

Cultivating Autonomous Learning with a Language Learning Strategy Database

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This paper is based on a forum presentation that showcased independent learning in a university English program, language learning strategies (LLS) database development, and an opinion survey of database users. Studies have shown that successful Japanese English learners utilize a variety of LLS. One of the main learning goals of the English program is to foster students' ability to set and achieve goals for their English study, including the creation and implementation of personalized independent learning (IL) plans. To assist students in developing autonomous learning skills, the authors aimed to identify effective LLS for a range of English goals and make them available for students to choose from through an online database. Results from a survey ($n=73$) indicated that students found the website easy to use and beneficial for their independent learning. Finally, the authors share the implications of this project and future directions for cultivating autonomous learners.

本稿は、フォーラムでの発表に基づき、大学の必修英語科目における自律学習、言語学習ストラテジー (LLS) のオンライン・データベース開発、ユーザー調査の結果を提示する。先行研究により、学習成果を得た日本人英語学習者は様々なLLSを活用することが示されている。英語科目の学習目標の一つとして、学習計画の作成や実行など、自らの学習目標を設定し、それを達成する能力の養成が掲げられている。本稿では、学生の自律学習能力の習得を補助するために、LLSデータベースを開発し、学生に提供するまでの過程を紹介する。さらに、量的意見調査の回答 (回答数73) から、利用学生がこのデータベースを使いやすく有益であると認識しているとの結果を示す。最後に、本取り組みの意義と自律的学習者育成のための今後の展望を共有する。

Cultivating independence, autonomy, and self-regulated learning has come to play an exceptionally important role in language education. In the Japanese EFL context, the Ministry of Education, Culture, Science, and Technology (MEXT) University Reform Action Plan announced that students should acquire the skills to be lifelong learners of English to proactively respond to a dramatically changing society (MEXT, 2012). Thus, it is believed that educators must provide their students with opportunities to develop independent learning (IL) skills so they can become autonomous learners of English. This focus on Language Learning Strategies Instruction (LLSI) in the language classroom indicates a shift to encourage learner-centered methods that consider students as individuals with different needs and learning styles who can benefit from opportunities to take charge of their own language learning (White, 2008). The goal of LLSI is to enhance learners' awareness and knowledge of their own learning needs and preferences,

their attitudes and motivation, and strategies they can use to achieve their individual language goals. Studies have suggested that successful Japanese learners of English utilize a variety of Language Learning Strategies (LLS) and have a greater awareness of their own language learning (Fewell, 2010; Kato, 2005). One of the language learning goals of the university's English program where this project took place states that students will develop the ability to set and achieve goals for English, including the implementation and creation of a personalized IL plan.

This paper is based on a JALT 2021 forum which presented how LLSI and autonomous learning are connected, how the authors developed an LLS database, and reported on the resulting feedback from student users. First, we briefly outline the issues related to learner autonomy and language learning strategies and how they are connected to the Assurance of Learning goals of the university's English program. Then we introduce the approach we took to prepare the LLS website. Third, we evaluate the results of the needs analysis by the student users of the LLS website. We close the paper by sharing our future plans to enhance IL instructions.

Learner Autonomy and Language Learning Strategies

Learner autonomy was defined by Holec (1981) as “the ability to take charge of one’s own learning” (p. 3). Ideally, language learning is a continuous process; thus, supporting learners’ autonomous learning development is necessary to prepare them to be successful in their L2 acquisition beyond formal education. Therefore, language educators and researchers have been interested in how they can successfully cultivate this ability among learners for the past 40 years.

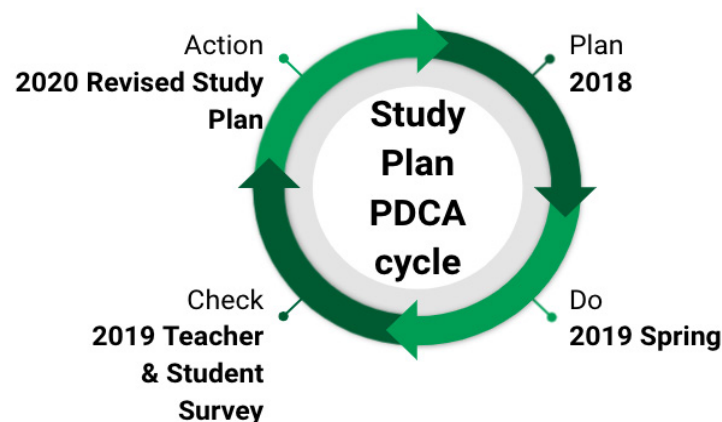
Empirical studies have continuously demonstrated the link between Language Learning Strategies (LLS) and autonomous learning. LLS are “specific actions taken by the learners to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations” (Oxford, 1990, p.8). Samaie et al. (2015) and Ta et al. (2019), for instance, have verified the statistical correlation between autonomy and the LLS use of EFL learners. In their studies, university students with a higher level of autonomy employed more strategies. Furthermore, learners’ use of LLS has been shown to improve their language proficiency. Plonsky’s (2019) meta-analysis of 77 empirical studies with a total of 7890 examinees revealed that in language assessments, 66% of L2 learners who utilized LLSI outperformed the average of those who did not. Griffiths (2018) also confirmed a notable correlation between learners’ LLS uses and their L2 performance. These research results show that the knowledge of LLS can assist learners to become more autonomous and to learn more effectively.

In addition, prior studies about learner autonomy have revealed common characteristics of autonomous learners (Almusharraf, 2018; Holec, 1981). According to these researchers, autonomous learners are willing to assume responsibility for their learning by determining their own objectives, selecting contents and methods, monitoring the process, and evaluating their progress and achievements. With the effective implementation of LLSI, learners can demonstrate and improve their skills as independent learners of English. Therefore, the authors determined to introduce LLSI in their English program to foster their students’ autonomous learning ability.

Assurance of Learning: University Quality Initiative

In this section, we explain the setting and background of the project, which is a part of the curriculum development fully supported by the university, a description of learner autonomy and assurance of learning, and how IL was implemented within the English program. Figure 1 below illustrates that independent learning, which we call a study plan, is part of the plan-do-check-act (PDCA) cycle of our project. Our planning started in 2018, and we incorporated independent learning in each level of the program and surveyed the students and teachers in spring 2019. Based on their input, we revised the IL plan system for 2020.

Figure 1
Independent Learning PDCA cycle



This project took place at an international university in southwestern Japan. Half of the faculty and students represent over 95 countries and regions. As an international university, approximately 90% of subjects are offered in both English and Japanese. As for language learning, undergraduate students are divided between English-basis and Japanese-basis students. For most students, English is a second or foreign language. English-basis students study Japanese as an additional foreign language and take most other subjects in English, while Japanese-basis students study English and take most major subjects in Japanese but are required to take 20 credits in English. The English program offers intensive English courses to improve the academic competency of Japanese-basis students. These English learners are placed into six levels of the English program: Elementary, Pre-intermediate, Intermediate, Upper-Intermediate, Advanced 1, and Advanced 2. This project targets students from Elementary to Upper-Intermediate courses.

The university has focused on various accreditations and quality assurance practices for the past several years, and the English program also has its Assurance of Learning (AOL) goals, which is “the process of evaluating how well a school accomplishes its educational goals” (Blackwell, 2016, p. 2). There are three goals to the English program. The first learning goal is for students to acquire academic competence in English. The second is to obtain the English skills to communicate effectively in multicultural contexts. The third is to develop the ability to set and achieve goals for English. We believe this goal is to nurture autonomous learners, who will continue to work on enhancing their language abilities. Because the third learning goal is focused on learner autonomy, we started looking for ways for the students to begin their independent learning journey. Therefore, each level of the English program set out a plan for students to follow. We provided students with independent learning plans and tasks that were more teacher-controlled in the lower levels and more student-controlled at the higher levels. However, every learner has different needs, and a list of tasks does not necessarily lead to autonomy, therefore, we started to consider incorporating LLS instructions into the classroom.

What emerged from the surveys conducted in 2019 was that students did not know how to effectively work on their weaknesses. In addition, the English teachers were concerned about the lack of consistency with regard to the approach toward independent learning across the English program; for instance, teachers were spending different amounts of time assessing the student’s work. This led the authors to consider providing a list of LLS for students to choose from, explaining how to utilize LLS, and having students practice and choose the LLS that works best for them.

How We Facilitate Autonomous Learning

In this section, we will explain the rationale behind our selection of a language learning strategy database as scaffolding to support our students’ development of their autonomous learning ability based on the literature review and needs analyses.

Student Needs in Language Learning Strategy Instruction

Needs Analysis 1: Understanding Students’ Utilization of LLS

Since the authors were aware of students’ needs to learn LLS, a student survey was conducted using Oxford’s (1990) Strategy Inventory for Language Learning (SILL), which is conventionally employed to assess language learners’ LLS utilization in the LLS field. In this survey, respondents were given 50 LLS classified into strategy groups, such as memory, cognitive, compensation, metacognitive, affective and social strategies, and asked to rank their employment of these strategies on a 5-point Likert scale that went from “Not at all true for me” to “Very true for me.” As the survey contains a list of 50 LLS, taking the survey can function as a way to increase students’ awareness of LLS with the hopes of students using them in the future.

A total of 154 respondents from three English course levels—Pre-Intermediate, Intermediate, and Upper-Intermediate participated in the survey in 2019. Since the instructions and LLS were given both in English and Japanese, respondents were expected to fully understand the LLS given when answering the survey. However, in our data analysis process, we began to doubt if the simple translation of the SILL conveyed enough information. Many students appeared to be confused with certain LLS in the SILL, for instance, “I physically act out new English words,” “I try to find patterns in English,” and, “I write down my feelings in a language.” These LLS lacked the context or background on “how,” “when,” and “why,” which might have caused a gap between the target strategies and how they are understood by students. Consequently, we concluded that the survey result gained was not reliable enough to outline the LLS utilization of the students, or the survey itself did not provide a sound opportunity for the students to learn LLS. This experience demonstrated that for students’ better understanding of LLS, we need details or contextualization of each Language Learning Strategy in LLSI. The contexts given should be familiar to students and reflect their learning situations and cultural backgrounds.

Needs Analysis 2: Evaluating Current LLSI Framework

Effective LLSI (Griffiths, 2015) has four important stages of: (a) raising awareness, (b) explicit instruction, (c) practice, and, (d) evaluation. In our current IL framework, each course level has activities associated with one of these LLSI stages. For instance, the Elementary level has LLS workshops for raising awareness and explicit instruction, a system to check students' IL using LLS for practice, and reflection worksheets for evaluation (see Table 1).

Table 1
Stages of LLSI and Example Activities

Stages	Example activities
Raising awareness	Teacher-led workshops, including group discussions
Explicit instruction	
Practice	A system to check students' IL using LLS
Evaluation	Self-reflection

In the spring of 2020, we surveyed 116 students in the Elementary level and held a group interview with three of the course teachers about their perceptions of the LLSI. A brief summary of students' responses is given below:

- 97% of students reported the teacher-led workshops for awareness-raising and explicit instruction were helpful;
- 90% of students stated the LLS practice system was meaningful; and
- 89% of students felt that their LLS repertoires increased after a series of LLSI.

Also, perceptions of three course teachers toward LLSI are summarized as follows:

- LLSI was perceived as being beneficial to the students;
- Holding workshops and giving appropriate feedback required teachers' expertise;
- LLSI required additional instruction time in addition to the regular course load; and
- Teachers had too much work to check students' work and provide individual advice.

Students and teachers perceived that LLSI was overall beneficial and welcomed. Previous studies have revealed that language learners' ability to learn autonomously is linked with their use of LLS (Alzubi & Singh, 2017; Samaie et al., 2015; Ta et al., 2019). The results of the needs analyses also confirmed that the students at the institution could benefit from explicit LLSI. However, as teachers' responses suggested, there were some challenges in the classroom implementation of LLSI, such as teachers' workload and the time constraints. Therefore, the authors realized that, for the successful implementation of LLSI, they needed a teaching resource available beyond the classroom. Such a resource can provide the LLS expertise and enable students to learn LLS by themselves in a clear and manageable way that is scaffolded to their needs and abilities.

Developing the LLS Website

The third section of the paper introduces the second phase of our project, which includes the identification of useful LLS, video demonstration recording, and the final database website creation.

To provide students with access to usable and practical LLS, the authors decided to design a comprehensive plan with the support of the university's grant system. Research has suggested that successful Japanese English learners utilize a variety of LLS and have a greater awareness of their own language learning (Fewell, 2010; Kato, 2005). Therefore, to provide our students with the tools to succeed in IL, the overarching goal of the phase was to identify and provide students with an easily accessible online database of language learning strategies that they can utilize to effectively cultivate independent learning skills during their university education and beyond.

Identifying Language Learning Strategies

In order to develop a website database of LLS, we needed to first identify which learning strategies would be most beneficial for our students' independent learning goals. For that purpose, we held a Faculty Development (FD) workshop with English lecturers to begin gathering strategies based on the language skills of speaking, listening, reading, writing, grammar, and vocabulary. After the workshop, we created a spreadsheet with a list of the strategies as well as the explanations, objectives, and other potential resources for each strategy. Then, we shared the spreadsheet with the coordinators of each level of the English program, from Elementary to Advanced, and they rated the strategies in terms of effectiveness for their courses. The most highly rated LLS were then selected for inclusion on the website. The next step was to identify which strategies should be

demonstrated with a video to provide students with context and an easy-to-understand model.

Hiring, Training, and Utilizing Student TA Actors to Film the Project

The next phase of the database creation included hiring five undergraduate students as TAs who could be actors for the LLS demonstration videos. One student served as a video editor responsible for editing the recorded footage and assembling the recordings into a finalized product. The TAs were divided into two pairs, each consisting of one international student and one domestic Japanese student. Research has shown peer-led instructional videos have a positive influence on student attitudes toward learning and self-development (Bradford-Watts, 2011). Thus, we believed that incorporating student actors for the LLS demonstration videos would be effective in encouraging students to attempt the demonstrated strategies.

TA teams worked closely with teachers to confirm video scripts or regarding the direction of the demonstration. Furthermore, due to the COVID-19 situation during the fall 2020 semester, TAs had to work through using the Zoom meeting application, which caused many delays and extensions for deadlines.

Developing the LSS Online Database

We decided to use the free online website Weebly to showcase the video database and other LLS using just one homepage, <https://ellsdatabase.weebly.com/> (Rentler et al., 2021). One benefit of having a free website that is easy to edit or format is that strategies can be added or modified easily to better cater to the students' needs as independent learners in the future. In the next section, we present student perceptions of the website after its first trial implementation during the fall 2021 semester.

Website User Survey Results and Analysis

The website was introduced to students at the beginning of the fall semester in mid-October of 2021. Three weeks later, students completed an online survey written in both English and Japanese so that we could estimate website usage and gauge their impressions of the website (see Appendix for survey questions). A total of 183 students gave informed consent, and the survey was cleared by the university's institutional review board. Of these survey respondents, 73 answered that they had used the website, and their most relevant responses are discussed below. With only 73 of 183 students (40%)

reporting that they had used the website, we will focus on increasing website usage in the coming semesters by requiring students to choose strategies from the website to use for their IL assignments.

In survey question six, website users were asked to report the focus(es) of their self-designed IL plan, which is a low-stakes (5% of class grade) semester-long assignment in English language classes. For this question, the highest number (36 students) stated that their IL focus was to get a high score on English class tests, which suggested that teachers should consider recommending specific LLS that can help students prepare for these assessments. Regarding general language skills, grammar was chosen the least (17 students), and speaking the most (35 students). This information is shown in Table 2 and it can help to guide us in what type of LLS should be added to the website so that it meets the needs of many students.

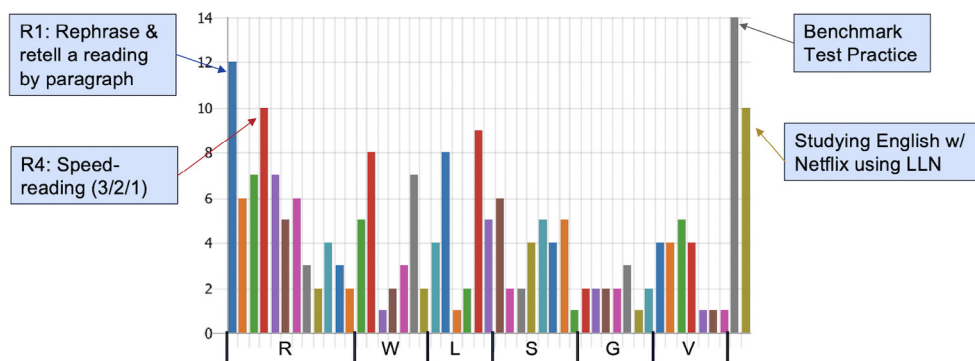
Table 2
Students' Reported Independent Learning Plan Focus

Focus of independent learning	Number of students	Percentage of total (73)
Achieve a high score on English class tests	36	49%
Improve speaking skills	35	48%
Improve listening skills	33	45%
Standardized test preparation	26	36%
Improve vocabulary skills	26	36%
Improve writing skills	23	32%
Improve reading skills	22	30%
Improve grammar skills	17	23%

Survey question nine asked students how effective the website was in introducing strategies that could help them achieve their IL goals. A five-point Likert scale was used, and 52 (71%) respondents found the website effective, with 17 students (23%) not sure yet, and only four (6%) reported it to be ineffective. As one of the main reasons for the website is to expose students to new study methods they can utilize to reach their IL goals, these positive results are encouraging and can be seen as a validation of our efforts

so far. Question ten asked which of the 49 website strategies students tried and found useful. The results can be seen below in Figure 2.

Figure 2
Students' Reported Usefulness of Website Strategies



It was encouraging that all the strategies were found useful by at least one student. This indicates that we should not remove any of them, but perhaps add new strategies for skills like grammar (G), the strategies of which were found least useful on the whole, or speaking (S), which was a major focus of many students' IL but had no more than six students reply that one of its strategies was useful for them. One of the main purposes of the website is to increase students' repertoire of ways to study English on their own. In survey question 11, 66 students (90%) reported that it had effectively done so, with only seven students (10%) replying that it had not helped them in this regard.

In survey question 12, 66 students (90%) replied that they would recommend the website to others who want to independently learn English. If this happens, it will be a great way to increase awareness of the website since certain students might be more amenable to recommendations from their peers than from their teacher. In question 13, the authors wanted to see how many students planned to continue using the website after their mandatory English classes, and thus their required independent learning assignments, were completed. Fifty-three students (73%) reported that they plan to continue using the website in this regard. As mentioned earlier, the website can be accessed by anyone, regardless of whether they are a current student or not. Since the focus of our institution's independent learning program is to cultivate lifelong learners

of the English language, it is encouraging that most students can see the benefit of using strategies on the website in their future, especially when they will not have a class teacher to guide and assist them.

In survey question 14, we wanted to determine what students liked about the website itself, not the strategies therein. Forty-three students (59%) reported that the ease of website navigation was appealing to them, while 33 (45%) mentioned that they appreciated that the website was visually appealing. The website was designed to be easy for students to use on their own, so these replies validated our efforts in this regard. The final survey question elicited qualitative student feedback on how the website could be improved. Unfortunately, student replies to this open-ended question were not helpful, thus we plan to interview website users in person after they have had more time to use it so that website improvements can be made based on student feedback.

In summary, the survey was given to a relatively small number of students after only a three-week window of usage time, but responses indicate that the website is working as intended. Future considerations include adding new LLS to the website to assist students in reaching their specific independent learning goals and having teachers require student usage of LLS from the website, especially students who are not confident in how to approach their IL. Additional surveys and interviews will be conducted with both students and teachers so that we can continue to improve the website in the hopes of making it more effective for all who use it.

Conclusion

Fostering autonomy in language learning is essential for creating successful language learners. The priority of cultivating autonomous learning is also found within the very foundations of the English program at our university. The third learning goal of the English program states that students will develop the ability to set and achieve their own learning goals for English. After trialing several independent learning methods, we recognized that our students' independent learning needs were not being met. Our most recent intervention, the language learning strategies (LLS) database, was created to provide the necessary guidance, instruction, and practical strategies for students to work on reaching their personal English language goals independently. The opinion survey results revealed that students believed the website was enjoyable, easy to use, and effective in assisting their English IL. Although these results are encouraging, they are limited to a small population size, and thus, this LLS database usage requires further investigation. Cultivating lifelong language learning skills is essential for developing

learner autonomy; therefore, the authors hope that our case and the website can provide other teachers with methods to further encourage independent learning at their institutions.

Bio Data

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Appendix

Independent Learning Survey (Fall 2021)

*The actual survey was given as a Microsoft Form. The layout is adapted for publication.

1. I have understood the purpose of this research and give you permission to use my responses under the conditions described. 私はこの調査の目的を理解し、上記の条件における回答の利用に同意します。

- Yes/はい
- No/いいえ

2. What level are you in? あなたの英語コースレベルを教えてください。

- ELE / 初級
- PIE / 準中級
- IE / 中級
- UIE / 準上級

3. I have seen the Language Learning Strategies Website. 私はこのLanguage Learning Strategies (LLS) Webサイトを見たことがある。

LLS Website (<https://ellsdatabase.weebly.com>)

- Yes /はい
- No /いいえ

4. How were you introduced to the LLS site? あなたはどうやってこのLLSウェブサイトを知りましたか。

- From my teacher in class / 授業の先生から
- In a workshop / ワークショップで
- From Manaba / まなばから
- From the SALC website / SALCのウェブサイトから
- From a friend / 友人から

5. Did you use the site? このウェブサイトを使用しましたか。

- Yes/はい
- No/いいえ

6. What skills are you aiming to improve for your Q1 independent learning? Choose as many as applicable. クォーター1の自立学習計画の中であなたが向上を目指したスキルは何ですか。複数回答可。

- Standardized Test Preparation - Ex: Benchmark, IELTS, TOEIC, TOEFL / 標準テスト対策
- Get a high score on English class tests / 英語の授業のテストでの得点向上
- Improve vocabulary skills
- Improve listening skills
- Improve speaking skills
- Improve writing skills
- Improve grammar skills
- Improve reading skills

7. When I used the website I... 私がウェブサイトを使った時、

- Watched a video or read a strategy only / ビデオを観るかストラテジーについての解説を読んだだけだ
- After watching or reading a strategy, I tried it for my self-study / ストラテジーを学んだ後、試してみた

8. How many times did you access the website in Q1 of the fall semester? 秋学期のQ1にどのくらいウェブサイトを使用しましたか。*

- once 1回
- 2-4 times 2~4回
- 5 or more 5回以上

9. Look at your original Q1 goal and on a scale of 1-5, how effective was the website in introducing you to strategies that could help you achieve the goal? あなたのQ1の目標を思い出してください。その目標を達成するためのストラテジーについて知るために、ウェブサイトほどの程度有効でしたか。

- 5. Very effective とても有効だった
- 4. Somewhat effective とても有効だった
- 3. Neither effective nor ineffective 有効でも無効でもなかった
- 2. Somewhat ineffective あまり有効ではなかった
- 1. Very ineffective 全く有効ではなかった

10. What language strategy did you try AND find useful? Choose as many as applicable.

複数回答可

- R.1 - Rephrase and Retell a reading by paragraph
- R.2 - Predict what will come next in a reading
- R.3 - Intensive Reading
- R.4 - Speed-reading (3/2/1)
- R.5 - Translate a text for accurate understanding
- R.6 - Connect pronouns (代名詞) to antecedents (先行詞)
- R.7 - Reading aloud to practice pronunciation
- R.8 - Identify subtopics in a reading
- R.9 - Find interesting reading materials that are at your level
- R.10 - Identifying details in a reading
- R.11 - Identifying key terms in a reading
- R.12 - Identifying the main idea in a reading
- W.1 - Writing down ideas as you brainstorm
- W.2 - Listen and Transcribe
- W.3 - Revise and fix your essay using teacher feedback on turnitin
- W.4 - Making sentences using topic vocabulary
- W.5 - Using a model essay / template for writing
- W.6 - Diary Writing
- W.7 - Speed write about a topic
- L.1 - Predict topics and information
- L.2 - Watching videos with subtitles
- L.3 - Intensive and Extensive Listening
- L.4 - Listening for the gist (要点)
- L.5 - Reading Aloud (Shadowing)
- L.6 - Listening for meaningful keywords
- S.1 - Record a short conversation and review it
- S.2 - Talk about a topic by yourself
- S.3 - Plan in advance what to say before a conversation
- S.4 - Shadowing: repeat what you are listening to at the same time you hear it
- S.5 - Starting a conversation, asking questions, and time-buying strategies
- S.6 - Repeat the sound of words in English - Pronunciation Practice
- S.7 - Word of the day
- S.8 - Make a notebook to keep phrases learned
- G.1 - Practice grammar in speaking
- G.2 - Focus on understanding grammar in reading
- G.3 - Use grammar in writing
- G.4 - Highlighting grammar points
- G.5 - Reading input: extensive reading
- G.6 - Make a study group for grammar
- G.7 - Practice grammar for standardized tests (IELTS, TOEFL, TOEIC, etc.)
- V.1 - Using new vocabulary words in communication - learn parts of the words
- V.2 - Train yourself using new vocabulary
- V.3 - Memorizing new vocabulary
- V.4 - Planning your vocabulary study
- V.5 - Identify hard to learn but important words to remember
- V.6 - Learning Synonyms
- V.7 - Guess the meaning of words from context
- B.1 - Benchmark Practice Websites
- N.1 - Studying English with Netflix Using LLN

11. This website has helped increase my repertoire of ways to independently study

English. このウェブサイトは自分が見える自主学習の方法を増やすのに役に立った。

- Strongly agree/ 強く思う
- Agree /思う
- Disagree/そう思わない
- Strongly disagree/全く思わない

12. I would recommend this website to others who want to self-study English. このウェブ

サイトを英語の自主学習をしたい人に勧める。

- Strongly agree/強く思う
- Agree/思う
- Disagree/そう思わない
- Strongly disagree/全く思わない

13. I will use this site again for self-study after finishing my English standard track

studies. 英語のスタンダードトラックを履修し終わってもこのウェブサイトを使おうと思う。

14. What did you like about the website? Please choose all that you agree with. このウェブ

サイトのどこが気に入りましたか? 同意するものをすべて選択してください。複数回答可

- The website is visually appealing. このウェブサイトは視覚的に魅力的である。
- The website is easy to navigate/use. このウェブサイトは使いやすい。
- The English strategy explanations were easy to understand and follow. 英語のストラテジーについての説明は理解しやすい。
- The additional recommended web link resources were useful. 追加の推薦ウェブリンクは役に立った。

15. If you liked something about the website not listed in question 14, please write it

below. 質問14の選択肢以外で、ウェブサイトについて気に入ったことがあれば書いてください。

16. What changes, additional features, or improvements would you suggest for this

website? このウェブサイトを向上させるためには何を工夫した方がよいと思いますか。