note?

➤ Only question numbers and answers are written. There is no analysis on why s/he made the mistakes.

Please analyze your mistakes → Re-do the question/ Summarize the important points.



## Appendix B

## Survey (For Students)

IE Self-Study Survey	
	<p>今学期英語中級のコースであなたが行ったセルフスタディーについて下記の質問に回答をお願いします。このアンケートの調査で得たデータは分析し、今後の授業改善のための参考にしたいと思っています。また、協力の有無や回答の内容は受講及び成績評価には一切影響いたしません。</p> <p>Please answer this survey regarding the self-study you did this semester for the Intermediate English course. Your answers will be analyzed to improve the practices for the next semester.</p> <p>Your participation in this survey and your answers will not affect your status or grades in the course.</p> <p>このアンケートへの協力に同意して下さる方は、以下の質問にお進みください。同意されない方は、このサーベイを閉じてください。</p> <p>If you agree to answer this survey, please proceed to the questions below. If not, please close this survey.</p>
1	<p>英語中級のコースでは、ノートを使ってのセルフスタディー（自主学習）を行ってまいりましたが、あなたの主な学習内容は何ですか。（二つ選んでください。）</p> <p>In the Intermediate English course, you were asked to use a notebook for your self-study. For what purposes, did you mainly use your notebook? (Select two options.)</p> <p><input type="checkbox"/>ライティング/ Writing</p> <p><input type="checkbox"/>リスニング/ Listening</p> <p><input type="checkbox"/>リーディング/ Reading</p> <p><input type="checkbox"/>スピーキング/ Speaking</p> <p><input type="checkbox"/>TOEFL ITPテスト/ TOEFL ITP test</p> <p><input type="checkbox"/>語彙/ Vocabulary</p> <p><input type="checkbox"/>文法/ Grammar</p> <p><input type="checkbox"/>その他/ Others</p>
2	<p>英語中級のコースでのセルフスタディーは、自分の英語力向上にどのくらい役に立ったと思いますか。</p> <p>To what extent, do you think your self-study at the Intermediate English course help you improve your English skills?</p> <p>1. 全く役立たなかった/ Not at all helpful</p> <p>2. 役立たなかった/ Not helpful</p> <p>3. 役立った/ Helpful</p> <p>4. とても役に立った/ Very helpful</p>
3	<p>自主学習を行う際に、ノートを使って行うのとオンラインツール(OneNoteやManabaなど)を使って行うのでは、どちらが好ましいと思いますか。</p> <p>With your self-study, which do you prefer to use, a notebook or an online tool (OneNote, Manaba, etc.)?</p> <p><input type="checkbox"/>ノートを使うほうが良い/ I prefer using a notebook.</p> <p><input type="checkbox"/>オンラインツール(OneNoteやManabaなど)を使うほうが良い。/ I prefer using an online tool (e.g. OneNote, Manaba).</p>
4	<p>上記質問3への回答の理由を書いてください。 Please write the reasons for your answer to Question 3 above.</p>
5	<p>自主学習の計画や学習管理のためにSelf-study Plannerを記入してもらいましたが、今学期のように電子媒体(Microsoft Excel, OneNote, Manabaなど)を使うのと紙媒体（紙に印刷されたワークシート）を使うのでは、どちらが好ましいと思いますか。</p> <p>For planning and keeping track of your self-study, which do you prefer to use, an electronic medium (Microsoft Excel, OneNote, Manaba, etc.) or a paper medium (an worksheet printed on paper)?</p> <p><input type="checkbox"/>電子媒体(Microsoft Excel, OneNote, Manabaなど)を使うほうが良い/ I prefer using an electronic medium (Microsoft Excel, OneNote, Manaba, etc.)</p> <p><input type="checkbox"/>紙媒体（紙に印刷されたワークシート）を使うほうが良い。/ I prefer using a paper medium (a worksheet printed on paper).</p>
6	<p>上記質問5への回答の理由を書いてください。 Please write the reasons for your answer to Question 5 above.</p>
7	<p>セルフスタディーを進める上で、Manaba上のnote samples (セルフスタディーノートの作り方の紹介)はどのくらい役に立ちましたか。</p> <p>To what extent, did note samples shown on Manaba help you to conduct your self-study?</p> <p>1. 全く役立たなかった/ Not at all helpful</p> <p>2. 役立たなかった/ Not helpful</p> <p>3. 役立った/ Helpful</p> <p>4. とても役に立った/ Very helpful</p>
8	<p>セルフスタディーを進める上で、self-study planner (学習計画+振り返りシート)はどのくらい役に立ちましたか。</p> <p>To what extent, did self-study planner help you to conduct your self-study?</p> <p>1. 全く役立たなかった/ Not at all helpful</p> <p>2. 役立たなかった/ Not helpful</p> <p>3. 役立った/ Helpful</p> <p>4. とても役に立った/ Very helpful</p>
9	<p>セルフスタディーを進める際に、Manaba上のlearning resources (学習に役立つ教材、ウェブサイトの紹介)を利用しましたか。</p> <p>Did you use learning resources (useful materials and websites) introduced on Manaba for your self-study?</p> <p><input type="checkbox"/>はい、利用しました。/ Yes, I did.</p> <p><input type="checkbox"/>いいえ、利用しませんでした。/ No, I did not.</p>
10	<p>(上記質問9で「はい」と回答した方のみお答えください。) 下記の中で利用した教材があれば、全て選んでください。</p> <p>(This question is only for those who answered, 'Yes' to Question 9 above.) Please select the resource(s) if you used it them.</p> <p><input type="checkbox"/>Mr. Evine 中学英文法を終了するドリル</p> <p><input type="checkbox"/>Mr. Evine の英文法ブリッジコース</p> <p><input type="checkbox"/>キクタンリーディング4000</p> <p><input type="checkbox"/>TOEFL TEST 対策完全文法</p> <p><input type="checkbox"/>聞いて覚える英単語キクタン TOEFL TEST</p> <p><input type="checkbox"/>FOREST</p> <p><input type="checkbox"/>全問正解するTOEFL ITP Test文法問題対策</p> <p><input type="checkbox"/>Manaba Grammar Practice</p> <p><input type="checkbox"/>Hapa 英会話</p> <p><input type="checkbox"/>Eigo with Luke</p> <p><input type="checkbox"/>Lang-8</p> <p><input type="checkbox"/>BBC Learning English</p> <p><input type="checkbox"/>その他</p> <p><input type="checkbox"/>なし</p>
11	<p>セルフスタディーを進める上で、learning resources (学習に役立つ教材、ウェブサイトの紹介)はどのくらい役に立ちましたか。</p> <p>To what extent, did the information about learning resources help you to conduct your self-study?</p> <p>1. 全く役立たなかった/ Not at all helpful</p> <p>2. 役立たなかった/ Not helpful</p> <p>3. 役立った/ Helpful</p> <p>4. とても役に立った/ Very helpful</p>
12	<p>今学期の英語中級でのセルフスタディーの取り組みについて、感想を自由に書いてください。</p> <p>Please write your comments/feedback on the self-study practices used at the Intermediate English course this semester.</p>
13	<p>ノートを使った効果的な自主学習方法があれば、教えてください。 If you know any effective self-study methods using a notebook, please share with us.</p>
14	<p>このアンケートの結果は個人が一切特定されない形で保管されます。また、そのデータは学会発表や論文発表を通じ、立命館アジア太平洋大学の内外で共有される可能性があります。このアンケート結果の公表について同意しますか。</p> <p>Your answers will be kept in a form that does not allow for identifying individuals. Also, the data can be shared through academic papers and presentations at academic conferences within/outside the campus. Do you agree to release your answers?</p> <p><input type="checkbox"/>同意します/ I agree that my answers can be used for publication.</p> <p><input type="checkbox"/>同意しません/ I DO NOT agree that my answer can be used for publication.</p>