Learner Autonomy in University English Classes

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It is widely accepted that learner autonomy plays an important role in the success of language acquisition. However, there has been an extensive discussion about whether or not learner autonomy is an exclusively Western cultural construct. Some researchers argue that the concept of learner autonomy is perceived differently in different cultures, and the influence of socio-cultural contexts cannot be ignored when trying to implement learner autonomy. Considering the importance of learner autonomy in language acquisition and how it varies according to the sociocultural context, in this exploratory study we looked into EFL students' perceptions of learner autonomy in Japanese university English classes taught by native English-speaking (NES) and nonnative English-speaking (NNES) teachers, and the perceptions of NES and NNES teachers in terms of the implementation of learner autonomy in their English language classes.

学習者オートノミーが言語習得に重要な要素であることは広く知られている。しかし、それが欧米中心の教育概念であるか否かは今でも論争の的である。また、学習者オートノミーに対する認識は文化によって異なり、その実践においては社会的、文化的環境の影響を無視することはできないと唱える研究もある。本研究は、学習者オートノミーの重要性と社会的、文化的な影響を踏まえ、日本の大学生の英語学習者の学習者オートノミーに対する意識を、ネイティブスピーカー教員とノンネイティブ教員の違いに注目しながら調査するものである。また、ネイティブスピーカー教員とノンネイティブ教員自身の学習者オートノミーを英語の授業で用いることに対する意識も調査する。

THE IDEA of learner autonomy is not new, but it has been widely referred to in the field of ELT only over the last decade (Smith, 2003). Studies have shown that autonomy in language learning is a very important variable in successful acquisition. When learners become autonomous, they explicitly accept responsibility for their learning, share in the setting of learning goals, take initiative in planning and executing learning activities, and regularly review their language learning and evaluate its effectiveness (Holec, 1981). Autonomous language learners also work well with teachers and peers and develop a sense of interdependence by sharing their learning goals (Ustunluoglu, 2009). Littlewood (1999) referred to autonomy as either proactive or reactive. Proactive autonomy is associated with the autonomy discussed in the West, in which learners are able to establish a personal agenda for learning (Little, 1994) that affirms their individuality and sets their direction in a world that they themselves have partially created. In reactive autonomy, on the other hand, learners do not create their own direction, but once a direction has been initiated, they will be able to organize their resources autonomously in order to reach their goal. East Asian learners are believed to possess reactive autonomy.

Another dimension that distinguishes Western learners from East Asian learners is the power distance dimension (Hofstede, 1991). Hofstede compared the ranking of selected East Asian and Western countries on both the degree of their collectivist orientation and the degree of their acceptance of differences in power and authority. The data revealed that low acceptance of power and authority is stronger in Western cultures than in East Asian cultures, but high acceptance of power and authority is stronger in East Asian cultures than in Western cultures. People with a low degree of acceptance of differences in power and authority feel that inequality among people should be minimized, privileges and status differences reduced, that consultation should be common, and that communication patterns should reflect participants' equal rights to speak. These attitudes are less strong among East Asian people.

Belief in the value of effort and self-discipline is also a strong influence on many aspects of East Asian life, which reflects Confucian tradition (Bond & Hwang, 1986). One aspect of this tradition is individual responsibility, which puts more emphasis on individual effort and self-discipline in order to succeed in school. This means that every person can achieve his or her goals if he exerts effort and has willpower. However, westerners believe in the innate ability to succeed.

Based on East Asian studies of learner autonomy, Littlewood (1999) put together 10 predictions, which were used as the basis for a 10-item questionnaire that was given to 50 1st-year tertiary-level students learning English in Hong Kong. These predictions hypothesized that Asian students would

1. have a strong inclination to form in-groups that work towards common goals and engage in cooperative learning in which they help each other;

2. be eager to engage in activities that involve discussion within groups;

3. be concerned to maintain harmony within their groups;

4. be reluctant to stand out by expressing their views or raising questions in an open classroom, particularly if this might be perceived as expressing public disagreement;

5. perceive the teacher as an authority figure whose superior knowledge and control over classroom learning events should not be questioned;

6. see knowledge as something to be transmitted by the teacher;

7. expect the teacher, as the holder of authority and knowledge, to be responsible for the assessment of learning;

8. show strong motivation to follow through learning tasks that have been set, provided they perceive the practical value of these tasks;

9. be strengthened when success contributes to the goals or prestige of significant in-groups; and

10. be very concerned to perform well and correctly in what they do in class with a high level of motivation to achieve combined with a strong awareness of group expectations.

The different perceptions of learner autonomy in different cultures and the influence of sociocultural contexts cannot be ignored when trying to implement learner autonomy (Littlewood, 1999; Benson, 2001; Holliday, 2003). Should the preceding arguments about cultural differences in the perception of learner autonomy be true, it follows that student behavior may differ according to context. One specific possibility is that learners may exercise more learner autonomy in classes taught by native English-speaking (NES) teachers, who may be pedagogically more accustomed to learner autonomy in their own cultures, than in the classes taught by nonnative English-speaking (NNES) teachers. This is because, as Borg (1998) argued, teachers' pedagogical beliefs in language instruction influence student behavior. Research is needed to investigate this possibility because the information could prove useful for designing

effective teacher training programs for NES and NNES teachers with different training needs. The aims of this exploratory study, using Littlewood's (1999) research in Hong Kong, were to uncover general trends or patterns of perceptions of learner autonomy, especially in Japanese university contexts.

In this study we sought to investigate two main questions:

1. What are the perceptions of students of NES and NNES teachers of learner autonomy in university English classes?

2. What are the perceptions of NES and NNES teachers in terms of the implementation of learner autonomy in their English language classes?

Method

Participants

A total of 702 students of NES teachers, 178 students of NNES teachers, 50 NES teachers, and 39 NNES teachers participated in the study. All students were taking a basic English course as required by the Ministry of Education at the time the survey was conducted. In this study NES teachers were defined as teachers who had acquired English as their first language, such as those born in the US, Canada, Australia, and the UK, and NNES refers to Japanese teachers of English.

Instrument

This exploratory study used Littlewood's (1999) 10-item questionnaire, which was based on his 10 predictions. The questionnaire for students consisted of two parts (see Appendix A.) Part 1 asked for demographic information such as the student's sex and year, the university type, the sex and native language of the teacher whose class was being evaluated, and the kind of course being evaluated. Part 2 included 10 items adapted from Littlewood's questionnaire. Students read a statement (also

called a question in this paper) and were asked if they agreed or disagreed and how strongly.

The questionnaire for teachers also had two parts (see Appendix B.). Part 1 asked for basic information such as the teacher's sex, native language, and number of years experience teaching English, the university type, and the course being evaluated. Part 2 also included 10 items from Littlewood's questionnaire. His questionnaire was intended for university students; therefore, the questions were rephrased for teachers. For example, Question 1, "I like activities where I am part of a group which is working toward common goals" was modified to "I like to use activities where learners are part of a group which is working toward common goals."

In Part 2 of both questionnaires, Questions 1, 2, and 3 reflect the importance of relationships within groups. Question 4 is about students' attitudes towards "standing out" in the classroom situation. Questions 5, 6, and 7 focus on teacher authority and the transmission of knowledge. Questions 8, 9, and 10 relate to socially oriented motivation.

In Part 2, both students and teachers responded from 1 (strongly agree) to 4 (strongly disagree) on a Likert scale with no neutral or middle position. A score of 1 indicated a strong agreement and a score of 4 showed a strong disagreement. The neutral choice was eliminated because the research was about classroom autonomy, and all participants were familiar with the research variables being measured. Also, as has commonly been observed, students often select the neutral choice, which makes the interpretation of results more difficult.

The questionnaire was translated into Japanese and was checked for clarity and accuracy by a Japanese professor of English. To ensure the comprehensibility of the questionnaire, it was administered to a test group of university students and was revised and finalized using their feedback.

Results

The data in Table 1 show that the students had similar perceptions of learner autonomy in the classrooms taught by NES teachers and NNES teachers in their answers to most of the questions. Specifically, most of the students liked to be part of a group that worked toward a common goal, considered the teacher an authority figure, were hesitant to voice their opinions, were highly motivated to accomplish learning tasks of practical value, were more motivated to accomplish the learning tasks that contributed to the goals or prestige of their groups, and felt very concerned to perform well and correctly in what they did. On the other hand, there was one point (Q6) where the participants differed in their perceptions. Although students of NES teachers were split in their perceptions of who should be responsible for transmitting or discovering knowledge, most of the students of NNES teachers thought that this should be discovered by students themselves.

Table 1. Student Perceptions of Learner Autonomy

Question	Students of NES (n = 702) %				Students of NNES (n = 178) %			
	SA	A	D	SD	SA	A	D	SD
Q1. I like activities where I am part of a group which is working toward common goals.	22	68	9	1	21	69	10	0
Q2. I like to take part in activities which involve discussion within a group.	18	65	15	1	22	58	20	1
Q3. When I am working in a group, I like to help maintain a sense of harmony in the group.	24	70	6	1	27	56	16	1

Question	Students of NES (n = 702) %				Students of NNES (n = 178) %			
	SA	A	D	SD	SA	A	D	SD
Q4. In the open classroom, I often feel hesitant to *stand out* by voicing my opinions and questions.	11	51	32	6	15	47	33	5
Q5. In the classroom, I see the teacher as an authority figure.	18	63	17	3	13	69	15	3
Q6. I tend to see knowledge as something to be *transmitted* by the teacher rather than *discovered* by me as a learner.	5	42	46	7	3	28	62	7
Q7. I expect the teacher (rather than me myself) to be responsible for evaluating how much I have learned.	4	30	56	10	3	24	61	12
Q8. I feel strong motivation to follow through learning tasks of which I perceive the practical value.	26	66	7	1	38	56	6	0
Q9. I feel more motivated to work when my own success contributes to the goals or prestige of significant groups (e.g. family, other students).	26	62	10	2	38	53	8	1
Q10. In the classroom I feel very concerned to perform well and correctly in what I do.	16	65	18	2	31	57	12	0

Note. Scale used was SA (strongly agree) to SD (strongly disagree); NES: Native English-speaking teacher; NNES: Nonnative English-speaking teacher

From an examination of the data in Table 2, it is evident that NES and NNES teachers had similar perceptions of learner autonomy in their classrooms for all 10 questions. Most of the teachers liked their students to be part of a group that worked toward a common goal (Q1) and to be involved in group discussions (Q2). All NES teachers and almost all NNES teachers liked seeing their students demonstrate high motivation to accomplish learning tasks of practical value (Q8), and most of the teachers believed their students were more motivated to accomplish learning tasks that contributed to the goals or prestige of their groups (Q9).

On the other hand, there were two questions with which both NES and NNES teachers disagreed. Most of the teachers in both groups did not feel uncomfortable when their students stood out to voice their opinions and questions (Q4), and did not see knowledge to be transmitted only by them, but also discovered by the students themselves (Q6). There is one point that the two groups of teachers were split in their perceptions, that is, who should be responsible for evaluating how students learned (Q7).

Table 2. Teachers' Perceptions of Learner Autonomy in their Classrooms

Question	NES teachers (n = 42) %				NNES teachers (n = 39) %			
	SA	A	D	SD	SA	A	D	SD
Q1. I like to use activities where learners are part of a group which is working toward common goals.	50	48	2	0	18	72	10	0
Q2. I like to have activities in my class which involve learner discussion within a group.	45	50	5	0	15	62	23	0
Q3. When learners are working in a group, I like to see them helping to maintain a sense of harmony in the group.	34	59	7	0	18	69	8	5
Q4. In the open classroom, I often feel uncomfortable when learners *stand out* by voicing their opinions and questions.	5	2	19	74	3	3	74	21
Q5. In the classroom, I see myself as an authority figure.	5	50	40	5	0	37	55	8
Q6. I tend to see knowledge as something to be *transmitted* by me, the teacher, rather than *discovered* by the learner.	0	10	46	44	0	15	69	15
Q7. As a teacher, I should be responsible, rather than the students, for evaluating how much students have learned.	2	51	46	0	0	46	54	0
Q8. I like to see students feeling a strong motivation to follow through learning tasks of which they perceive the practical value.	64	36	0	0	31	64	5	0
Q9. I believe students feel more motivated to work when their own success contributes to the goals or prestige of significant groups (e.g., family, other students).	38	46	15	0	16	73	11	0
Q10. In the classroom I feel very concerned to see learners perform well and correctly in what they do.	18	58	20	5	24	66	11	0

Note. Scale used was SA (strongly agree) to SD (strongly disagree); NES: Native English-speaking; NNES: Nonnative English-speaking

Discussion

With regard to statements that reflected the importance of relationships within groups (Q1, Q2, and Q3) and ones which indicated socially oriented motivation (Q8, Q9, and Q10), we expected that the students taught by NES teachers would not agree with these statements, but the results revealed otherwise. These results suggest that the NES teachers understood that it was important for students to have harmony and cooperation in the group to achieve their goals, beliefs that the NES teachers themselves implemented in their classrooms. This, in turn, might have influenced students' perceptions.

As far as clear status difference between students and teachers in the classroom is concerned, most of the students of both NES and NNES teachers saw their teachers as an authority figure (Q5), but they disagreed that the teacher was the holder of authority and knowledge (Q6) and responsible for the assessment of learning (Q7). With regard to discovering learning, most of the students of NNES teachers were given the opportunity to discover knowledge by themselves rather than having it transmitted by the teacher (Q6). However, the students of NES teachers were split in their perceptions. Because these Japanese students were taught by NES teachers, we had assumed that the students would not perceive their teachers as an authority figure. However, the results showed otherwise (Q5). As far as assessment of learning is concerned, we had also expected that Japanese students would leave this to their NNES teachers. The same is true for discovering learning: Most of the students of NNES teachers perceived their classroom to be learner-centered, that is, they wanted to interpret knowledge and skills and instead of simply receiving them from their teachers. These findings suggest that NES and NNES teachers alike allowed their students to take charge of their own learning while maintaining authority as teachers in the classroom. The NES and NNES teachers exercised authority openly in the classroom, and

communication patterns reflected power and status differences. This is supported by the fact the students were hesitant to stand out by expressing their ideas (Q4).

However, the split perceptions of the students of NES teachers regarding giving students responsibility to discover their own learning (Q6) seem to suggest that around half of the NES teachers did not think students were capable of doing this. This contrasts with the findings of Gamble et al. (2011), who found that Japanese university students at various levels of motivation perceived themselves as being capable of being more involved in their own learning. However, they often did not act on these feelings due to lack of confidence or the perception that it was the teacher's responsibility. These results further suggest that there is ample room in the typical Japanese university classroom for opportunities for students to take more responsibility for their own learning. This should include educating and training students in learning strategies to narrow the gap between their perceived abilities and the learning responsibilities they take on.

Regarding teacher perceptions of learner autonomy in their classrooms, the results suggest that the NES and NNES teachers had similar perceptions regarding all questions. Specifically, the NES teachers and the NNES teachers agreed with statements that reflected the importance of relationships within groups; teacher perceptions coincided with student perceptions. These results might suggest that the NES teachers saw the importance attached to the interdependent self in East Asian cultures, which is why forming groups to work towards common goals was practiced in their classrooms.

As far as the socially oriented motivation of students is concerned, the NES and NNES teachers agreed that it was important in their teaching. This suggests that NES teachers, like NNES teachers, recognized that their students would show strong motivation to follow through on learning tasks perceived as of practical value, which could be strengthened when the

success could contribute to the goals or prestige of significant groups. Also, all teachers appeared to believe that correctness in performance could be a factor contributing to classroom success.

There was a mismatch in the perceptions of the students and the teachers with regard to teacher authority and transmission and evaluation of knowledge. Although NES and NNES teachers were split in their perceptions regarding seeing themselves as an authority figure in the classroom, the students of NES and NNES teachers perceived their teachers as an authority figure whose superior knowledge and control over classroom learning events should not be questioned. The perceptions of the NES and NNES teachers were split as to who should be responsible for assessment of learning, but most of the students of NES and NNES teachers thought they were given the responsibility to do so. It is only in transmitting and discovering knowledge that students and teachers had similar perceptions. The students of NES and NNES teachers, as well as the teachers themselves, seemed to believe that students should be given the responsibility to learn by themselves.

Conclusion

The results of this study uncovered some general trends in perceptions of East Asian autonomy. Perceptions are that the kind of autonomy that seems to prevail in the classrooms of the NES and NNES teachers is reactive, which is said to be characteristic of East Asian autonomy. Results suggest that the NES and NNES teachers and their students supported collectivism and the value of effort and self-discipline, and in motivating students to perform well, which enabled them to put a lot of effort into their learning. However, the Japanese students in this study, like the Chinese students in Littlewood's (1999) study, did not wish to be spoon-fed and wanted to explore and find their own answers, which characterizes proactive autonomy.

The influence of culture cannot be ignored in this study. Specifically, the influence of one type of culture on another is evident: East Asian culture on NES teachers and the NES teachers' Western culture on their students. The findings reveal a mismatch of perceptions between students and teachers regarding the 10 questions, which should be taken into account when designing course syllabi that reflect autonomous learning. Because the students involved in this study came from different universities and were not students of NES and NNES teachers when the survey was conducted, there is a danger of making generalizations about perceptions of autonomy in the classrooms of NES teachers and NNES teachers. In order to make a good comparison between groups of students and teachers, data should be collected from students directly taught by the NES and the NNES teachers. It is also recommended that statistical method should be utilized to determine the significant difference in perceptions between groups of respondents.

Bio Data

Chris Johnston is from Halifax on the east coast of Canada. He has been teaching in Asia for the last 13 years and has completed his MSEd at Temple University in Osaka. He is actively presenting research at international conferences around the world. When he has free time, he can be found scuba diving and going on long distance cycling trips in Japan. <chrisjohnston. kansai@gmail.com>

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Tina Ries started her career in business, first as an accountant at major pharmaceutical firms for many years. She then moved to the financial advisory area of the major financial institutions of Canada. She has an MA in Education in Learning and Development from the University of Southern Queensland. <tina_ries@hotmail.com>

Thomas Rush is from the middle part of America. He has lived in Japan for the last 6 years and taught in a variety of contexts. His research interests include cognition, reading comprehension, and vocabulary acquisition. In his free time he enjoys all types of outdoor activities, namely climbing. <tom.rush.w@gmail.com>

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Appendix A

Questionnaire About Autonomous Learning (for Teachers)

自律学習についてのアンケート（学生用）

このアンケートはあなたの「自律学習」に対するご意見をお聞きし、授業に生かす目的で行うものです。回答は無記名です。また回答は統計処理され、平均値等が用いられますので、個人が特定されることはありません。結果は、学会や論文で発表を行う予定です。アンケートの回答は任意であり、賛同できない場合は、途中で回答をやめてもかまいません。また、アンケートの結果は、成績とはまったく関係がありませんので、安心してありのままの回答をお願いします。なお、調査結果は本研究の目的以外では使用されないことを確約します。

研究代表者　関西国際大学英語教育学科准教授　ジョナサン・アリポンガ

PART 1:最もあてはまるものに「✔」を書いてください。

あなたについての情報

　1. 性別: [　] 男　　[　] 女

2. 学年: [ ] 1年生　[ ] 2年生　[ ] 3年生　[ ] 4年生

3. 大学の種類: [ ]私立　[ ]公立/国立

英語教員についての情報

4. このアンケートで回答する英語教員の性別: [ ] 男 [ ] 女

5. このアンケートで回答する授業の種類:

　[ ]スピーキング　[ ]リスニング　[ ]リーディング　[ ]ライティング

6. このアンケートで回答する英語教員の母国語:

　[ ] 日本語 Japanese

　[ ] 英語 English

　[ ] Other その他 _____

PART 2:　質問

最もあてはまる数字を○で囲んでください。

4:大いに賛成　　3:賛成　　2:反対　　1:強く反対

例:　(4　　　③　　　2　　　1)

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１. 共通の目的に向かって学習するグループ活動が好きだ。

　　　　4　　　3　　　2　　　1

２. グループ内でディスカッション(話し合い)を行う活動に参加するのが好きだ。

　　　　4　　　3　　　2　　　1

3. グループで活動する時は、そのグループ内での「和」を保つために努力する。

　　　　4　　　3　　　2　　　1

4. クラス全体で、自分の意見や疑問点について目立って発言するのには抵抗がある。

　　　　4　　　3　　　2　　　1

5. 教室では、教師は権威のある存在だと考える。

　　　　4　　　3　　　2　　　1

6. どちらかと言うと、知識とは学習者が発見するものではなく、教師によって伝えられるものだと考える。

　　　　4　　　3　　　2　　　1

7. 自分がどのくらい学んだかは、自分自身ではなく教師が評価するべきだと思う。

　　　　4　　　3　　　2　　　1

8. 実用的な価値を見出せる課題をする時には、やる気を感じる。

　　　　4　　　3　　　2　　　1

9. 自分の業績が、大切な人(家族や他の学生など)の目標の実現に役立ったり、名声として周りに評価されたりする方が、学習意欲がわく。

　　　　4　　　3　　　2　　　1

10. 教室では、自分が正確かつ上手に発表したり活動したりできるかが、とても気になる。

　　　　4　　　3　　　2　　　1

ご協力、ありがとうございました。

Appendix B

Questionnaire About Autonomous Learning (for Teachers)

自律学習についてのアンケート(教師用)

This questionnaire was devised to determine your opinion about autonomous learning and to help us better use the information in English classes. It is completely anonymous. Your answers will be only analyzed statistically, so your personal name will not be identified. The results of the questionnaire may be presented at conferences and/or published in academic journals. It is completely voluntary to answer the provided questions and you can stop answering them anytime if you don't feel comfortable. Your response will not affect the assessment of your teaching performance, so please answer each item as truthfully as possible. All answers

to this questionnaire will be used for research purposes only. Thank you.

　Research Coordinator, Jonathan Aliponga, PhD, Associate Professor of English Education, Kansai University of International Studies

　このアンケートはあなたの「自律学習」に対するご意見をお聞きし、授業に生かす目的で行うものです。回答は無記名です。また回答は統計処理され、平均値等が用いられますので、個人が特定されることはありません。結果は、学会や論文で発表を行う予定です。アンケートの回答は任意であり、賛同できない場合は、途中で回答をやめてもかまいません。また、アンケートの結果は、勤務評価とはまったく関係がありませんので、安心してありのままの回答をお願いします。なお、調査結果は本研究の目的以外では使用されないことを確約します。

研究代表者　関西国際大学英語教育学科准教授　ジョナサン・アリポンガ

PART 1 *Personal Information*
（パート1：回答者の情報）

Direction: Choose your best answer by writing ✓ in the bracket.（最もあてはまるものに「✓」を書いてください。）

1. Sex 性別 ：[ ] Male 男　　　　　　[ ] Female 女
2. University Type 大学の種類:
　[ ] Private私立　　　　　　[ ] Public公立/国立
3. Nationality 国籍:
　[ ] Japan日本　　　　　　[ ] USA アメリカ合衆国
　[ ] Great Britain イギリス　　[ ] Australia オーストラリア
　[ ] Canada カナダ
　[ ] Other その他（国名を明記してください）＿＿＿＿＿＿

4. Course you are evaluating　このアンケートで回答する授業の種類:
[ ] Speaking スピーキング　　　[ ] Listening リスニング
　[ ] Reading リーディング　　　[ ] Writing ライティング
　[ ] Other その他

5. How long have been teaching English? Indicate your response in the space provided.
　どのくらいの期間、英語を教えていますか。下線に数字を書いてください。
＿＿＿＿year(s) 年間

PART 2
（パート2）

Directions: Circle the number in each question that is best suited to your feeling.（最もあてはまる数字を○で囲んでください。）

4: Strongly Agree（大いに賛成）　　3: Agree（賛成）
2: Disagree（反対）　　1: Strongly Disagree（強く反対）
Example 例:　(4　　③　　2　　1)
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1. I like to use activities where learners are part of a group which is working toward common goals. 学生が共通の目的に向かって協働で学習するグループ活動を用いるのが好きである。
　　　4　　3　　2　　1

2. I like to have activities in my class which involve learner discussion within a group. 授業でグループディスカッション（話し合い）をさせるのが好きである。
　　　4　　3　　2　　1

3. When learners are working in a group, I like to see them helping to maintain a sense of harmony in the group. グループで活動させる時は、学生にはそのグループ内での「和」を保つために努力してほしい。
　　　4　　3　　2　　1

4. In the open classroom, I often feel uncomfortable when learners 'stand out' by voicing their opinions and questions. クラス全体で、自分の意見や疑問点について目立って発言する学生には抵抗がある。

    4   3   2   1

5. In the classroom, I see myself as an authority figure. 教室では、自分は権威のある存在だと考える。

    4   3   2   1

6. I tend to see knowledge as something to be 'transmitted' by me, the teacher, rather than 'discovered' by the learner. どちらかと言うと、知識とは学習者が発見するものではなく、教師によって伝えられるものだと考える。

    4   3   2   1

7. As a teacher, I should be responsible, rather than the students, for evaluating how much students have learned. どのくらい学んだかは、学生自身ではなく教師が評価するべきだと思う。

    4   3   2   1

8. I like to see students feeling a strong motivation to follow through learning tasks of which they perceive the practical value. 実用的な価値を見出すことのできる課題を行う場合には、学生にやる気を感じてほしい。

    4   3   2   1

9. I believe students feel more motivated to work when their own success contributes to the goals or prestige of significant groups (e.g. family, other students). 自分の業績が、大切な人（家族や他の学生など）の目標の実現に役立ったり、名声として周りに評価されたりする方が、学生は学習意欲がわくと思う。

    4   3   2   1

10. In the classroom I feel very concerned to see learners perform well and correctly in what they do. 教室では、学生が正確かつ上手に発表したり活動したりできるかにとても関心がある。

    4   3   2   1

Thank you for your cooperation!

ご協力、ありがとうございました。