

Learner Views on Learner Autonomy: What Teachers Can Do

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Reference Data

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Learner autonomy is a complex human behavior that has been extensively investigated since Holec defined it as “the ability to take charge of one’s own learning” in 1981. For the last three decades, research regarding learner autonomy has mainly focused on elements of learner autonomy such as reflection, taking responsibility, and selecting strategies to learn. In the current research we investigated Japanese EFL students’ perceptions toward responsibility in their language learning and their abilities to take charge of responsibility by targeting high and low proficiency learners. For this study, an online questionnaire was employed with 72 high and 66 lower proficiency learners. After the survey, semistructured interviews were conducted with 16 participants from the 2 groups to identify deeper meaning in the questionnaire responses. Based on the findings, the paper introduces level-appropriate autonomy-enhancing practices as educational implications.

学習者オートノミーは、Holecが「自身の学習を管理する能力」と1981年に定義して以来、大々的に調査されてきた複雑な人間行動の分野である。学習者オートノミーの複雑な性質を鑑み、自律性の定義は様々な調査の分野へと派生していった。多様な学習者オートノミーの分野のうち、本稿では日本人EFL学習者の言語学習における責任意識と、学習における責任を取る能力の自己評価を、英語の習熟度に焦点をあてて調査する。本研究では、72名の高い英語力の学習者と、66名の低い英語力の学習者を対象にオンラインアンケートを実施した。その後、アンケート結果に対するより深い見解を得るため参加者のうち16名を対象に聞き取り調査を行った。調査結果をふまえ、学習者のレベルにあった自律性向上のための教育的実践を教育的示唆として提示する。

Learner autonomy has gained considerable attention in the field of language education, and both theories and practices of autonomy have been developed over the last few decades (Benson, 2011). The literature on learner autonomy stresses the notion of learners’ willingness because regardless of the availability of such opportunities, whether learners actually take responsibility can be greatly conditioned by their willingness to do so (Borg & Al-Busaidi, 2012). Therefore, learners’ perspectives on learner autonomy have been investigated in various educational contexts in addition to cultural and social contexts, which are the influential components of learner autonomy (Nakata, 2011). Because each learner is unique even in a single educational setting (Sakai & Takagi, 2009), learner differences should be taken into account when doing research on learner autonomy. In this paper we explore how teachers can help learners develop learner autonomy by investigating learners’ perceptions on learner autonomy. An online questionnaire was given to Japanese university EFL learners in order to investigate their views on teachers’ responsibilities and their own responsibilities in language learning and their self-perceived ability to make learning-related decisions. Follow-up interviews were conducted to gain more in-depth understanding. We divided the learners into two groups based on their proficiency levels. Using the data, we describe how higher proficiency (HP) and lower proficiency (LP) learners viewed learner autonomy and examine ways in which teachers can enhance learner autonomy among their students.

Literature Review

Learner autonomy has become a popular concept in English language education. What learner autonomy means has been intensively discussed, and there exists a large body of literature on definitions. One of the most cited and widely recognized is from Holec (1981), who defined learner autonomy as “the ability to take charge of ones’ own learning” (p. 3). This ability includes a set of more concrete skills. For example, learners who are considered autonomous can play active roles in finding out their own learning needs, setting goals, creating study plans, putting the plans into action, and evaluating

their learning process (Nunan, 2003), which can lead to improved metacognitive skills (Wenden, 1998). Although various definitions and explanations have been proposed, decision-making and taking responsibility for various aspects of learning are essential constructs (Joshi, 2011).

In the implementation of teaching practices that enhance learner autonomy, learner perspectives on learner autonomy are influential in terms of what responsibilities learners assume to take and to what extent. Learners' responsible attitudes (Joshi, 2011) and willingness (Borg & Al-Busaidi, 2012) are necessary if learners are to be autonomous. Related to choice making and responsibility, Littlewood (1996) discussed two important components: *willingness* and *ability*. Willingness is a variable that influences learners' *confidence* and *motivation* toward assuming responsibility, which is necessary for making decisions. The other component, ability, can be divided into two constructs. One is *knowledge*, regarding what options are available when making choices; the other is the *skill* to make appropriate choices from available options. For learners to be autonomous, all components should be present.

Researchers have explored learner perspectives in relation to responsibility and their self-perceived ability to take responsibility in language learning. Spratt, Humphreys, and Chan (2002) conducted a large-scale questionnaire in a university in Hong Kong and examined learner perspectives on both learners' and their teachers' responsibilities in language learning and the learners' self-perceived ability to make learning-related decisions. Results of the study indicate that participants expected teachers to take more responsibility for formal language instruction, while taking higher personal responsibility for self-guided learning. Another study (Sakai & Takagi, 2009), conducted in a Japanese university EFL context, investigated learner perspectives. The study focused on learners' proficiency levels as an influential variable because each learner is unique and it is essential to consider learners' characteristics. These studies were conducted with hundreds of students in a quantitative manner. More qualitative approaches are also necessary for practitioners to gain concrete ideas of how they can actualize the concept of learner autonomy.

Research Questions

Qualitative research comparing HP and LP learners' perspectives on learner autonomy is necessary to collect undiscovered participant perceptions that are hidden behind sets of numerical data. The aim of the current study was to investigate the following two questions by employing a questionnaire and semistructured interviews:

- RQ1. How do Japanese university students of different proficiencies perceive the responsibilities of teachers and learners toward learning English?
- RQ2. How do they view their ability to take charge of responsibilities regarding language learning?

Methodology

Participants

A total of 138 Japanese students in a private university in Tokyo were surveyed. The participants were freshman, sophomore, junior, senior, and 5th-year students with different English learning backgrounds in the faculties of literature, law, economics, education, engineering, business, and liberal arts. The participants were divided into higher proficiency ($n = 72$) and lower proficiency ($n = 66$) groups based on their TOEIC scores. A score of 400 on the TOEIC test (or an equivalent score on other standardized language tests) was set as the line between the groups. Semistructured interviews were conducted with 16 students (11 LP and five HP learners) who voluntarily agreed to participate in the interviews after completing the online questionnaire.

Questionnaire

To collect quantitative data, we employed an online survey with 47 items (see Appendix A for the Japanese version). The questionnaire, adapted from one designed by Chan, Spratt, and Humphreys (2002), was employed to probe three dimensions regarding learning autonomy. Section 1 contained 13 questions answered on a 4-point Likert scale to investigate how the two groups perceived the responsibilities of teachers and learners in and outside of class. Section 2 included 11 questions answered on a 5-point Likert scale to assess the two groups' capability of achieving learner autonomy-related responsibilities. Section 3 examined the two groups' learning behaviors but is beyond the scope of this paper. Because the original research by Chan et al. was conducted more than a decade ago, some modifications of the phrasing in the original questionnaire were made to adapt to changes in the sphere of EFL. All questionnaire items were translated into Japanese by one of the authors and checked by a Japanese faculty member with native-level proficiency in English.

Semistructured Interviews

As a quantitative research tool, semistructured interviews were also conducted to scrutinize the responses gained from the questionnaire. Semistructured interviews of 13 ques-

tions (see Appendix B) were carried out with the 16 volunteers, in order to gain deeper understanding of their questionnaire responses. Japanese was used in the interviews because the participants preferred their native language for articulating their thoughts and opinions. The interviews were audio recorded with the participants' permission.

Data Analysis

Questionnaire Analysis

The researchers calculated the mean percentages of the questionnaire responses on each item as answered by the LP and HP groups. For easier interpretation, the data were collapsed into a 2-point scale for Section 1 and a 3-point scale for Section 2; for example, the data for *very poor* and *poor* were collapsed into *poor*.

Interview Analysis

The semistructured interviews were transcribed for qualitative analysis. The interviews were translated from Japanese to English by a Japanese faculty member at the university with a native-level proficiency. The interview data were labeled with the two categories: learner perspectives on responsibility and their self-perceived ability to make various decisions in language learning. These labels correspond to the first and second sections of the questionnaire.

Results and Discussion

Section 1 (Perceptions of Decision-Making)

The first section of the questionnaire was aimed at investigating how the two groups in different levels perceived the responsibilities of teachers and learners in and outside of class.

HP Learners

According to the responses, the HP group expected their teachers to take responsibility for decision-making in general (see Table 1). In their responses to items 1 (make sure of progress, 92%), 7 (decide content, 94%), 8 (choose activities, 97%), and 10 (choose materials, 93%), more than 90% perceived that the responsibility of classroom-related decision-making belonged to teachers. In the follow-up interviews, HP learners said that teachers should be in charge of decision-making regarding their courses because they themselves were not certain whether the choices made by learners contribute to the im-

provement of the proficiency of the students in class. The HP learners' high expectations regarding teacher responsibility coincide with the classroom nature normalized in Japanese English education up through secondary education. According to Nakata (2011), Japanese learners have been habituated to teacher-centered classrooms in which students are receptive to gaining knowledge in order to pass entrance exams. Nakata added that there is little room for teachers to negotiate the content of the courses with students given the curriculum constraints.

Although the HP group expressed high expectations of teachers, they assessed that they themselves were responsible for decision-making related to self-study and self-evaluation. Specifically, the HP group believed that making progress in self-study (item 2, 83%), identifying weakness in their English (item 4, 85%), and deciding what to learn for self-study (item 13, 82%) should be initiated by learners. All of the interview participants said they possessed some type of learning goals beyond language learning that promoted self-study outside of the class. One of the participants answered,

I have to spend extra hours to study TOEFL iBT on top of the usual class assignments to be an ambassador. In order to do so, I have to be time efficient and target specific. That said, I have spent so much time on self-evaluation to find my weaknesses in English and set target specific goals to improve proficiency.

Similarly, other HP learners reported that they developed their learner autonomy when they felt they needed to increase the quality of their language learning to attain a certain level of English proficiency to accomplish their life goals.

LP Learners

The LP learners viewed teachers as mainly or completely responsible for performing most of the actions listed in Section 1. Except for item 4 (identifying weaknesses in your English) and item 9 (evaluating your course), the LP learners responded that teachers were completely or mainly responsible for what happened in and out of class. This tendency is noteworthy and concerning, given that decision-making can have a direct impact on the entire class. For instance, only 27% of LP learners felt that learners should be mainly or completely responsible for choosing materials to be used in class, whereas 91% felt that teachers should assume the responsibility (item 10). Another example is item 8 (choosing activities for the next lesson): 91% of LP learners felt that teachers were mainly or completely responsible for this action, and less than a third of them considered that learners themselves were mainly or completely responsible.

However, the general view of LP learners that teachers should assume more respon-

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sibility does not mean that these learners believed those responsibilities could be taken away from themselves. For example, the LP learners believed that identifying their own weaknesses was their own responsibility (item 4, 89%). In addition, for some items, a notion of shared responsibility can be observed. For instance, the LP learners responded that both learners themselves (65%) and their teachers (64%) were mainly or completely responsible for evaluating their English course. Interview results further revealed that the LP learners believed that more involvement in decision-making in language learning and being more autonomous were desirable. One of the interviewees said that “being involved in lesson planning will be interesting, for example by deciding topics to be discussed.” However, this willingness to do more decision-making cannot always be acted upon. One learner stated that setting goals is important, but he was not sure how to set

goals. Another student said, “Being given complete freedom will be hard. We need some framework to make choices from.” What can be inferred from those results is that LP learners felt that more learner involvement in decision-making process was desirable, but that they were not sure how to take more responsibility for making appropriate decisions on various aspects of their learning.

Section 2 (Abilities to Take Responsibility)

Section 2 was designed to investigate how capable the participants were at taking responsibility if they were given the opportunity (see Table 2).

Table 1. Perceptions of HP ($n = 72$) and LP ($n = 66$) Learners Regarding Responsibilities

When you are taking English classes, whose responsibility should it be to	Higher proficiency learners				Lower proficiency learners			
	Learner's		Teacher's		Learner's		Teacher's	
	Little	Mainly	Little	Mainly	Little	Mainly	Little	Mainly
1. make sure of your progress in lessons?	12 (17%)	60 (83%)	6 (8%)	66 (92%)	14 (21%)	52 (79%)	4 (6%)	62 (94%)
2. make sure of your progress in your self-study?	12 (17%)	60 (83%)	24 (33%)	48 (67%)	31 (47%)	35 (53%)	9 (14%)	57 (86%)
3. stimulate your interest in learning English?	15 (21%)	57 (79%)	13 (18%)	59 (82%)	21 (32%)	45 (68%)	19 (29%)	47 (71%)
4. identify your weaknesses in your English?	11 (15%)	61 (85%)	15 (21%)	57 (79%)	7 (11%)	59 (89%)	15 (23%)	51 (77%)
5. increase your motivation?	18 (25%)	54 (75%)	14 (19%)	58 (81%)	20 (30%)	46 (70%)	8 (12%)	58 (88%)
6. decide the objectives of your English course?	22 (31%)	50 (69%)	15 (21%)	57 (79%)	26 (39%)	40 (61%)	15 (23%)	51 (77%)
7. decide the content of the next English lesson?	45 (63%)	27 (38%)	4 (6%)	68 (94%)	44 (67%)	22 (33%)	6 (9%)	60 (91%)
8. choose activities for the next lesson?	41 (57%)	31 (43%)	2 (3%)	70 (97%)	39 (59%)	27 (41%)	6 (9%)	60 (91%)
9. decide the duration of each classroom activity?	39 (54%)	33 (46%)	8 (11%)	64 (89%)	31 (47%)	35 (53%)	12 (18%)	54 (82%)
10. choose materials to use in your English course?	60 (83%)	12 (17%)	5 (7%)	67 (93%)	48 (73%)	18 (27%)	6 (9%)	60 (91%)
11. evaluate your learning?	35 (49%)	37 (51%)	11 (15%)	61 (85%)	32 (48%)	34 (52%)	7 (11%)	59 (89%)
12. evaluate your course?	32 (44%)	40 (56%)	20 (28%)	52 (72%)	23 (35%)	43 (65%)	24 (36%)	42 (64%)
13. decide what to learn for self-study?	13 (18%)	59 (82%)	23 (32%)	49 (68%)	22 (33%)	44 (67%)	20 (30%)	46 (70%)

Note. HP learners had TOEIC scores of 400 or above; answers were given on a 4-point Likert scale; *little* includes both *little* and *very little*; *mainly* includes both *mainly* and *completely*.

HP Learners

The overall results in this section correspond with the perceptions of the HP group in the previous section. More than 70% of the HP group answered that they were capable of making decisions regarding their own study. In contrast, the HP learners possessed a strong sense of incapability in making classroom-related decisions such as deciding course content and materials. As the results of items 18 (class content) and 20 (learning materials) show, more than 70% of the HP group rated themselves *poor* on the ability to make such decisions.

Interview data suggest some possible causes. Four HP participants stated that they lacked confidence in selecting materials and content for their courses because they were not knowledgeable about a variety of materials and the educational benefits that could be gained from them. Three of the interview participants expressed their willingness to participate in the classroom-related decision-making process; however, they reported that no teacher in their learning history had given them such opportunities.

LP Learners

Even though the LP learners believed that teachers should be mainly responsible for learning-related decisions, more than two thirds of the LP learners believed that they were *OK* or *good* at making various learning-related decisions (items 14, 15, 16, 17, 19, 21, 22, and 24). The LP learners were particularly confident in making choices related to self-study. For example, 53% of the LP learners rated their ability to choose learning activities outside class (item 14) as *good* and 48% of them responded they were *good* at choosing learning objectives for their self-study (item 16). Those decisions were among what the learners saw as their own responsibility, not only that of their teachers. In contrast, there were two items that over 60% of the LP learners were not confident about: item 18 (choosing the content of every class) and item 20 (choosing learning materials for classes). These low-rated items are the ones that LP learners believed their teachers should be mainly or completely responsible for.

Whether the LP learners showed confidence in making decisions or not, the interviews elicited some insights that can guide teachers in providing support for the development of learner autonomy. For example, despite their confidence in choosing objectives and activities for self-study, interviews revealed that discrepancies exist between their goals and means. One interviewee said that he was using a vocabulary book designed for TOEIC preparation. However, his learning goal was to improve his speaking proficiency. In other words, the activities the LP learners employed did not always target the skills they

intended to improve. This suggests that learners need to learn how to choose activities. Showing options for activities can be helpful for learners because some learners stated that they did not know what activities were available. Another significant finding was that LP learners were not familiar with or confident in making class-related decisions. One respondent said, “I would like to be involved in the decision-making process, but I have never received any opportunities.” Another student reported, “Even if I am allowed to study freely, I do not know what to do.” The prescriptive nature of language education at Japanese high school was implied as a cause underlying those learner responses. For example, three interviewees mentioned that they had always studied English with their teachers’ deciding materials, the amount of study, the pace of study, and how learning was evaluated. Another student said that students had a common goal of passing university entrance exams, so they followed their teachers’ instructions.

Table 2. Ability of HP ($n = 72$) and LP ($n = 66$) Learners to Take Responsibility

If you are given the opportunity, how good are you at	HP Learners			LP Learners		
	Poor	OK	Good	Poor	OK	Good
14. choosing learning activities for class?	26 (36%)	29 (40%)	17 (24%)	21 (32%)	26 (39%)	19 (29%)
15. choosing learning activities outside the class?	11 (15%)	10 (14%)	40 (56%)	6 (9%)	25 (38%)	35 (53%)
16. choosing learning objectives for classes?	14 (19%)	22 (31%)	36 (50%)	21 (32%)	24 (36%)	21 (32%)
17. choosing learning objectives for your self-study?	10 (14%)	10 (14%)	52 (72%)	15 (23%)	19 (29%)	32 (48%)
18. choosing the content of every class?	51 (71%)	14 (19%)	7 (10%)	45 (68%)	12 (18%)	9 (14%)
19. evaluating your course?	9 (13%)	26 (36%)	37 (51%)	13 (20%)	22 (33%)	31 (47%)

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If you are given the opportunity, how good are you at	HP Learners			LP Learners		
	Poor	OK	Good	Poor	OK	Good
20. choosing learning materials for classes?	54 (75%)	10 (14%)	8 (11%)	42 (64%)	14 (21%)	10 (15%)
21. identifying your weakness in your English?	15 (21%)	19 (26%)	38 (53%)	16 (24%)	23 (35%)	27 (41%)
22. evaluating your learning?	15 (21%)	28 (39%)	29 (40%)	22 (33%)	24 (36%)	20 (30%)
23. choosing learning materials to be used outside class?	17 (24%)	20 (28%)	35 (49%)	15 (23%)	21 (32%)	30 (45%)
24. deciding the duration of each activity in self-study?	12 (17%)	14 (19%)	46 (64%)	17 (26%)	20 (30%)	29 (44%)

Note. HP learners had TOEIC scores of 400 or above; answers were given on a 5-point Likert scale; *poor* includes both *poor* and *very poor*; *good* includes both *good* and *very good*.

Limitations

Some limitations of this study should be acknowledged. First, the study did not take some variables into consideration: sex, major, age, or educational background. Those factors could have influenced the participants' responses. Another limitation is regarding how we defined HP and LP. The TOEIC test was used as an indicator of proficiency, but the test measures only the passive skills of listening and reading and consequently may not be a reliable measurement of the participants' actual English proficiency levels. Moreover, a TOEIC score of 400 was used as a line between LP and HP. Because the test scores range between 10 and 990, the participants' scores varied widely even within each level of proficiency. The relatively small number of interview participants is another limitation. Furthermore, the interview data do not necessarily represent the opinions of the whole population of each group. However, what was found in this study can add some insight into how teachers can assist learners of different proficiencies in the development of

learner autonomy. For example, teachers can gradually guide learners to make choices by providing options such as topics to be dealt with in class.

Conclusion and Implications

This study focused on the perceptions of HP and LP learners regarding their responsibilities and ability to take charge of responsibilities in their language learning. The primary aim of this study was to identify the needs of both groups to enhance learner autonomy and offer possible educational implications that enhance the level of learner autonomy.

Results of the first section of the questionnaire showed that a majority of the HP group expected that responsibility for language learning should be with the teachers. Similar findings were found in Section 2 of the questionnaire, in which a majority of the HP learners reported their lack of confidence in their ability to make decisions regarding classroom content. Interview data suggested that HP learners' low self-confidence in their ability to select materials and content can be attributed to a lack of experience in making such choices. As a first step to include students in classroom related decision-making, we recommend that instructors start out by clarifying the rationale behind the introduction of a particular activity or material employed to achieve specific goals in each lesson (Nunan, 2003; Wenden, 1998). Such conscious efforts in every lesson will train the metacognitive skills of HP learners in the long run and enable them to reflect upon their language learning (Noguchi & McCarthy, 2010).

Likewise, the LP learners also viewed most of the decisions in language learning as more of their teachers' responsibility than their own. However, in follow-up interviews, LP learners voiced their willingness to be involved in decision-making. Encouraging learners' choices (Nunan, 2003) can be a path toward more involvement of learners in the classroom decision-making process. When asked to self-evaluate their own ability to make decisions in their learning process, more than two thirds of the LP learners tended to be confident about most decisions, with the exception of class-related decisions. This low self-perceived ability to make class-related decisions can be attributed to various factors. Considering the LP learners' statements that their high school language education was more prescriptive, unfamiliarity with the notion of making choices (Reinders, 2010) should be addressed. Teachers can start with simple actions such as encouraging students to choose topics, types of activities, and even the order of activities. In addition, the mismatch between LP learners' goals and their means implies that there is a need for assisting them with improving their ability to choose appropriate means (Littlewood, 1996). Although selecting resources is usually done by teachers (Reinders, 2010), training

students to choose appropriate means that will achieve their goals might be a possible way to show them what options are available and to help them clarify their objectives (Nunan, 2003). Although transferring all learning-related responsibilities to the learners might be unrealistic, these scaffolding processes can pave a path for learners to be more autonomous.

Bio Data

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Koki Tomita is a part-time instructor at Tamagawa University, Japan. He has taught various English courses in Japanese universities. This teaching experience has persuaded him to investigate the effectiveness of learner autonomy principles at the classroom level. His current research interests include practical applications of learner autonomy and learner motivation. <tomita.koki@gmail.com>

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Appendix A

The Questionnaire, Adapted From Spratt, Humphreys, and Chan (2002)

セクション 1 – 以下の各項目について英語の授業において、あなたと先生の役割はどの程度あると思いますか。当てはまるものにチェックをつけてください。（「あなた」「教師」欄のどちらにもチェックをつけてください。）

質問	とても小さい	小さい	大きい	とても大きい
1. あなたの授業の理解度を確 認することに関して	A.あなたの役割は			B.先生の役割は
2. あなたの自主学習の進捗状 況を確認することに関して	A.あなたの役割は			B.先生の役割は
3. 英語に対する興味を促すこ とにおいて	A.あなたの役割は			B.先生の役割は
4. 英語学習においてあなたの 不得意な箇所を特定するこ とに関して	A.あなたの役割は			B.先生の役割は
5. 英語学習へのモチベーショ ンをあげることに おいて	A.あなたの役割は			B.先生の役割は

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質問	とても 小さい	小さい	大きい	とても 大きい
6. あなたが受けているコースの目標を決めることに関して	A.あなたの役割は			B.先生の役割は
7. 次の授業の内容を決めることに関して	A.あなたの役割は			B.先生の役割は
8. 授業でどのような学習活動をするのか決めることに関して	A.あなたの役割は			B.先生の役割は
9. 授業内での学習活動にかかる時間を決めることに関して	A.あなたの役割は			B.先生の役割は
10. 授業でどのような教材を使うか決めることに関して	A.あなたの役割は			B.先生の役割は
11. あなたの学習成果を評価することに関して	A.あなたの役割は			B.先生の役割は
12. あなたが受けている授業、または教員を評価することに関して	A.あなたの役割は			B.先生の役割は
13. 自主学習で何を勉強するのかを決めることにおいて	A.あなたの役割			

セクション2 – 能力について (当てはまるものにチェックを入れてください)
もし機会があれば、あなたはどの程度できますか?

質問	全くで きない	できな い	まあま あ	できる	かなり できる
14. 授業内での学習活動を決める。					
15. 自主学習で行う学習活動を決める。					
16. 授業の目標を決める。					
17. 自主学習の目標を決める。					
18. 授業で使う教材を決める。					
19. 自主学習で使う教材を決める。					
20. 自身の学習成果を評価する。					
21. あなたが受けている授業を評価する。					
22. あなたの英語学習において不得意な箇所を特定する。					
23. 次の授業で習う内容を決める。					
24. 授業内での学習活動にかかる時間を決める。					

Appendix B
Interview Questions

1. What does autonomy mean to you?
2. Do you think it is necessary to improve your autonomy to elevate your English level in general? Why do you think so?
3. Do you think there is any connection between improvement on your English proficiency and autonomy?
4. Compared with the past, do you think that you have increased your autonomy over the years or after you entered the university up to now?
5. How have you improved your autonomy over the past years or after you entered the university up to now?
6. How often do you reflect on your English language learning or the learning process?

7. What is your reaction if your teacher gives you some room to decide classroom content and grading criteria?
8. Why did you put more weight on teachers' role on Item X in the first section of the questionnaire? What would your answer toward this question have been when you were a 1st-year student? How has your answer changed?
9. Based on your experience, what do you think are the differences between English education up until high school and university?
10. Have your English teachers in university given you opportunities to improve your learner autonomy?
11. How do you monitor your language learning, how do you check your improvement on your language learning, and how often do you reflect on your study plan and goals?
12. You said you are "confident enough" to Item X in Section 2 of the questionnaire. Why do you think so? Have you ever received any training for that?
13. Would you like to add anything to what you have said?