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ABSTRACT

This study stems in part from a desire to correct the misapprehension that Japanese students are somehow less autonomous than learners from other cultural backgrounds. The view that Japanese learners tend to be passive, obedient, and quiet is commonly accepted. Much of this "evidence" is anecdotal and comes from teacher observation of student behavior, not interviews with students themselves. Language teaching in Japan is, indisputably, still teacher-centered, and students have been led to rely upon memorization and mechanical approaches to language learning. Given these facts, it is not surprising that Japanese students do not typically demonstrate much learner autonomy or use a wide variety of learning strategies. It is asserted that Japanese students are not any more or less autonomous than learners from different cultural backgrounds; rather, the environment in which they have studied a foreign language, characterized by a formal, teacher-centered, grammar-translation approach that discourages experimentation with language and the development of a set of personalized learning strategies is responsible for the students' classroom behavior. Six groups of four to five Japanese college students were asked to respond individually to 13 questions, the answers to which had been used in several earlier studies and had been shown to be valid indicators of the level of learner autonomy. Results indicate that it is not the learners who are innately passive, but it is an educational system that has created an environment that discourages learner autonomy. Seven references and an appendix with the questionnaire are included. (KFT)

LEARNER AUTONOMY IN LANGUAGE LEARNING : A PRELIMINARY INVESTIGATION

Bill Holden, Miyuki Usuki

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LEARNER AUTONOMY IN LANGUAGE LEARNING : A PRELIMINARY INVESTIGATION

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Received July 6, 1999

I. Introduction

Despite the volume of research which has been undertaken over the last 20 years in the area of learner autonomy, a comprehensive and universally accepted definition of "learner autonomy" has yet to emerge. What has become apparent, however, is that the common ground shared by the competing and complimentary definitions of this term indicate that students likely to be identified as "autonomous" are both cognitively and meta-cognitively aware of their role in the learning process, seek to create opportunities to learn, and attempt to actively manage their learning in and out of the classroom. Such learners consistently state that they prefer to study in an atmosphere in which they are free to express themselves, speak with and question others and contribute to the management of the class, all of which are encouraged by the so-called "communicative" approach to language teaching, as opposed to more traditional teacher-centered language classes.

II. Background

This study stems in part from a desire to correct the misapprehension that Japanese students are somehow less "autonomous" than learners from other cultural backgrounds. The view that Japanese language learners tend to be passive, obedient and quiet is commonly accepted. However, much of this evidence is anecdotal and comes in the form of teacher observation of student behavior, not interviews with students themselves. Much recent evidence (cf: Purdie, Doglas & Hattie, (1996); Pierson, (1996); Robbins, (1996) also exists to indicate that language teaching in Japan is still typically teacher-centered and that students have been led to rely on the use of memorization and mechanical approaches in language learning. Given this situation, it is not surprising that Japanese students have failed to overtly demonstrate a great deal of autonomy or make use of a wide variety of learning strategies. The authors hypothesize that these students are in fact not any more or less "autonomous" than learners

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from different cultural backgrounds; rather, the environment in which they have studied foreign language, characterized by a formal, teacher-centered, grammar-translation approach which discourages experimentation with language and the development of a set of personalized learning strategies is responsible for the students' classroom behavior.

III. Purpose

The purpose of the experiment was to determine whether the participants' responses to the 10 questions asked during the study evidenced characteristics typical of "autonomous" learners as described in relevant studies (see Nola, Pirdie et. Al, (1996); Zimmerman & Martinez-Pons, (1986); Wenden, (1987); Dornyei (1994) and Oxford, (1990), in an attempt to develop profiles of Japanese learners' pattern(s) of preferences. We hoped that by examining 1) students' attitudes toward and beliefs about learning; 2) their expectations of themselves; and 3) their expectations of their instructors in the learning process that we will in the future be in a position to better investigate these facets of learning and offer more interesting and meaningful language instruction.

IV. Method

Six groups of 4 or 5 students each were interviewed in their native language for approximately one hour. Three of the groups were defined as "high" achievers, based on performance on standardized proficiency measures, including scores on the TOEIC and Cambridge PET examinations; the other three groups were designated "low" achievers due to their level of performance on the same set of measures. Students of similar levels of ability were placed in groups for the interviews. The 10 questions below were asked during each interview, and all participants were encouraged to respond individually to each question by offering a comment or observation based on feeling, opinion or experience. The interviews were conducted in Japanese by a Japanese interlocutor, taped, transcribed, analyzed and translated, and significant themes from the responses to each question identified.

The participants were asked the following questions; each participant was encouraged to provide a response or comment on each question:

- 1) Where does learning occur?
- 2) Describe your ideal learning environment
- 3a) In what situations do you learn most comfortably?
- 3b) In what situations do you learn least comfortably?
- 4) What is the purpose of classroom learning?
- 5a) Describe your ideal lesson

- 5b) Describe a bad learning atmosphere
- 6a) What is the instructor's role in the learning process?
- 6b) What is the role of a student in the learning process?
- 7) How are foreign languages learned?
- 8) Why are you studying English?
- 9) What is the most effective way of learning a foreign language?
- 10) What strategies do you use when you study?

V. Results

Responses indicative of either learner autonomy or the rejection of a passive role in the learning process appear in italics.

- | | |
|---|--|
| (1) Where does learning occur? | Conception of Learning
(Nola, Pirdie et. Al 1996) |
| <i>When I can learn new things</i> | increasing one's knowledge |
| <i>When I can do well on tests</i> | memorizing, reproducing & studying as a means to an end |
| <i>When I learn to apply my knowledge</i> | applying knowledge |
| <i>When I can understand TV and movies</i> | understanding |
| <i>When I see things differently</i> | seeing something in a different way |
| <i>When I can communicate with foreign people</i> | developing social competence |
| <i>When I am able to express my opinions</i> | personal fulfillment as a process not bound by time or context |
| <i>When I can teach someone confidently</i> | |
| (2) Describe your ideal learning environment | Self-Regulated Learning Strategies
(Zimmerman & Martínez-Pons 1986) |
| <i>When the atmosphere is stimulating</i> | environmental structuring |
| <i>When the teacher and students get along & there is an atmosphere that encourages communication</i> | environmental structuring |
| <i>When there are a lot of chances to use English</i> | environmental structuring |
| <i>When class size is small</i> | seeking social assistance from teachers/peers |
| (3a) In what situations do you learn most comfortably? | Self-Regulated Learning Strategies
(Zimmerman & Martínez-Pons 1986) |
| <i>When I am not rushed</i> | environmental structuring |
| <i>When levels are more or less equal</i> | environmental structuring |
| <i>When classes are small</i> | seeking social assistance from teachers/peers |
| <i>Studying without having to worry about grades/rank</i> | self-evaluation |
| <i>When the lesson provides affective satisfaction</i> | self-consequences |
| (3b) In what situations do you learn least comfortably? | Self-Regulated Learning Strategies
(Zimmerman & Martínez-Pons 1986) |
| <i>In situations in which I feel my ability is low</i> | own problems/unsuitable level |
| <i>When the lesson/topic is not relevant to me</i> | unsuitable level/content |
| <i>Being forced to study hard for evaluation</i> | external pressure |
| <i>Inadequate affective satisfaction</i> | affective conditions |
| (4) What is the purpose of classroom learning? | Self-Regulated Learning Strategies
(Zimmerman & Martínez-Pons 1986) |
| To receive stimulation or reinforcement | self-consequences |
| To gain new knowledge | seeking information |

To practice	rehearsing & memorizing
<i>To use English</i>	environmental structuring
<i>To learn how to study</i>	organizing & transforming
<i>To learn together with friends</i>	seeking social assistance from peers
<i>To meet and practice conversation in groups</i>	environmental structuring
(5a) Describe your ideal lesson	Students seek learning opportunities which are:
<i>When I can learn practical things</i>	practical
<i>Learning in groups</i>	group work
<i>When there is an atmosphere of freedom</i>	autonomy
<i>When a lot of communication takes place</i>	communicative
<i>When lessons have a deep meaning</i>	interest
<i>When I can do things I want to do</i>	self-involvement
<i>When everyone together presents and discusses ideas</i>	cooperative
<i>When lessons are fun</i>	enjoyable
<i>When I can understand</i>	comprehensible
<i>When we discuss current events</i>	authentic & topical
(5b) Describe a bad learning atmosphere	Students seek learning opportunities which are not:
<i>Lessons in which the communication flows only one way</i>	one-sided
<i>Lessons which require students to be passive</i>	passive
<i>Quiet lessons where it is difficult to ask questions</i>	quiet
<i>Lessons in which I have no interest</i>	uninteresting
<i>Classes where students are forced to memorize for tests</i>	rote
<i>Lessons in which students` opinions are not voiced</i>	non-participatory
<i>Teacher-centered lessons</i>	teacher-centered
<i>Classes in which there is only one correct answer and no discussion of other possibilities</i>	authoritarian
<i>Lessons in which the pattern is always the same</i>	predictable
(6a) What is the instructor`s role in the learning process?	Students seek instructors who act as:
To explain what students are unable to understand alone	explicator
<i>To present various opinions</i>	resource person
<i>To allow students to hear "living" English</i>	language model
<i>To motivate students</i>	motivator
To pull together and lead students	leader
To show students how to learn/study	facilitator
<i>To inspire/pique students` interest</i>	motivator
<i>To provide inspiration</i>	source of inspiration
<i>To create a positive atmosphere</i>	motivator
To act as advisors	advisor
To broaden the students` world	knowledge transmitter
(6b) What is the role of a student in the learning process?	Self-Regulated Learning Strategies (Zimmerman & Martinez-Pons 1986)
<i>To have a purpose for studying</i>	goal setting and planning
<i>To work for themselves</i>	self-consequence
<i>To become more independent</i>	environmental structuring
To study actively	self-evaluation
<i>To show ways in which students wish to learn</i>	organizing and transforming
<i>To participate enthusiastically</i>	self-consequence

(7) How are foreign languages learned?

*By going abroad**By being in an environment in which the target language is spoken**By getting used to the target language**By learning about culture**By using the language**By studying diligently**By creating opportunities to learn actively**By studying basics like vocabulary and grammar**By making language study part of my life*

(8) Why are you studying English?

*To prepare for finding a job**To understand lyrics and films in English**To facilitate communication**To go abroad**To broaden my world**It is attractive/cool*

(9) What is the most effective way of learning a foreign language?

*To balance different skill elements and study**To study until it becomes familiar**To monitor myself**Imagination/imagery**By studying other foreign languages**By doing tasks diligently**By becoming familiar with grammar and vocabulary**By practicing conversation**By determining one's purpose**By having motivation and studying hard**Being strict with myself**By going abroad**By using what I learn**By creating opportunities to learn*

(10) What strategies do you use when you study?

*Correspondence**Using class notes and tapes outside of class**Using the radio, TV and films**Speaking with foreigners**Studying every day**By learning a few words each day**By making a plan for remembering words**(speaking, writing, word form, context)**By being prepared for lessons**By making learning enjoyable**Mental imaging**By taking notes**By not using a dictionary**By remembering the content of lessons*

Beliefs about Language Learning

(Wenden, 1987)

live & study in a linguistically rich environment

live & study in a linguistically rich environment

learning should occur naturally

emotions/non-linguistic factors' importance

practice

practice

increase self-involvement

learn grammar and vocabulary

be mentally active

Motivation and Attitudinal Variables

(Dornyei, 1994)

instrumental motivation

desire for knowledge and values associated w/English

desire for knowledge and values associated w/English

desire to spend time abroad

interest in foreign languages and culture

desire for knowledge and values associated w/English

Language Learning Strategies

(Oxford, 1990)

organizing; meta-cognitive strategy

setting goals and objectives; meta-cognitive

self-monitoring; meta-cognitive strategy

visualization/imagination; cognitive strategy

finding out about language learning; meta''

structured reviewing; cognitive strategy

using mechanical techniques; setting goals and objectives; cognitive

cooperating with others; social strategy

setting goals and objectives; meta-cognitive

making positive statements; affective strategy

self-evaluation; meta-cognitive strategy

seeking practice opportunities; meta-cognitive

overviewing and linking w/knowledge; meta''

seeking practice opportunities; meta-cognitive

Language Learning Strategies (Oxford, 1990)

seeking practice opportunities; meta-cognitive

overviewing and linking w/knowledge; meta''

seeking practice opportunities; meta-cognitive

cooperating with others; social strategy

structured reviewing; cognitive strategy

setting goals and objectives; meta-cognitive

organizing; meta-cognitive strategy

self-monitoring; meta-cognitive strategy

making positive statements; affective strategy

visualization/imagination; cognitive strategy

overviewing and linking w/knowledge; meta''

setting goals and objectives; meta-cognitive

overviewing and linking w/knowledge; meta''

By reading books

seeking practice opportunities; meta-cognitive

VII. Conclusions

While it would be premature to generalize from the results gleaned from such a small group of informants, several tentative conclusions can be drawn. It is our conclusion that Japanese language learners are not in fact less autonomous or independent than learners from other cultures, but perhaps that educational and behavioral norms and the goals of language study in Japan have created an environment in which learner autonomy is implicitly discouraged.

Responses to questions 7 and 8 in this survey indicated a high degree of awareness of both learning and communication strategies as well as of affective variables such as the role and influence of the classroom environment on the learning process. Responses to questions 9 and 10 as well indicated that, while students have a strong awareness of various meta-cognitive language learning strategies, their ability to translate this meta-cognitive knowledge into practical approaches to language learning has not kept pace, we suspect because of the type of language instruction characteristic of Japanese public schools. In short, students have a conception of themselves as independent learners and a meta-cognitive awareness of various means which can be used to facilitate learning, but are unclear about how to actually apply this knowledge to the task of learning.

The number of responses to questions 6a (11 responses) & 6b (6 responses) about teacher and learner roles indicated both that informants had a clearer set of expectations of the role of the teacher than they did of themselves, and were in significantly more accord as to what their expectations of their instructors were. Given the fact that the majority of their foreign language classes have to this point been teacher-centered, this is not surprising. Similarly, the opinions which were expressed indicated that learners expect to be externally motivated and inspired, rather than seeking motivation and inspiration in themselves or in the learning process or material. Nevertheless, the responses to questions 6a also indicated that students prefer instructors who are able to fill non-traditional roles in the classroom, rather than those who simply lecture or act as transmitters of knowledge. Moreover, despite the relatively smaller number of responses and thus degree of overlap in the responses to question 6b, the overall picture which emerges is of students who are aware of their own responsibility and role as knowledge seekers.

Learners also showed a strong preference in their responses to questions 5a and 5b for a classroom environment characteristic of a communicative approach to language teaching, e.g. for an atmosphere in which they felt encouraged to express themselves and experiment using the language to communicate their thoughts and feelings. Students explicitly expressed dislike for

classroom atmospheres in which they felt unable to participate or express themselves. The responses to questions 5a/b and 6a, because they were aimed at getting subjective yet specific personal information from participants, are not covered by existing literature; nevertheless, responses overwhelmingly demonstrate a "readiness" on the part of participants to take a more active role in determining the course of their own learning.

The breadth of this survey presented a wealth of data; however, much of it was difficult to interpret precisely because of its subjective, personal nature. Many of the participants had as well perhaps never voiced such opinions before being asked to respond. A difference in the two groups' ability to respond concretely to these questions was observed during the transcription process. As this was a preliminary study, these issues were not wholly unforeseen; a corollary goal of this study was to determine the type of question best suited to soliciting such information.

VI. Directions for Additional Research

The responses obtained in this investigation will serve as the basis for a more refined set of questions to be used in future interviews with students/language learners. The English-language translation of the pilot questionnaire is included in appendix 1. The actual questionnaire will be administered in Japanese.

Appendix 1

Please indicate your answer to the following questions by circling the number that most closely reflects your opinion.

(1) Where does learning occur?

a) When I can learn new things

AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

b) When I can do well on tests

AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

c) When I learn to apply my knowledge

AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

d) When I can understand TV and movies

AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

e) When I see things differently

AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

f) When I can communicate with foreign people

AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

g) When I am able to express my opinions

AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

h) When I can teach someone confidently

AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

(2) Describe your preferred learning environment.

a) When the atmosphere is stimulating

APPEALING 1 2 3 4 5 6 7 8 9 10 UNAPPEALING

b) When the teacher and students get along & there is an atmosphere that encourages communication

APPEALING 1 2 3 4 5 6 7 8 9 10 UNAPPEALING

c) When there are a lot of chances to use English

APPEALING 1 2 3 4 5 6 7 8 9 10 UNAPPEALING

d) When class size is small

APPEALING 1 2 3 4 5 6 7 8 9 10 UNAPPEALING

e) When I am not rushed

APPEALING 1 2 3 4 5 6 7 8 9 10 UNAPPEALING

g) When students' ability levels are more or less equal

APPEALING 1 2 3 4 5 6 7 8 9 10 UNAPPEALING

h) When classes are small

APPEALING 1 2 3 4 5 6 7 8 9 10 UNAPPEALING

i) Studying without having to worry about grades/rank

APPEALING 1 2 3 4 5 6 7 8 9 10 UNAPPEALING

j) When the lesson provides affective satisfaction

APPEALING 1 2 3 4 5 6 7 8 9 10 UNAPPEALING

k) In situations in which I feel my ability is low

APPEALING 1 2 3 4 5 6 7 8 9 10 UNAPPEALING

l) When the lesson/topic is not relevant to me

APPEALING 1 2 3 4 5 6 7 8 9 10 UNAPPEALING

m) being forced to study hard for evaluation

APPEALING 1 2 3 4 5 6 7 8 9 10 UNAPPEALING

n) When I can learn practical things

AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

o) When learning occurs in groups

AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

p) When there is an atmosphere of freedom

AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

q) When a lot of communication takes place

AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

r) When lessons have a deep meaning
 AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

s) When I can do things I want to do
 AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

t) When everyone together presents and discusses ideas
 AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

u) When lessons are fun
 AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

v) When I can understand
 AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

w) When we discuss current events
 AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

x) When the communication flows only one way
 AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

y) When they require students to be passive
 AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

z) When it is quiet and thus difficult to ask questions
 AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

aa) When I have no interest in the lesson
 AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

ab) When students are forced to memorize for tests
 AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

ac) When students' opinions are not voiced
 AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

ad) When classes are teacher-centered
 AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

ae) When there is only one correct answer and no discussion of other possibilities
 AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

af) When the pattern of the lesson is always the same
 AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

(3) What is the purpose of classroom learning?

a) To receive stimulation or reinforcement
 AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

b) To gain new knowledge
 AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

c) To practice
 AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

d) To use English
 AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

e) To learn how to study

AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

f) To learn together with friends

AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

g) To meet and practice conversation in groups

AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

(4) What is the instructor's role in the learning process?

a) to explain what students are unable to understand alone

AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

b) To present various opinions

AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

c) To allow students to hear "living" English

AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

d) To motivate students

AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

e) To pull together and lead students

AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

f) To show students how to learn/study

AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

g) To inspire/pique students' interest

AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

h) To provide inspiration

AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

i) To create a positive atmosphere

AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

j) To act as an advisor

AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

k) To broaden the students' world

AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

(5) What is the role of a student in the learning process?

a) To have a purpose for studying

AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

b) To work for themselves

AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

c) To become more independent

AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

d) To study actively

AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

e) To show ways in which students wish to learn
 AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

f) To participate enthusiastically
 AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

(6) How are foreign languages learned? Foreign languages are learned:

a) By going abroad
 AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

b) By being in an environment in which the target language is spoken
 AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

c) By getting used to the target language
 AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

d) By learning about culture
 AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

e) By using the language
 AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

f) By studying diligently
 AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

g) By creating opportunities to learn actively
 AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

h) By studying basics like vocabulary and grammar
 AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

i) By making language study part of my life
 AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

(7) Why are you studying English?

a) To prepare for finding a job
 AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

b) To understand lyrics and films in English
 AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

c) To facilitate communication
 AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

d) To go abroad
 AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

e) To broaden my world
 AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

f) because it is attractive/cool
 AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

(8) What is the following do you feel are effective ways to learn a foreign language?

a) To balance different skill elements and study

AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

b) To study until it becomes familiar

AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

c) To monitor myself

AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

d) To make use of imagination/imagery

AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

e) By studying other foreign languages

AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

f) By doing tasks diligently

AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

g) By becoming familiar with grammar and vocabulary

AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

h) By practicing conversation

AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

i) By determining one's purpose

AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

j) By having motivation and studying hard

AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

k) Being strict with myself

AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

l) By going abroad

AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

m) By using what I learn

AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

n) By creating opportunities to learn

AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

(9) What strategies do you use when you study? I make current use of the following strategies:

a) Correspondence

ALWAYS 1 2 3 4 5 6 7 8 9 10 NEVER

b) Using class notes and tapes outside of class

ALWAYS 1 2 3 4 5 6 7 8 9 10 NEVER

c) Using the radio, TV and films

ALWAYS 1 2 3 4 5 6 7 8 9 10 NEVER

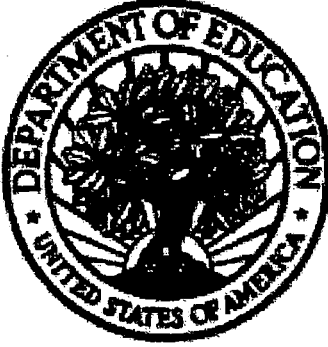
d) Speaking with foreigners

ALWAYS 1 2 3 4 5 6 7 8 9 10 NEVER

e) Studying every day											
ALWAYS	1	2	3	4	5	6	7	8	9	10	NEVER
f) By learning a few words each day											
ALWAYS	1	2	3	4	5	6	7	8	9	10	NEVER
h) By making a plan for remembering words (speaking, writing, word form, context)											
ALWAYS	1	2	3	4	5	6	7	8	9	10	NEVER
i) By being prepared for lessons											
ALWAYS	1	2	3	4	5	6	7	8	9	10	NEVER
j) By making lessons enjoyable											
ALWAYS	1	2	3	4	5	6	7	8	9	10	NEVER
k) Mental imaging											
ALWAYS	1	2	3	4	5	6	7	8	9	10	NEVER
l) By taking notes											
ALWAYS	1	2	3	4	5	6	7	8	9	10	NEVER
m) By not using a dictionary											
ALWAYS	1	2	3	4	5	6	7	8	9	10	NEVER
n) By remembering the content of lessons											
ALWAYS	1	2	3	4	5	6	7	8	9	10	NEVER
o) By reading books											
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