

Beneficial Effects of a Three-Week Intervention Program on the Promotion of Learner Autonomy

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Abstract

Nowadays it is very important for Japanese university students to acquire a high level of proficiency in English prior to graduation. The classroom provides an important setting for acquiring English language skills, but students need to supplement classroom learning with autonomous learning activities. Since it has been challenging for many students to develop autonomous learning skills, strategies are needed to help students succeed in becoming more independent in their language learning. The purpose of this study was to assess the efficacy of a novel three-week intervention program for promoting learner autonomy in acquiring English skills among Japanese university students. This paper presents the results of the intervention program (Nagahashi, 2006). One hundred and three university students (101 freshmen and 2 sophomores) completed the program. Results of the post-intervention questionnaire suggested that the program was effective for (a) enhancing students' access to a wider range of English language learning resources, (b) enabling students to implement new language learning strategies, (c) introducing students to the process of setting and attaining short-term learning goals, (d) increasing the amount of out-of-class time students spend learning English and (e) enhancing students' enjoyment of learning English. Allowing for and encouraging greater learner autonomy may result in more time spent engaged in language learning activities outside the classroom, and in turn lead to improved English language proficiency. A detailed description of the program is provided to serve as a model for other English as a foreign language (EFL) teachers who are interested in promoting learner autonomy in their classes. Results and discussion of the intervention follow.

Keywords: English as a foreign language (EFL), English learning strategies, independent learning, Japanese university EFL learners, learner autonomy

One factor that inhibits many Japanese university English learners' progress is their inability to manage the language learning process outside the classroom. Without constant guidance, supervision, and feedback from their instructors, they are unable to sustain their learning efforts once they leave the classroom. The results of previous

studies have shown that Japanese university English students do very little English study outside of class (Lyddon, 2011; McVeigh, 2002; Nagahashi, 2003, 2007). This is a problem because the number of hours students normally spend in English classes is often insufficient to enable students to communicate effectively for academic and professional

purposes (Lyddon, 2011). As a result, many students are disadvantaged when they enter the current job market because an increasing number of Japanese companies are requiring new recruits to be proficient in English. In recent news it was reported that, "nearly half of Japanese companies planning new hiring require applicants to be "business English users"" (Katsumura, R., 2011 p.1). This underscores the need for students to maximize their proficiency in English.

To assess English language proficiency, most Japanese corporations use the Test of English for International Communication (TOEIC), considered to be "a global standard for the assessment of communicative English ability" (Educational Testing Services, 2010, p.1). For example, at Komatsu Ltd., a TOEIC score of at least 500 is a prerequisite for promotion to the managerial position of section chief or higher (Arita, 2003). Other Japanese companies, such as Uniqlo, are setting TOEIC test score requirements even higher. By March 2012, employees who are working at the Uniqlo head office will need to attain a TOEIC score of at least 700 (GaijinPot, 2010). Rakuten, another large corporation, is requiring that English be used for all meetings, documents and communications (GaijinPot, 2010). This trend is likely to continue as Japan strives to become more competitive in global markets, which indicates that new college graduates need to have achieved high levels of English proficiency.

Attaining the level of English communicative ability being required of new recruits by Japanese companies, normally a TOEIC test score of 500, will be challenging for university students. This is especially true for students who begin their university studies with low English language proficiency, such as students at Akita Prefectural University. At the beginning of the 2011-2012 academic year, 390 freshmen took the TOEIC Bridge test.

The average test score for 240 students in the Faculty of System Science and Technology was 120 points. For 150 students in the Faculty of Bioresource Sciences the average test score was 128 points. These TOEIC Bridge test scores are comparable to TOEIC test scores of 310 and 338 respectively (Educational Testing Service, 2010). It will be a major undertaking for students with these scores to achieve a TOEIC score of 500, as required for many Japanese companies. According to ProLingua Executive Language Service (2000), it will require approximately 350 hours of study to increase one's TOEIC score from 300 to 500. Under the present system, the total number of contact hours for English classes ranges from 247.5 to 270, depending on the in-class-time requirements of the elective courses that the students select. This leaves a shortfall of 80-102.5 hours of learning time. For students to be able to reach the target proficiency level, this shortfall needs to be covered by either more time in class or more out-of-class learning. Until changes can be made to the current curriculum, more out-of-class learning should be promoted. As shown in this study, the intervention produced positive changes in students' autonomous learning capabilities.

Promoting Learner Autonomy

"...It is widely acknowledged that out-of-class learning makes a significant contribution to higher levels of language proficiency" (Benson, 2011, p. 139). However, simply encouraging students to spend more time engaged in English language learning activities outside of class probably won't be very effective due to the difficulty most students have managing their independent learning activities. One reason for this problem is that prior to university matriculation, most students have had little experience learning independently. As Ingram (2004) reported,

"unfortunately, the sort of teaching that goes on in most classrooms and exemplified in the Akita study [Ingram 2003] tends to make learners more dependent on the teacher rather than more independent and able to direct their own learning using resources that are available to them" (p.11). Therefore, it is necessary to help students understand the basic concept of autonomous learning and to provide opportunities to help them develop the essential skills for managing their own learning.

What is learner autonomy? One of the most cited definitions of learner autonomy is "the ability to take charge of one's learning" (Holec, 1981, p.3). Autonomous language learners have the ability to determine their learning objectives, utilize appropriate resources and strategies, and evaluate their progress and outcomes (Holec, 1981). How can teachers help students develop the ability to manage their own learning? According to Holec (1980):

The basic methodology for learner training should be that of discovery: the learner should discover with or without the help of other learners or teachers, the knowledge or techniques which he needs as he tries to find the answers to the problems with which he is faced. By proceeding largely by trial and error he trains himself progressively (p.42).

A New Strategy for Promoting Learner Autonomy

To help foster learner autonomy among the Japanese university EFL students that I teach, I have developed a short-term intervention program that provides opportunities for students to develop the skills that they need to become more independent in their language learning. This program is designed to provide opportunities for students to (a) discover interesting resources, (b)

experiment with different language learning strategies, (c) determine learning objectives, and (d) assess their learning outcomes. In this program, a library tour (see Appendix A) and a noncommercial internet website for learning English, *Interesting Things for ESL Students*, are used to improve students' ability to access a wider variety of English language learning resources. To enhance students' awareness of the English language learning strategies they use and to introduce them to new strategies, I use Oxford's (1990) Strategy Inventory for Language Learning (SILL) Version 7.0 (ESL/EFL) combined with a revised version of the Japanese translation by Iwasaki (2006) (see Appendix B). Weekly learning diaries (3) (see Appendix C) are used to help students monitor themselves and to provide a written record of the resources they use, the activities they engage in, the amount of time they spend each day on their activities, their language learning strategies and their emotional state during the activities.

The purpose of the current study was to determine the effectiveness of the program described above for preparing low English proficiency students to manage their out-of-class learning.

Methods

This study used both quantitative and qualitative methods to determine the effectiveness of the intervention. Short questionnaires were administered to obtain information about (a) the students' motivation for learning English, (b) the amount of out-of-class time the students usually spend learning English, (c) whether or not the students utilize the English language resources currently available in the university's library, (d) their prior experience with setting learning goals, and (e) their response to the

three-week intervention program. The data collected from the final evaluation that students completed at the end of the intervention program were analyzed using Excel statistical software (Microsoft Corporation). Means and standard deviations were calculated for each of the 5 closed statements. Data for open statement number 4 were statistically analyzed by paired t-testing. P values < 0.05 were considered statistically significant.

Participants

There were 103 Akita Prefectural University students (48M/55F), who finished all of the assignments in the

intervention program and completed the post-intervention questionnaire. All participants were students in the Faculty of Bioresource Sciences, which is located on the Akita campus of Akita Prefectural University. All participants were registered in the required computer-assisted language learning course, CALL II, taught by the author during the second semester of the 2011 academic year. CALL II is a 2-credit course that meets for 90 minutes twice a week for 15 weeks for a total of 45 contact hours. All participants were freshmen except for two sophomores. Students were divided into two groups based on their department (see Table 1).

Table 1
Participants (N=103)

Group	n	Course	Department
A	62 (M24/F38)	CALL II	Biological Production (<i>n</i> =46) Biological Environment (<i>n</i> =16)
B	41 (M24/F17)	CALL II	Agribusiness

Materials and Procedures

This intervention program was adapted from a previous study (Nagahashi, 2006) (see Table 2). In-class time devoted to the

program was controlled, so it could be incorporated into the planned syllabus for the CALL II course.

Table 2
Three-Week Intervention Program Goals

Week 1	<ul style="list-style-type: none"> • Discover English language learning resources in the university's library • Explore an English language learning website on the internet • Experiment with new English language learning resources • Complete Learning Diary Week 1
Week 2	<ul style="list-style-type: none"> • Complete the Strategy Inventory for Language Learning (SILL) • Experiment with new language learning strategies • Complete Learning Diary Week 2
Week 3	<ul style="list-style-type: none"> • Determine a one-week language learning goal • Experiment with achieving a one-week language learning goal • Complete Learning Diary Week 3 • Complete post-intervention questionnaire

Procedures

Week 1. The intervention program began during the third week of the CALL II course. The first step was to take the students to the university library, where they could explore and discover new English language learning resources. After a brief orientation by the

university's librarian, students were allowed to move freely as they searched for information to complete a worksheet (see Appendix A). The worksheet was provided to help the students focus on the activity, engage with the materials, and discover new interesting and useful English language learning

resources. Model answers for the worksheet were provided on the reverse side to aid in comprehension. Ninety minutes was allowed for this activity.

In addition to providing an opportunity for the students to discover interesting and useful resources in the university's library, they were taught how to access a noncommercial internet website for learning English, *Interesting Things for ESL Students* (www.ManyThings.org). The website was created by Charles Kelly and Larry Kelly (2011) of Aichi Institute of Technology. This website provides a variety of learning activities and formats such as "quizzes, word games, word puzzles, proverbs, slang expressions, anagrams, a random-sentence generator and other computer assisted language learning activities" (Kelly & Kelly, 2011, p.1). Students were instructed to begin with the category of "Easy Things for Beginners." Later they could explore the other study materials on the website. Forty-five minutes was allowed for this activity.

After completing the library exercise and learning how to access an internet website for learning English, students experimented with various materials on their own for one week. During this week, they kept a daily record, in the form of "Learning Diary Week 1," (see Appendix C), which documented the materials they used, the activities they did, the amount of time they spent, and how they were feeling during the activity. A model for how to complete the diary was provided on the reverse side of the form.

Week 2. During the second week of the intervention program, students were asked to complete Oxford's (1990) Strategy Inventory for Language Learning (SILL) Version 7.0 (ESL/EFL) (see Appendix B). Iwasaki's (2006) Japanese translation of the SILL was provided to aid comprehension. To keep the students focused on the SILL, they worked in

small groups with members taking turns reading each statement out loud in both English and in Japanese. They were asked not to discuss their responses until the end of the exercise. After completing the SILL and drawing a graph illustrating their strategy use, they were allowed to share and discuss their results with their group members. Sixty minutes was allowed for the intervention. After that, the students were asked to experiment with a variety of new strategies and keep a daily record, "Learning Diary Week 2," of their activities (see Appendix C).

Week 3. In the third week of the intervention program, students were asked to identify a one-week learning goal and to develop a plan for reaching the goal. The plan was supposed to include the resources they were going to use, the amount of time they would spend each day and the strategies that they would use to achieve their goals. Each plan had to be approved by me to make sure the goal was concrete and realistic for the one-week time frame. Sixty minutes was allowed for making and checking the plans. After that, students were asked to monitor their progress towards their goals by completing "Learning Diary Week 3" (see Appendix C). At the end of the third week, students were asked to complete the post-intervention survey (see Appendix D).

Results and Discussion

Prior to the intervention, 100 students responded to a short questionnaire about their motivation for studying English and the amount of out-of-class time they spend each week studying English. The majority of the students surveyed indicated that they were motivated to learn English (63%, $n=63$). The remaining students (37%, $n=37$) responded negatively. When asked about the amount of time they spend studying English outside of

class, 44% ($n=44$) indicated that they normally spend one hour or less per week, 45% ($n=45$) indicated 1+ to 3 hours per week, 9% ($n=9$) indicated 3+ to 5 hours per week, and 2% ($n=2$) indicated spending 7+ hours per week. The amount of out-of-class study time reported by Akita Prefectural University students is similar to that of other Japanese university students I have surveyed in the past. For example, at Akita National University, 36.9% ($N=65$) of the students reported spending one hour or less per week and 32% ($N=65$) reported spending 1+ to 2 hours per week (Nagahashi, 2007). These results clearly illustrate that many Japanese university students spend insufficient time studying English outside of class.

At the Akita campus library of Akita Prefectural University there is a wealth of English language resources available for students to use. This collection of resources includes newspapers, novels, reference books and over 70 journals, 165 videos, 215 DVDs, and 1024 graded readers. Before going on the university library tour and completing the worksheet, students were asked to respond to two questions, "Have you ever been on a tour of the library before?" and "Have you used any of the following English materials in the library before? Circle all that you have used: 1 graded reader 2 newspaper 3 periodical 4 movie 5 online journal 6 reference book (dictionary, encyclopedia) 7 other." One hundred and two students completed the question-

naire. The majority of the students (75%, $n=76$) indicated that they had been on a library tour. When asked about the English materials that they have used, 100% ($N=102$) of the students indicated that they had used graded readers (Graded readers are required reading in the CALL II course.), 9 students had used newspapers, 4 students had used periodicals, 6 students had used movies, none of the students had used the online journals, 11 students had used reference books and 2 students had used other materials. These results show that despite the easy availability of English language resources and students' general knowledge of the location of these materials in the library, very few students had fully utilized these resources. All of the students had made the required use of graded readers, but only 2 to 11% of the students had used non-required resources. Therefore, it is necessary to help students become more familiar with the English language resources that are available to them.

At the end of the three-week intervention, students were asked to complete the *Independent Learning Final Evaluation* (see Appendix D). One hundred and three students completed the survey. Quantitative results, mean and standard deviation, for statements 1-5 follow (see Table 3). These results indicate that for the majority of the students, the intervention was effective for (a) enhancing students' access to a wider range of English language learning re-

Table 3
Means and Standard Deviations for the Post-Intervention Questionnaire (N=103)

Statement	Group A($n=62$)		Group B($n=41$)	
	Mean	Standard Deviation	Mean	Standard Deviation
1. I can find and use more English language resources than before.	3.81	0.67	3.93	0.78
2. I can use new strategies to learn English.	3.37	0.87	3.27	0.80
3. I understand how to make a short-term learning goal.	3.26	0.94	3.00	0.83
4. I spend more time learning English than before.	4.10	0.67	4.03	0.85
5. I have changed my mind about learning English.	3.76	0.78	3.78	0.92

Note: Scores are based on a 1 (*strongly disagree*) to 5 (*strongly agree*) scale.

sources, (b) enabling students to implement new language learning strategies, (c) introducing students to the process of setting and attaining short-term learning goals, (d) increasing the amount of out-of-class time

students spend learning English and (e) enhancing students' enjoyment of learning English. Of particular significance is the increase in the amount of out-of-class time students spent learning English (see Figure 1).

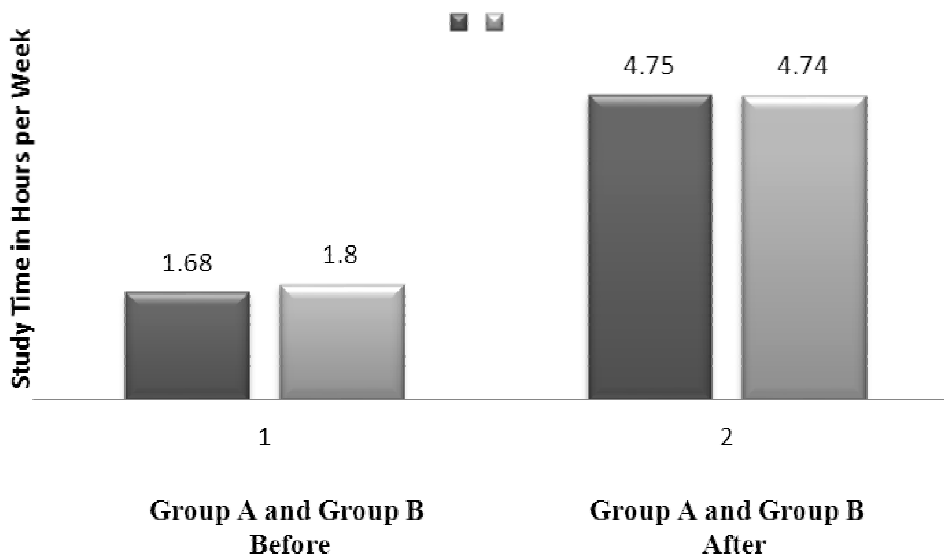


Figure 1. Out-of-class study time before and after intervention. This figure illustrates the changes in the amount of out-of-class study time for groups A and B.

In addition to responding to the 5 statements listed in Table 3, students were asked to complete the following 5 open-ended statements:

1. My favorite new resources are...
2. My favorite new strategies are...
3. My learning goal was to _____ and I was successful/not successful because...
4. Before I spent about _____ hours a week, but now I spend about _____ hours a week.
5. I have changed my mind about learning English because...

In response to statement 1 about favorite new resources, many students listed movies (47%, $n=48$) and songs (42%, $n=43$) as their favorite new resources. Following these popular new resources, were the internet (6%, $n=6$), newspapers (4%, $n=4$), books (3%, $n=3$), wordbook (3%, $n=3$), comics (2%, $n=2$), English TV shows (2%, $n=2$), and dictionary

(1%, $n=1$).

Movies and songs are popular resources among EFL learners in general. In a recent study of student technology use in a self-access center, Castellano, Mynard, and Rusbesch, (2011) reported that watching DVDs is the favorite activity of the Self-Access Learning Center (SALC) users at Kanda University of International Studies, (p.18). In a study of learning strategies used by Korean EFL learners. Lee and Oxford (2008) reported that "in general, Korean students depended on mass media such as English movies, popular songs, and books written in English, in order to compensate for the lack of native English speakers" (p.21).

In response to statement 2 about favorite new strategies, many of the students (21%, $n=22$) listed SILL strategy number 15, "I watch English language TV shows spoken in English or go to movies spoken in English."

This response parallels the response for statement number 1. Although other language learning strategies were not as popular (see Table 4), it is still important for students to continue experimenting with a variety of strategies. According to Lee and Oxford (2008), "strategy awareness had a significant main effect on strategy use; the more a student was aware of strategies, the

more the student reported using strategies" (p.16). Furthermore, "appropriate language learning strategies result in improved proficiency and greater self-confidence" (Oxford, 1990, p.1). Hence, as a result of the present intervention, the students' new awareness of less popular learning strategies will give them the opportunity to begin using these strategies in the future.

Table 4
Top 10 New English Language Learning Strategies Preferred by Students (N=103)

Rank	SILL Category	Strategy Number	Strategy (top 10)
1 (n=22)	B	15	I watch English language TV shows spoken in English or go to movies spoken in English.
2 (n=8)	B	10	I say or write new English words several times.
3 (n=7)	B	11	I try to talk like native English speakers.
4 (n=4)	A	4	I remember a new English word by making a mental picture of the word to help remember the word.
	B	12	I practice the sounds of English.
	B	16	I read for pleasure in English.
	B	22	I try not to translate word-for-word.
	C	24	To understand unfamiliar English words, I make guesses.
	D	33	I try to find out how to be a better learner of English.
	Strategy not reflected in the SILL		I listen to songs in English.

Note: SILL's six major strategy categories: A Remembering more effectively; B Using all your mental processes; C Compensating for missing knowledge; D Organizing and evaluating your learning; E Managing your emotions; and F Learning with others.

In week three, prior to identifying a one-week learning goal and developing a learning plan, students were asked whether or not they had set a short-term learning goal before. One hundred and three students responded. The majority of the students (82%, n=84) responded negatively. The remaining 19 students (19%) reported that they had prior experience setting short-term goals. For their learning goals, most students decided to learn new vocabulary (45%, n=46) or a new song (39%, n=40). At the end of the week, less than half of the students (44%, n=45) reported being successful in reaching their goals. Group A had a higher success rate than Group B, 47% (n=29) versus 39% (n=16) respectively. Reasons that students

gave for failing to meet their goals included lack of time, lack of effort, and difficulty of the task. Those who were successful cited daily study and practice as the basis for their success. See Table 5 for examples of students' responses. These results indicate a need for more opportunities to practice setting and attaining short-term learning goals.

Table 5
Reasons for Failure or Success in Achieving Learning Goals

Reasons for Success	Reasons for Failure
"I didn't try it hard."	"I could study every day little by little."
"I was busy and there was no time."	"I had clear goals for improving my English skills."
"I did not understand 'learning goal' mean."	"I tried to practice every day."
"I couldn't stick to learning."	"I used strategies."
"The song is too fast for me."	"I ran over the same thing that I did."

In response to statement number 4, the majority of students reported spending more time studying English outside of class than before. Data were statistically analyzed by paired t-testing. P values < 0.05 were considered statistically significant. In Group A the average amount of out-of-class study time increased from 1.7 +/- 1.4 hours/week to 4.8 +/- 2.62 hours/week ($p < 0.05$). In Group B the average amount of out-of-class study time increased from 1.8 +/- 1.8 hours/week to 4.7 +/- 3.1 hours/week ($p < 0.05$). Figure 1 illustrates the differences in the amount of out-of-class study time before and after the intervention. Students in both groups achieved equal benefit. If students could maintain this amount of out-of-class study time, approximately 4 hours per week, the shortfall of 80-102.5 hours of learning time needed to raise the average TOEIC score to 500 could be covered in the first year (30 weeks x 4hrs/week = 120 hours).

In response to statement number 5, the majority of students (67%, $n = 69$) indicated that they had changed their minds about learning English with 18% ($n=18$) indicating strongly agree and 50% ($n=51$) indicating agree. The reasons for the change varied

among the students. Popular reasons reported were that English was more "enjoyable" ($n=14$), "fun" ($n=11$), and "interesting" ($n=3$). Others indicated that they now had more "ways of learning" ($n=12$). These results demonstrate that it is possible to foster a positive emotional response toward learning English, which will help students sustain their learning efforts (Schumann et al., 2004). According to Chen and Lin (2010), participants in their study reported that "they held positive attitudes toward self-access language learning, which contributed greatly to their language proficiency if they persisted learning automatically and independently" (p. 2678).

In summary, this novel three-week intervention produced multiple short-term benefits for Akita Prefectural University students who are learning English as a foreign language (see Table 6). It is anticipated that these benefits will translate into long-term enhancement of mastery of English skills, but periodic refresher training may be necessary to perpetuate the learning skills that were acquired during the initial three-week intervention. Longer term studies are required to verify these possibilities.

Table 6
Five Short-Term Benefits Produced by the Three-Week Intervention

- Enhanced access to a wider range of English language learning resources
- Improved ability to implement new language learning strategies
- Introduction to the process of setting and attaining short-term learning goals
- Increased out-of-class time devoted to learning English
- Enhanced enjoyment of learning English

Conclusion

In conclusion, the results of this study suggest that this three-week intervention program may be effective for preparing students to become more autonomous in their English language learning. Results of the post-intervention questionnaire suggest that the intervention was successful in helping students take the first steps toward becoming more independent language learners. The students also became aware of a greater variety of language learning resources and strategies and they learned new skills for setting goals and monitoring their learning. As a result, they spent an increased amount of time outside of class hours engaged in English language learning activities and developed a better attitude toward learning English. These findings suggest that this novel short-term intervention could lead to long-term gains in English language skills and improved TOEIC scores in college graduates, but further studies are needed to determine the long-term effectiveness of the program for improving students' level of English proficiency.

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Appendix A
Worksheet for the University Library Tour
The University Library

Directions: Explore the university's library and complete the following.

1. What English language newspapers does the library have?

Look at the front page of one of the newspapers. Write the name of the newspaper and the date. Then copy one interesting headline.

Newspaper:

Date:

Headline:

2. What English language magazines does the library have?

Choose one magazine. First, quickly scan the magazine and find an article that looks interesting. Second, write the name of the magazine, the date, and the title of the article. Third, copy the first and last sentences of the article. Remember to use quotation marks.

Magazine:

Date:

Title of article:

First sentence:

Last sentence:

3. Look through the library's collection of English audio and visual materials. Find three items that look interesting. Write the titles and call numbers below.

1.

2.

3.

4. Explore the library's collection of English reference books, novels, online journals, and other resources for learning English. Write the titles and call numbers below.

Reference book:

Novel:

Online journal:

Other resources:

5. What materials did you find most interesting? What materials did you find most useful?

Appendix B

Strategy Inventory for Language Learning (SILL)

Strategy Inventory for Language Learning (SILL)

Version 7.0

©R. Oxford. 1989

(Japanese translation by Iwasaki, A. (2006) (Revised by Matsumura, S.))

Part A

- 1) 新しく英語で学ぶ内容を、私がすでに知っている内容と関連づけて考える。
(I think of the relationships between what I already know and new things I learn in English.)
- 2) 新しい英単語を覚えるために、英単語を一つの文の中で使ってみる。
(I use new English words in a sentence so I can remember them.)
- 3) 新しい英単語の発音を思い出せるように、日本語のイメージや絵と結びつける。
(I connect the sound of a new English word and an image or picture of the word to help remember the word.)
- 4) 新しい英単語は、それを使いそうな状況を心に描くことで覚える。
(I remember a new English word by making a mental picture of a situation in which the word might be used.)
- 5) 新しい英単語は、韻を踏んで覚える。(例：A cat sat on a rat.)
(I use rhymes to remember new English words.)
- 6) 新しい英単語を覚えるために単語帳を使う。
(I use flashcards to remember new English words.)
- 7) 身体を使って動作で表現しながら新しい英単語を覚える。
(I physically act out new English words.)
- 8) クラスで習ったことをよく復習する。(I review English lessons often.)
- 9) 新しい英単語やフレーズは、教科書のどのページにあったか、黒板のどの辺にあったか、通りのどこで見たか、といった場所を記憶することで覚える。
(I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign.)

Part B

- 10) 新しい単語は、何度か繰り返して言ったり書いたりする。
(I say or write new English words several times.)
- 11) ネイティブ・スピーカーのように話してみる。(I try to talk like native English speakers.)
- 12) 英語の発音を練習する。(I practice the sounds of English.)
- 13) 色々違った方法で知っている英単語を使ってみる。
(I use the English words I know in different ways.)
- 14) 会話を英語で始める。(I start conversations in English.)
- 15) 英語で話されるテレビ番組や映画を観る。
(I watch English language TV shows spoken in English or go to movies spoken in English.)
- 16) 楽しんで洋書(英語版)を読む。(I read for pleasure in English.)
- 17) ノートやメモ、手紙やレポートを英語で書く。
(I write notes, messages, letters, or reports in English.)
- 18) 英語の文章は、まず全体的にざっと見た後、始めに戻って注意しながら読む。

(I first skim an English passage (read over the passage quickly) then go back and read carefully.)

19) 新しい英単語に似たことばを日本語で探す。

(I look for words in my own language that are similar to new words in English.)

20) 英語の形態 (パターン) を見つけようとする。

(I try to find patterns in English.)

21) 英単語をいくつかの理解できる部分に分割して意味を把握する。

(I find the meaning of an English word by dividing it into parts that I understand.)

22) 英単語を一語一語訳そうとしない。

(I try not to translate word-for-word.)

23) 英語で聞いたり読んだりした情報を要約しておく。

(I make summaries of information that I hear or read in English.)

Part C

24) 知らない単語は推測する。(To understand unfamiliar English words, I make guesses.)

25) 英語で会話中にことばが出てこないときは、身振り手振りを使う。

(When I can't think of a word during a conversation in English, I use gestures.)

26) 英語で言いたいことばそのものを知らないときは、自分でことばを作ってしまう。

(I make up new words if I do not know the right ones in English.)

27) いちいち新しい単語を調べないで読む。

(I read English without looking up every new word.)

28) 相手が次に英語で何を言うか推測しようとする。

(I try to guess what the other person will say next in English.)

29) もしその単語を思いつかない時は、それと同じ意味の言葉やフレーズを使う。

(If I can't think of an English word, I use a word or phrase that means the same thing.)

Part D

30) 英語を使うためにできるだけ多くの方法を見つけようとしている。

(I try to find as many ways as I can to use my English.)

31) 自分の間違いに気づいたら、その間違いを英語力向上のために利用する。

(I notice my English mistakes and use that information to help me do better.)

32) 誰かが英語を話しているときは、注意して聴く。

(I pay attention when someone is speaking English.)

33) どうしたらもっとよく英語を習得できるか探す努力をしている。

(I try to find out how to be a better learner of English.)

34) 十分英語の勉強ができるように自分の時間割を作っている。

(I plan my schedule so I will have enough time to study English.)

35) 英語で話してくれる人を探している。

(I look for people I can talk to in English.)

36) できるだけ英語で読む機会を求めている。

(I look for opportunities to read as much as possible in English.)

37) 英語の技術を磨くためのはっきりとした目的をもっている。

(I have clear goals for improving my English skills.)

- 38) 自分の英語学習の進み具合について検討する。
(I think about my progress in learning English.)

Part E

- 39) 英語を使うのが怖くなる時はいつもリラックスしようとする。
(I try to relax whenever I feel afraid of using English.)
- 40) 間違うのが怖い時も英語を話そうと自分を勇気づける。
(I encourage myself to speak English even when I am afraid of making a mistake.)
- 41) 自分の英語がうまくいった時は、自分で自分を褒めたりご褒美をあげたりする。
(I give myself a reward or treat when I do well in English.)
- 42) 英語を勉強したり使ったりする時に、緊張したり神経質になっていけば気がつく。
(I notice if I am tense or nervous when I am studying or using English.)
- 43) 英語の日記に感想を書いている。(I write down my feelings in a language learning diary.)
- 44) 英語を学んでいる時に、自分がどのような感じるかを誰かに話す。
(I talk to someone else about how I feel when I am learning English.)

Part F

- 45) もし英語が理解できない時は、相手にもっとゆっくり話すように頼んだり、もう一度繰り返してもらおうように頼む。
(If I do not understand something in English, I ask the other person to slow down or say it again.)
- 46) 話す時にネイティブ・スピーカーに自分の間違いを指摘してくれるように頼む。
(I ask English speakers to correct me when I talk.)
- 47) 他の学生と英語の練習をする。(I practice English with other students.)
- 48) ネイティブ・スピーカーに手伝ってくれるよう頼む。(I ask for help from English speakers.)
- 49) 英語で質問する。(I ask questions in English.)
- 50) 英語圏の文化について学ぶように努力する。
(I try to learn about the culture of English speakers.)

Appendix C

The Weekly Learning Diaries

Learning Diary Week 1

Directions: Keep a daily diary of the **extra** activities that you do to help yourself learn English. Do not include homework for other classes. Do not write about your daily life. Only write about what you do to help yourself learn English. Write in your diary **every** day. Try many types of materials. If you want to, try these websites: www.manythings.org; www.tangoriki.com; and CNN.com. Starting date: ___ Ending date: ___

Date	Materials What materials (TV, video, DVD, CD, newspaper, magazine, book, internet website, etc.) did you use?	Time How long did you study?	Activity How did you use the materials?	Emotions How did you feel while you were studying?
10/11	DVD- <i>Biohazard</i>	60 minutes	watched with Japanese subtitles	very excited

Learning Diary Week 2

Directions: Review your Strategy Inventory for Language Learning (SILL). Decide which new strategies that you would like to try. Try at least one new strategy from each of the different sections, A-F, of the SILL. Keep a daily diary of the **extra** activities that you do to help yourself learn English. Do not include homework for other classes. Do not write about your daily life. Only write about what you do to help yourself learn English. Write in your diary **every** day. Try many types of materials. If you want to, try these websites: www.manythings.org; www.tangoriki.com; and CNN.com. Starting Date: ___ Ending Date: ___

Date	Materials What materials (TV, video, DVD, CD, newspaper, magazine, book, internet website, etc.) did you use?	Time How long did you study?	Strategies Which new strategies did you try? Refer to the SILL.	Emotions How did you feel while you were studying?
10/18	Textbook- <i>English Firsthand</i>	60 minutes	I practice English with other students. (SILL F-47)	It was fun!

Learning Diary Week 3

Directions: Make your learning plan first and have it checked by the teacher. Think of a realistic goal that you can reach in one week. Keep a daily diary of the activities that you do to help yourself reach your learning goal. Write in your diary **every** day. Use materials and strategies that will help you reach your goal. Starting Date: ___ Ending Date: ___

Date	My Daily Goal What is your goal for today?	Materials What materials (TV, video, DVD, CD, newspaper, magazine, book, internet website, etc.) did you use?	Time How long did you study?	Strategies Which new strategies did you try? Refer to the SILL.	My Progress Did you reach your goal for today?
10/25	to get used to hearing a song in a foreign language	CD-Lady Gaga	60 minutes	I try to relax whenever I feel afraid of using English. (SILL E-39)	I could get used to the foreign language song.

Appendix D
Post-Intervention Questionnaire
Independent Learning Final Evaluation

- 5 Strongly agree
- 4 Agree
- 3 Neutral
- 2 Disagree
- 1 Strongly disagree

Directions: Circle the number (5 4 3 2 1) that best reflects your agreement or disagreement with the statement.

1. I can find and use more English language resources than before. (5 4 3 2 1)
My favorite new resources are...
2. I can use new strategies to learn English. (5 4 3 2 1)
My favorite new strategies are...
3. I understand how to make a short-term learning goal. (5 4 3 2 1)
My learning goal was to _____ and I was successful/not successful because...
4. I spend more time learning English than before. (5 4 3 2 1)
Before I spent about _____ hours a week, but now I spend about _____ hours a week.
5. I have changed my mind about learning English. (5 4 3 2 1)
I have changed my mind about learning English because...