Self-regulated Learning of Japanese University Students in Second Language Acquisition

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Abstract

The importance of learning English has been emphasized in Japan. Even adults are trying to study English after graduating from school. However, English language learners sometimes face difficulties in studying English by themselves because teachers had always provided instructions when they were studying at school as students. They were not trained to be autonomous learners. The same situation happens to university students in Japan. While taking English classes, they follow what the instructor teaches, but once the semester is over, these same students need to study English independently.

Self-regulated learning is one of the ways to support learners to be independent learners. In previous studies, the importance of self-regulation in learning has been examined. In Japan, the importance of independent learning has been emphasized in education, and self-regulated learning has been applied to teaching in elementary school and junior high school regardless of the subject taught.

Some researchers investigated the frameworks of self-regulated learning that learners go through. In addition, learners need to know how to be independent learners based on the process of self-regulated learning. Other researchers reported that there are several techniques to teach how to acquire self-regulated learning. Moreover, in the previous studies, it is found that learners face difficulties while studying based on their study plan in the process of self-regulated learning.

This study explored how learners go through the process of self-regulated learning from various perspectives such as learner motivation, self-regulation, and improved of test scores as a measure of achievement related to second language acquisition in the Japanese context. The participants in this study were 6 undergraduate students at a Japanese university.

In this study, Zimmerman and Moylan's framework of self-regulated learning was used. The framework is a triangle cycle, and there are three phrases that learners go through while studying: Forethought Phase, Performance Phase, and Self-reflection Phase. In Forethought

Phase, learners created plans and strategies for studying. Then, they studied based on their plan and strategy in Performance Phase. After studying, learners reflected their study in Self-reflection Phase and based on their reflection, learners went back to Forethought Phase and started making a new study plan for the following week.

Based on this framework, data collection through Motivated Strategies for Learning Questionnaire (MSLQ), weekly questionnaires for integrated motivation, self-efficacy and TOEIC score was conducted in order to investigate the process of self-regulated learning. Also, cognitive counseling was used to support learners to do self-regulated learning, and 7 counseling sessions were conducted and the data based on counseling sessions was analyzed qualitatively.

Regarding the results of MSLQ, both motivational belief and self-regulation were enhanced through self-regulated learning. Also, the data collection related to weekly self-efficacy, motivation, and TOEIC score showed that all three components seemed to be interrelated in the process of self-regulation. From the counseling sessions as qualitative data collection, learners faced difficulties in the process of self-regulated learning and stopped studying because it was challenging for learners to understand what they wanted to study and what they were actually able to study. In other words, being realistic was difficult while studying independently and it resulted in goal settings which were not feasible.

However, learners gradually changed and adjusted their action and goals by repeating the cycle of self-regulation learning. Some learners adjusted their action based on their plans, and others changed their study goals without altering their attitude towards English study. The different adjustments resulted in different outcomes. The learners who changed their actions based on their study plans were able to enhance their motivation and self-efficacy. On the other hand, the students who set lower goals or easy goals to achieve were demotivated and their self-efficacy also went down. Thus, learners need to set feasible goals but still those goals should not be too easy to achieve. In order to know what feasible goals are for learners, learners should recognize what they want to do and what they can do precisely.

In addition, according to the framework suggested by Zimmerman and Moylan, the framework of self-regulated learning is a plane cycle. However, learners are developing their self-regulation as they keep studying based on the flow of self-regulated learning. Therefore, the framework of self-regulated learning might be a spiral cycle rather than a plane cycle. Moreover, learners are evolving as independent learners but the speed of progress might vary depending on individuals. Each learner needs various types of support to acquire self-regulated learning, so teachers need to support learners by observing learners' progress.

Self-regulated learning is helpful to support learners to be independent learners, and this study investigated the process of self-regulated learning that learners experience from the different perspectives. The study found that self-regulated learning enhanced motivation, self-efficacy, and TOEIC score. Also, setting achievable goals and knowing themselves precisely were challenging for learners, and by repeating the cycle of self-regulated learning, they became more realistic. Furthermore, the pace of self-regulation varies depending on learners, so teachers need to provide the best supports for individuals through monitoring learners' progress of self-regulated learning.

Key words: self-regulated learning, motivation, achievement, self-efficacy, cognitive counseling

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Introduction

Motivation is a term which is commonly used in not only language acquisition but also other studies and fields, such as general education and business. However, the definition of motivation is equivocal, and one of the possible reasons why the meaning of motivation is ambiguous is that human motivation is complex and interrelated with various factors (Dörnyei & Clément, 2001, p. 399).

In general, motivation is regarded as an antecedents of action (Dörnyei, 2001, p. 6). With respect to language acquisition, motivation is considered as a key component which significantly affects achievement in the language acquisition process, and how to motivate learners has been discussed extensively. "Motivation is one of the main determinants of second/foreign language (L2) learning and achievement" (Dörnyei, 1994, p. 273).

Some language teachers have attempted to motivate students by providing rewards in the classroom. Providing rewards might be useful to enhance learner motivation temporarily, and the learners might be motivated at the beginning of language learning; however, providing rewards might be useful to enhance learner motivation temporarily, and learners might be motivated at the beginning of language learning. However, providing rewards does not encourage learners to acquire the language permanently; learner motivation might be related to receiving rewards from teachers rather than learning languages. If learners study languages in order to receive rewards, learner motivation is extrinsic, and "when extrinsically motivated, people tend to do the minimum amount of work that will yield the maximum reward" (Deci & Ryan, 1985, p. 67).

Consequently, enhancing learner motivation without providing rewards is challenging, and learner motivation does not last enduringly. In order to maintain motivation, learner autonomy is considered as one of the crucial components with regard to language learning. "The need for autonomy (used interchangeably with *self-determination*) refers to perceiving one's self as the origin and regulator of one's own behavior" (Kirk, 2010, p. 37). Learner autonomy refers

to independence in learning, and the concept of learner autonomy is also relevant to self-regulated learning.

The idea of self-regulated learning has been developed in psychology and the learners themselves set learning goals, practice based on the goals they set, review their learning based on their goals, and determine new goals for the next step (Pintrich, 2000; Zimmerman and Moylan, 2009). Recently, the importance of self-regulated learning has been emphasized in education. "Self-regulation is important because a major function of education is the development of life-long learning skills" (Zimmerman, 2002, p. 65). Self-regulated learning indicates that the learners are not controlled by teachers. The learners can decide and design what, how, and when they study without being controlled by their teachers. Many researchers have found that the learners who practice self-regulated learning tend to succeed in learning (Goda et al., 2014; Maftoon & Tasnimi, 2014; Mahmoodi et al., 2014). The learners can become autonomous learners through self-regulated learning and achieving goals.

An important factor in self-regulated learning is motivation so that the learners can maintain a cycle of self-regulation. Furthermore, the idea of self-regulated learning has started to influence educational systems in Japan (Ito & Shinto, 2003, p. 209). This research will investigate how self-regulated learning affects English language learners in terms of the learner motivation and achievement in the Japanese university context.

Literature Review

Before investigating the relationship between motivation, self-regulated learning, and achievement in second language acquisition, previous studies with reference to motivation, self-regulated learning, including various frameworks of self-regulation, and achievement in second language acquisition will be explored. Then, English education as second language acquisition in the Japanese context, including English language learning of university students in Japan, is discussed.

Motivation

Motivation is a key influential factor in maintaining self-regulation. In general, motivation can be defined as reasons for human beings' thoughts, needs and actions, and there are various types of motivation and several general concepts defining motivation. One concept is motivation defined as basic human needs. According to Maslow (1970), there is a hierarchy of human needs, and the basic human needs can be categorized into five hierarchical levels, such as physiological needs, safety needs, belongingness and love needs, esteem needs, and the need for self-actualization (p. 35-47). The lowest level of Maslow's hierarchy of needs is physiological needs, including hunger, sex, and thirst. The second lowest level is safety needs, and this level includes the needs of security, stability, protection, and order. The third lowest level is belongingness and love needs. Human beings have a desire to obtain love, affection and social acceptance at this level. At the next level, people tend to seek esteem needs. These needs include competence and recognition by others. The highest level is the need for self-actualization, and human beings tend to explore self-fulfillment and potential.

Once one level is satisfied, human beings can reach the next higher level needs (Dörnyei, 2001, p. 8). For instance, if the physiological needs are satisfied, people tend to strive for safety needs, and if safety needs are fulfilled, the human beings tend to seek the belongingness and love needs. Then at the next level, the human beings are trying to reach the esteem needs. The highest level of the hierarchy is self-actualization needs. Thus, the physiological needs include the most basic needs that are necessary for living, and physiological needs should be satisfied first before other higher-level needs.

Motivation can also be defined as intrinsic and extrinsic. Herzberg's two-factor theory categorizes motivation at work into two factors: motivators and hygiene factors (Hackman & Oldham, 1976, p. 251). Motivators are factors leading to employee satisfaction and intrinsic factors to work. Factors leading to satisfaction, recognition, achievement, responsibility, advancement and personal growth incompetence can be included in motivators. For instance, if

employees are promoted or achieve their projects at work, these factors enable workers to feel satisfaction. On the other hand, hygiene factors are extrinsic factors involved in working for an organization and lead to dissatisfaction if their requirements are not fulfilled. For instance, company policy, work conditions, salary, and relationship with others can be factors leading to dissatisfaction. "Changes that deal solely with 'hygiene' factors should not lead to increases in employee motivation" (Hackman & Oldham, 1976, p. 251). In other words, hygiene factors are related to dissatisfaction; the failure to fulfill them lead to an increase in dissatisfaction, but the fulfillment of hygiene factors does not lead to an increase in employee satisfaction or motivation. Only intrinsic factors as motivators can lead to an increases in employee satisfaction at work.

Thus, there are various concepts to identify what motivation is. In education, motivation is considered as one of the important components for learning, and a lot of studies regarding learner motivation have been conducted.

The study of motivation in second language acquisition. With reference to second language acquisition, various studies related to motivation have been conducted. Previous studies related to motivation in second language acquisition can be categorized into three different periods of motivation research, including the social psychological period, the cognitive-situated period and the process-oriented period (Dörnyei, 2005, p. 66-67).

Social psychological period. The initial study of motivation related to second language acquisition was developed by social psychologists in Canada, especially by Robert Gardner and Wallace Lambert. Gardner and Lambert (1959) conducted research based on the hypothesis that achievement in second language acquisition might be dependent on the same type of motivation as first language (L1) acquisition, which is a desire to be valued members of the family or the community (p. 257). From their research, the fact that motivation is a strong influence on successful the second language (L2) acquisition was found. Also, Gardner and Lambert (1972) reported that motivation towards L2 acquisition is related to positive attitude towards L2

community and willingness to communicate with members in L2 community (as cited in Clément et al., 1994, p. 419).

In addition, Gardner and Lambert stated that learners who are encouraged to study through integrative motivation tend to succeed in language acquisition compared to the learners who are motivated instrumentally. McGroarty (1996) describes that integrative motivation is "the desire to be like and interact with speakers of the target language" (p. 7) and instrumental motivation indicates "the desire to learn a language in order to achieve some other goals such as academic or occupational success" (p. 7).

Integrative motivation is defined as a combination of three components, such as integrativeness, desire, and motivation. Gardner and MacIntyre (1993) state that *integrativeness* can be referred to as an integrative orientation with an interest in the target languages and individual attitudes toward L2 community, including social interactions with other community group of members (as cited in Dörnyei, 2005, p. 68). *Desire* indicates an attitude towards the learning situation, and *motivation* is composed of efforts and attitudes towards learning an L2. Integrative orientation is crucial for language learning since the integrative orientation would maintain long-term learner motivation in language acquisition (Gardner & Lambert, 1972, p. 132).

Even though the idea of integrative and instrumental motivation by Gardner and Lambert resulted in a significant impact on the study of motivation in L2, there were arguments that subcomponents labeled 'motivation' also existed, and in some contexts, instrumental motivation seemed to lead to higher achievement than integrative motivation (Dörnyei, 2005, p. 69).

Another study with regard to relationships between social contextual variables, attitude and motivation, self-esteem, L2 acquisition and language identity were conducted by Richard Clément and his associates. Clément and his associates found that the most important factor in L2 acquisition is linguistic self-confidence, which is the belief that learners can exploit their abilities

for achieving goals and succeeding in learning languages (Dörnyei, 2005, p. 73). Linguistic self-confidence can be acquired through interactions between language learners and groups of members in the language community.

Cognitive-situated period. Deci (1971) conducted motivational research in order to explore the effects of monetary rewards on the intrinsic motivation of learners by using Soma, which is a block-building puzzle (as cited in Deci & Ryan, 1985, p. 44). Three sessions were examined and participants of the research were asked to solve several puzzles in each session. The participants were divided into two groups such as an experimental group and a control group, and only students in the experimental group earned $1 for each puzzle game during the second session. A result of the research was that extrinsic rewards such as monetary rewards resulted in negative impacts on intrinsic motivation (Deci & Ryan, 1985, p. 45). The researchers concluded that learner motivation cannot be promoted by other individuals, but intrinsic motivation is essential so that learners can motivate themselves.

During the late 1980s to 1990s, the study of motivation in language learning focused on cognitive perspectives. Self-Determination Theory, developed by Deci and Ryan (1985) is known as one of the theories that influenced motivational psychology during the cognitive-situated period. With respect to Self-Determination Theory, Deci and Ryan (1985) categorized several types of motivation based on different reasons or goals for action by learners, such as amotivation, intrinsic and extrinsic motivation, and emphasized the importance of intrinsic motivation (as cited in Ryan & Deci, 2000, p. 55).

Intrinsic motivation is a motivation originating from inside individuals and "the innate need for competence and self-determination" (Deci & Ryan, 1985, p. 232). Motivation should be regulated by learners to maintain motivation (Brown & Lee, 2015, p. 92). Intrinsic motivation is also relevant to the learners' interest and action for enjoyment (Ryan & Deci, 2000, p. 55). There are important components in order to enhance intrinsic motivation, including autonomy, competence, and relatedness. Autonomy is related to self-determination, and competence is an

ability to interact successfully and efficiently with the environment. Relatedness implies feeling

connected to society and accepted or cared about by other individuals (Kirk, 2010, p. 37).

Moreover, these three components are based on maintaining intrinsic motivation, and they are

necessary for becoming more self-determined (Ryan & Deci, 2000, p. 65).

Extrinsic motivation, on the other hand, is a motivation for attaining some outcomes,

and it can be categorized into four levels, including external regulation, introjection,

identification, and integration. External regulation indicates salience of extrinsic rewards, and the

externally regulated behaviors are performed in order to gain externally imposed rewards (Ryan

& Deci, 2000, p. 61). Introjection is categorized as internal regulation, and learners acquire

interjected regulation because the learners try to avoid anxiety, focus on approval from others or

attain ego-enhancements (Ryan & Deci, 2000, p. 62). Therefore, introjection is regarded as being

somewhat external motivation. Identification is regarded as self-endorsement and a more

autonomous form of extrinsic motivation. It indicates that learners who have identified

motivation understand the importance of personal behaviors in learning and eventually obtain the

behaviors as their own regulations. For instance, learners study vocabulary because they

recognize the value of learning vocabulary including improvement of writing skills, which is

relevant to goals in their life (Ryan & Deci, 2000, p. 62). Moreover, the most self-determined

form of extrinsic motivation is integrated regulation. "This occurs through self-examination and

bringing new regulations into congruence with one's other values and need" (Ryan & Deci, 2000,

p. 62). However, integrated regulation is still extrinsic, and learners' behavior related to this

motivation is based on instrumental value.

Thus, intrinsic motivation is more self-determined compared to extrinsic motivation,

and self-determined motivation influences self-esteem. "The more self-determined, the more it

seems to contribute to positive self-esteem" (Deci & Ryan, 1985, p. 142). If learners are

intrinsically motivated, the level of self-efficacy is also enhanced. The enhancement of intrinsic

motivation and self-efficacy results in the development of learner autonomy because both self-

efficacy and intrinsic value are related to cognitive engagement, achievement, self-regulation and cognitive strategy use (Pintrich & De Groot, 1990, p. 33). Thus, the behaviors which are intrinsically motivated are self-determined behaviors, and autonomy, relatedness, and competence are crucial in order to maintain intrinsic motivation.

Process-oriented period. With respect to the process-oriented period, motivation toward language learning can be changeable, and the motivation process is considered to be important. Dörnyei and Ottó (1998) examined the mechanism of the motivation process in second language acquisition and devised a process model of learner motivation in second language acquisition (Dörnyei & Ottó, 1998, p. 48). Figure 1 shows the process of motivation a learner experiences while studying. According to Dörnyei (2000), there are three stages of motivation that learners go through such as a preactional stage, actional stage and postactional stage (p. 525).

Preactional stage. The initial stage of a process-oriented theory of motivation by Dörnyei and Ottó (1998) is the preactional stage referred to as choice motivation. Learners start generating motivation through three subphases such as setting goals and tasks, forming intentions and initiating intention enactment. Goal setting contains three components, including desires, wishes and hopes, and opportunity. Intention formation also includes three components: goal, commitment, and action plan (Dörnyei, 2000, p. 525-526).

In addition, initiation of intention enactment is based on three factors, including intention, means, and resources, and start condition. In the preactional stage, learners set goals based on desires, wishes, or opportunities in the first phase; determine and take action in order to achieve goals in the second phase; and start taking actions based on action plans in the final phase.

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┌─────────────────────────────────────────────┐
│      Preactional Stage (Choice motivation)    │
│                                               │
│  Motivational functions:                      │
│       Setting goals                           │
│       Forming intentions                      │
│       Launching action                        │
└─────────────────────────────────────────────┘
                        │
                        ▼
┌─────────────────────────────────────────────┐
│     Actional Stage (Executive motivation)     │
│                                               │
│  Motivational functions:                      │
│       Generating and carrying out subtasks    │
│       Ongoing appraisal (of one's achievement)│
│       Action control (self-regulation)        │
└─────────────────────────────────────────────┘
                        │
                        ▼
┌─────────────────────────────────────────────┐
│      Postactional Stage (Motivational)        │
│                                               │
│  Motivational functions:                      │
│       Forming causal attribution              │
│       Elaborating standards and strategies    │
│       Dismissing the intention and further planning │
└─────────────────────────────────────────────┘
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Figure 1. Dörnyei's Process Model of L2 Motivation. Adapted from *The psychology of the language learner: Individual differences in second language acquisition* (p.85) by Z. Dörnyei, 2005, Mahwah, NJ: Lawrence Erlbaum Associates, Inc. Copyright 2005 by Lawrence Erlbaum Associates, Inc

Actional stage. Learners implement action plans in the second stage of the motivational process model. In this phase, the generated motivation, called executive motivation, should be maintained. There are three fundamental phases such as subtask generation, ongoing appraisal of achievement, and action control in this phase. Learners initiate action by implementing the subtasks based on their action plan. However, 'action plans are rarely complete' (Dörnyei & Ottó, 1998, p. 50). Therefore, learners generate subtasks and goals during the actional phase.

An additional important component in the actional stage is ongoing appraisal. Learners assess the process and progress of their action. "One continuously evaluates the multitude of stimuli coming from the environment and the progress one has made towards the action outcome,

comparing actual events with predicted ones or with ones that an alternative action sequence would offer" (Dörnyei & Ottó, 1998, p. 50).

In addition, the third component in the actional stage is action control. Action control indicates self-regulatory systems to protect or enhance their action. According to Corno (1993), action control includes "processes that protect concentration and directed effort in the face of personal and/or environmental distractions" (as cited in Dörnyei & Ottó, 1998, p. 50). In addition, there are three types of action control strategies, including action maintenance, language learning, and goal setting strategies. Action maintenance denotes adjustment for actions to protect or enhance their actions. Language learning strategies are about how to study languages, and goal setting strategies include how to determine the goals related to language learning.

Postactional stage. The postactional stage begins after learners have achieved the goal or completed the action. Also, the postactional phase might take place when learners stop action for a longer period including holidays. The main process in this stage is an evaluation of "accomplished action outcome and contemplating possible inferences to be drawn for future action" (Dörnyei & Ottó, 1998, p. 51). This evaluation differs from the ongoing appraisal process because learners are not engaged in the action anymore. In the postactional stage, there are three phases: causal attributions, elaborations of standards and strategies, and dismissing the initial intention and preparing further planning.

Causal attributions are that learners compare the first expectations and plans of action to how learners would be able to make progress and figure out about to what extent learners were able to reach the initial goals. Elaborations of standards and strategies indicate that learners assess their performance and formulate their standards and action strategies. It results in a development of an identity as students succeeding in language learning. Moreover, dismissing the initial intention and preparing further planning denotes learners need to change the initial intention so that they will be able to achieve new future goals and intentions.

With respect to each phase in postactional stage, there are different motives. "That is, people are influenced by a set of factors while they are still contemplating an action that is different from the motives that influence them once they have embarked on the activity" (Dörnyei, 2005, p. 86). Moreover, motivation is also considered as one of the essential parts to maintain self-regulation in learning. "How learners can control their motivation, emotion, environment and behavior are related to research on self-regulation" (Pintrich, 1999, p. 352; Dörnyei, 2005, p. 91).

There are various concepts regarding motivation such as basic human needs. With respect to second language acquisition, a lot of research have been conducted throughout three periods: The social psychological period, The cognitive-situated period, and The process-oriented period. The process-oriented period, which is the latest period, has focused on motivational changes of learners and phases.

Self-regulated Learning

Self-regulated learning (SRL) is a metacognitive strategy, including planning, monitoring and adaptation of learners' cognition (Pintrich & De Groot, 1990, p. 33). Also, self-regulation is a process in which learners adapt their mental abilities to academic skills (Zimmerman, 2002, p. 65). Self-regulated learning comprises three characteristics so that learners can become independent learners. According to Zimmerman (1990), learners should go through a self-independent motivational process, use self-regulated learning strategies, and do self-oriented reflection (p. 6). In other words, learners need the motivation to learn, a strategic action plan, including cognitive and emotional strategies, and metacognition. The idea of self-regulation has been developed based on Bandura's social cognitive model. Bandura (1986) developed social cognitive theory and discussed reciprocal interactions in human functioning. Human functioning is based on reciprocal interactions between environmental variables, behaviors and other personal factors (Schunk, 2008, p. 126-127). Bandura stated that the relationship between the individual, the environment, and behaviors might vary depending on individual efforts to self-regulate,
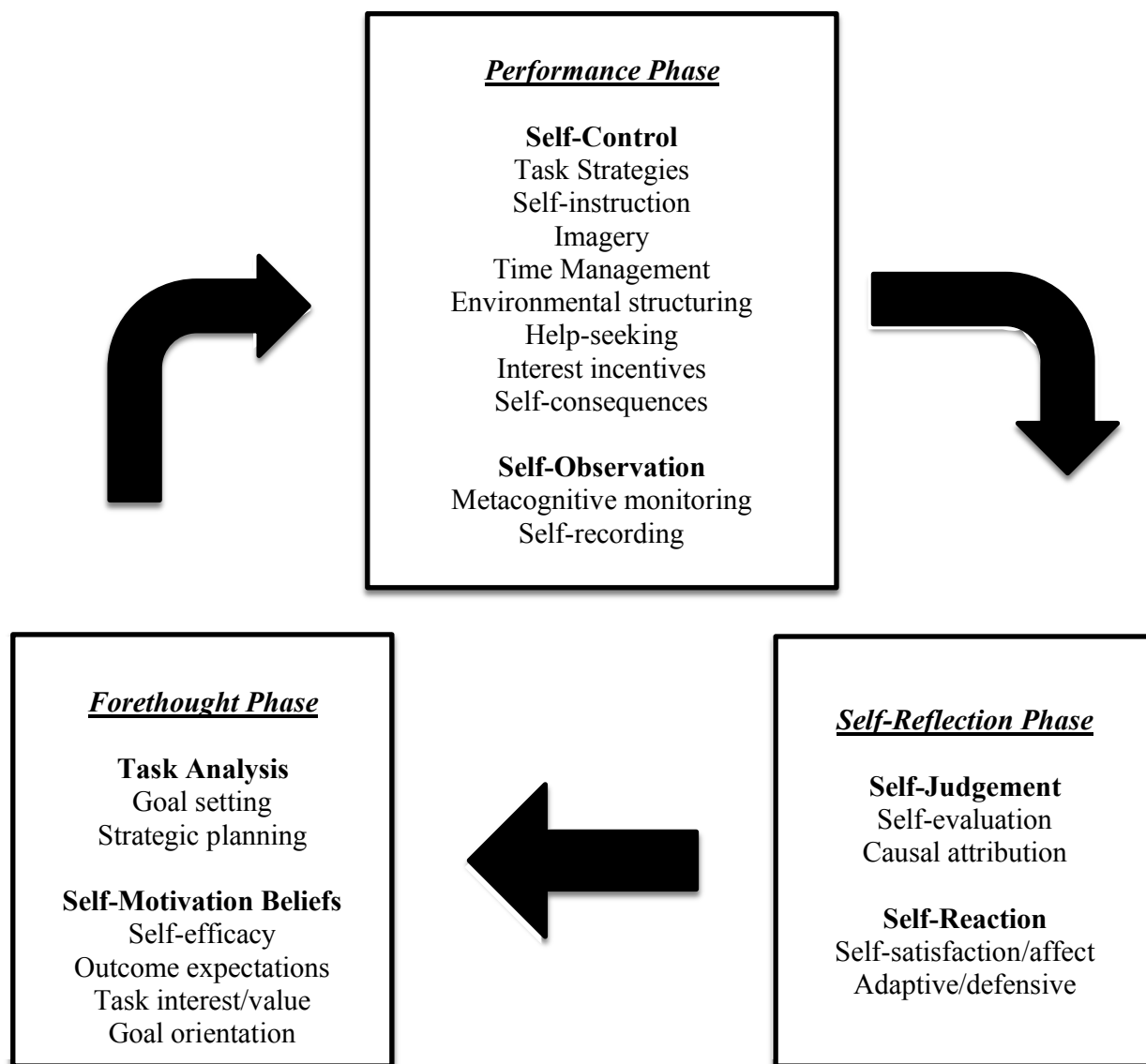
results of behavioral performance, and alternation in an environmental situation (Zimmerman,

1989, p. 330). Individual differences in learning are influenced by individual differences in self-

regulation.

   Various conceptions of individual differences in education. Teachers have struggled

with individual differences with respect to learners' background and learning style. Some learners

understand crucial concepts easily and are also motivated. Other learners, however, seem to

encounter difficulties in understanding provided information, and also seem to be less motivated.

(Zimmerman, 2002, p. 64-65). The discussion of individual differences has been shifting from

individual intelligence to the degree of self-regulation. "In the 19th century, learning was viewed

as a formal discipline and a student's failure to learn was widely attributed to personal limitations

in intelligence or diligence" (Zimmerman, 2002, p. 65). However, during the late 20th century, a

new perspective on individual differences was developed from research on metacognition and

social cognition, and individual differences in learning were considered to be relevant to the

degree of self-regulation (Zimmerman, 2002, p. 65). In other words, individual differences in

learning are currently based on individual differences in self-regulation rather than intelligence of

individuals. A key for learning and maintaining learner motivation is how teachers can enable

learners to become self-regulated learners.

   A cyclical phase model of self-regulation. Zimmerman and Moylan (2009) have

developed a cyclical phase model of self-regulated learning based on Bandura's social cognitive

model. According to Zimmerman and Moylan (2009), learners acquire self-regulated learning

through a cyclical process (p. 300). The cyclical process of self-regulated learning is composed of

three steps, including a Forethought phase, Performance phase, and Self-regulated phase (Figure

2).

   Forethought phase. The first stage of the cyclical model of self-regulation is

forethought phase. "The forethought phase refers to learning processes and sources of motivation

that precede efforts to learn and influence students' preparation and willingness to self-regulate

their learning" (Zimmerman & Moylan, 2009, p. 301). There are two main categories in this

phase: task analysis and self-motivation beliefs.

Performance Phase

Self-Control
Task Strategies
Self-instruction
Imagery
Time Management
Environmental structuring
Help-seeking
Interest incentives
Self-consequences

Self-Observation
Metacognitive monitoring
Self-recording

Forethought Phase

Task Analysis
Goal setting
Strategic planning

Self-Motivation Beliefs
Self-efficacy
Outcome expectations
Task interest/value
Goal orientation

Self-Reflection Phase

Self-Judgement
Self-evaluation
Causal attribution

Self-Reaction
Self-satisfaction/affect
Adaptive/defensive

Figure 2. A cyclical Phase Model of Self-regulation that Integrates Metacognitive Processes and Key Measures of Motivation Dörnyei's Process Model of L2 Motivation (Adapted from *Handbook of metacognition in education* (p. 300), by D. J. Hacker, J. Dunlosky, & A. C. Graesser, 2009, New York, NY: Routledge.Copyright 2009 by Taylor & Francis.

Task analysis is comprised of two key points: goal setting and strategic planning.

Locke and Latham (2002) defined goal setting as the outcomes or results that learners expect to

achieve (as cited in Zimmerman & Moylan, 2009, p. 301). Strategic planning indicates selecting

appropriate learning methodology to achieve the goals and includes both cognitive strategy and emotional strategy. Cognitive strategy is the process of how the learners study the target subject as a learning strategy whereas emotional strategy is the strategy of how the learners control emotions while studying. For instance, when studying English vocabulary, the learners need to decide how to memorize English vocabulary as cognitive strategy and also need to decide how to deal the emotions if the learners are faced with the difficulties of memorizing vocabulary or are tired of studying English.

Self-motivation is based on four components: self-efficacy, outcome expectations, task interest and value, and goal orientation. Self-efficacy is the belief about the personal potentials and capability to learn. It influences learners' goal setting and strategy planning and affects the performance phase including the selection of activities as well as effort and persistence in studying. Outcome expectations are "beliefs about the ultimate ends of one's performance such as receiving social recognition or obtaining a desirable employment" (Zimmerman & Moylan, 2009, p. 301). Task interest or valuing is a motive that learners prefer or do not prefer intrinsically. It denotes intrinsic interest and value of the task for learners' own merits. The fourth component is a goal orientation which refers to learners' belief about the purpose of learning. A goal orientation is the most crucial component of self-motivation because it indicates learners' strategic planning in the forethought phase. Even though goal setting focuses on a particular outcome in time, but a goal orientation implies how learners should go through the process of learning so as to achieve the goals. Learners with a strong goal orientation manipulate deeper learning strategies compared to learners with a weak goal orientation. (Zimmerman & Moylan, 2009, p. 302).

According to Pintrich (2000), there are two different types of goals: target or task-specific goals and purpose goals or goal orientation. Target or task-specific goals reflect the specific outcome of individuals, and purpose goals or goal orientation, on the other hand, mean more general reasons for accomplishing tasks (p. 472-473). Pintrich also mentioned the

importance of general goal orientation because the goal orientation might result in a significant impact on individual motivation and self-regulated learning. Setting specific goals is necessary for learning and performance, whereas a goal orientation is also needed for learners to maintain motivation while studying. Thus, understanding the reasons and purposes of studying is crucial for learners.

   Performance phase. The second step of the cyclical model of self-regulation is the performance phase. "The performance phase involves processes that occur during learning and affect concentration and performance" (Zimmerman & Moylan, 2009, p. 301). The performance phase includes two main categories such as self-control and self-observation. Self-control consists of eight subcategories: task strategies, self-instruction, imagery, time management, environmental structuring, help-seeking, interest incentives, and self-consequences. Self-instruction is a description of procedures for learning. For instance, while reading materials, learners can engage in self-questioning behaviors. According to Schunk (1982), verbalization in self-instruction can improve the quality of learning even though the effectiveness of verbalization varies depending on individual learners (as cited in Zimmerman & Moylan, 2009, p. 302). Imagery involves forming mental pictures in order to support learners by converting written information into visuals such as charts and diagrams, and time management includes organizing the schedule for learning and accomplishing tasks within a limited time.

   "Environmental structuring is a self-control method for increasing the effectiveness of one's immediate environment, such as using a computer to write an essay because the word processing program provides feedback regarding spelling and grammar" (Zimmerman & Moylan, 2009, p. 303). One aspect of environmental structuring, self-observation includes two categories, such as self-monitoring and self-recording. Self-monitoring can be also referred to as metacognitive monitoring and composes of "informal mental tracking of one's performance processes and outcomes" (Zimmerman & Moylan, 2009, p. 303). Self-recording includes creating records of learning processes and also consists of learning conditions such as personal events and

time management records. According to Zimmerman and Kitsantas (1999), self-monitoring and self-recording are interrelated and skills of self-monitoring can be developed by self-recoding because the learners can recognize the change in learning by recording (as cited in Zimmerman & Moylan, 2009, p. 303).

Help-seeking is a way of self-control involving assistance from others while learning. Learners need to ask advice from others to acquire the new skills and it is recognized as "a social form of information seeking" (Zimmerman & Moylan, 2009, p. 303). When learners ask assistance from others, they are required to consider what they need to ask, when they can ask, and who they can approach. Interest incentives indicate the method of interest enhancement. For example, learners study vocabulary by games. The strategy of interest incentives such as games is more attractive for students to learn languages. In addition, self-consequences are another motivational strategy, and it involves rewards or punishments toward learners themselves. For instance, learners switch off their phone in order not to play games or to text messages until finishing assignments while studying.

Self-reflection phase. The third stage of the cycle for self-regulation is the self-reflection phase. According to Zimmerman and Moylan (2009), "the self-reflection phase involves processes that follow learning efforts, but influence a learner's reaction to that experience" (p. 301). This phase comprises two main categories, including self-judgment and self-reaction. Self-judgement indicates self-evaluation and causal attribution. Self-evaluation is a comparison of learners' performance with standard, and according to Bandura (1986), there are three types of evaluation standards, such as "prior levels of performance, mastery of all components of a skill, and social comparisons with the performance of others" (as cited in as cited in Zimmerman and Moylan, 2009, p. 304). The causal attributions are also important and are regarded as "beliefs about the causal implications of personal outcomes, such as one's fixed ability, effort and use of strategies" (Zimmerman and Moylan, 2009, p. 304).

Self-reaction is another category in the self-reflection phase, and there are two key categories related to self-reaction, such as self-satisfaction and adaptive or defensive decisions. Self-satisfaction is construed as cognitive and affective reaction to self-judgement. Students tend to select the learning activities which promote self-satisfaction while learning. As Bandura (1991) stated, the research of activities which lead to learner satisfaction or positive effect while learning has been conducted extensively because the learners prefer activities which satisfy learners, but the learners avoid the activities which lead to dissatisfaction (as cited in Zimmerman and Moylan, 2009, p. 304). With reference to the second key category, adaptive or defensive decisions, the adaptive decisions indicate learners' eagerness to continue to study. On the other hand, the defensive decisions refer to the learners' willingness to avoid dedicating efforts to study in order to evade expected dissatisfaction. Self-reaction influences key components of forethought phases. According to Dweck & Leggett (1988), "positive self-satisfaction reactions are expected to enhance positive motivational beliefs about further efforts to learn such as a stronger learning goal orientation" (as cited in Zimmerman and Moylan, 2009, p. 304).

A model of self-regulated learning based on metacognitive process. In addition to Zimmerman and Moylan's model of self-regulated learning, there are several frameworks of self-regulation. For instance, Pintrich (2000) developed a model of self-regulated learning with four areas of self-regulation and four phases (p. 454). According to Pintrich's self-regulated learning model, areas of regulation are categorized into four areas, including cognition, motivation or affect, behavior and context, and the learners undergo four phases (1) forethought, planning and activation; (2) monitoring; (3) control and (4) reaction and reflection (see Table 1). These four phases represent "reflect goal-setting, monitoring, and control and regulation processes" (Pintrich, 2000, p. 453).

Table1

Pintrich's Phases and Areas for Self-regulated Learning

| Phases | Areas for regulation | | | |
	Cognition	Motivation /affect	Behavior	Context
1.Forethought, planning, and activation	Target goal setting	Goal orientation adoption	[Time and effort planning]	[Perceptions of task]
	Prior content knowledge activation	Efficacy judgements	[Planning for self-observations of behavior]	[Perceptions of context]
	Metacognitive knowledge activation	Ease of learning judgements (EOLs); Perceptions of task difficulty		
		Task value activation		
		Interest activation		
2.Monitoring	Metacognitive awareness and monitoring of cognition (FOKs, JOLs)	Awareness and monitoring of motivation and affect	Awareness and monitoring of effort, time use, need for help	Monitoring changing task and context conditions
			Self-observation of behavior	
3.Control	Selection and adaptation of cognitive strategies for learning, thinking	Selection and adaptation of strategies for managing motivation and affect	Increase / decrease effort Persist, give up Help-seeking behavior	Change or renegotiate task Change or leave context
	Cognitive judgements	Affective reactions	Choice behavior	Evaluation of task
4.Reaction and reflection	Attributions	Attributions		Evaluation of context

Note. Adapted from *Handbook of self-regulation* (p.454), by M. Boekaerts, P. R. Pintrich, & M. Zeider, 2000, San Diago, CA: Elsevier. Copyright 2000 by Elsevier Inc.

The first phase comprises goal-setting and planning, and the second phase involves monitoring processes related to metacognitive awareness with respect to learners themselves, tasks, and contexts. The third phase represents an attempt to control and regulate aspects of the learners themselves, the tasks or the contexts. The last phase indicates reactions and reflection with reference to the learners themselves, the tasks and the contexts. Pintrich's self-regulation model is similar to Zimmerman and Moylan's model of self-regulated learning, but focuses more on the metacognitive process of learners (Ito, 2009, p. 6-7).

Guidelines for self-regulated learning. Various models of self-regulation have been described in previous studies and the models are considered as frameworks of self-regulated learning. Teachers can support learners' efforts to become independent and self-regulated learners by following several guidelines for self-regulated learning (Maftoon & Tasnimi, 2014, p. 847). The following five steps are included in the general guidelines for self-regulated learning;

1. Direct teaching: Self-regulation should be taught directly.

2. Modeling: Teachers show how to study through indirect ways of teaching.

3. Practice: Through practice, learners are required to learn strategies depending on tasks.

4. Self-monitoring: The teachers let the learners monitor themselves.

5. Self-evaluating: The learners are asked to evaluate the learning performance and recognize benefits of self-regulated learning.

The teachers should explain what strategies are useful for learners to regulate self-learning and model how to study. Graham, Harris & Troia (1998) state that the modeling step is one of the crucial phases for teaching self-regulation because the students can observe the teachers and recognize what and how the students should perform in order to conduct the self-regulated learning (as cited in Torrano & Torres, 2004, p. 17). After presenting learners how to regulate their learning, opportunities should be provided for them to practice the strategies and techniques. While practicing, the learners should monitor and evaluate their use of the strategies

and techniques and their learning. They should also be required to notice advantages of self-regulated learning.

Self-regulated learning in second language acquisition. With reference to second language acquisition, several studies have applied the idea of self-regulated learning to English language acquisition, and various studies related to the relationship between self-regulated learning, English language learners, and English skills have been conducted.

In order to enhance self-regulated learning, teachers should provide instructions to students. Torrano and Torres (2004) suggested several guidelines to support students' self-regulated learning. Matfoon and Tasnimi (2014) conducted research in order to examine how self-regulated learning influence reading comprehension on the TOEFL iBT. The researchers categorized 149 participants into two groups: an experimental group and a control group, and compared reading scores of each group on the TOEFL iBT before and after the treatment. As a pre-treatment, all students took the TOEFL iBT, and as a treatment, only the participants in the experimental group received a direct teaching technique for self-regulated learning in reading comprehension on TOEFL iBT to learners.The researchers analyzed the data through independent t-test and found that the experimental group improved reading skills more than those in the control group. Consequently, the researchers concluded that self-regulated learning in English language learning resulted in a significant impact on learners' reading comprehension.

Also, another research study regarding self-regulated learning demonstrated an impact of self-regulated learning on learner motivation and language achievement. Mahmoodi et al. (2014) examined the relationship between self-regulated learning and motivation in the Iranian context. The researchers investigated what strategies the Iranian students would use related to language acquisition through the Motivated Strategies for Learning Questionnaire (MSLQ) The MSLQ contained 12 questions related to motivational orientation, 14 items regarding motivational belief, and 20 questions for self-regulated learning strategies. The participants were from three English proficiency level: elementary, intermediate and advanced. The researchers

compared the MSLQ data of all participants by using SPSS. As a result, motivation and self-regulated learning strategies are significantly interrelated even though there was no significant relationship between self-regulated learning and achievement. Thus, the researchers concluded self-regulated learning seemed to be relevant to motivation in English language learning (Mahmoodi et al., 2014, p. 1067).

Furthermore, a study investigating self-regulated learning and self-efficacy has been conducted. Mizumoto (2013) investigated the influence of self-regulated learning with regard to English vocabulary learning of Japanese university students. The researcher examined how self-regulated learning affects learners' self-efficacy related to language acquisition. The researchers created three different groups of students: a treatment group, a contrast group1 and a contrast group 2. The participants in the contrast group 1 had lower English proficiency than those in the contrast group 2, and only students in treatment group received a guidance including action plans, goals setting, strategies and self-reflection. After the treatment, the researchers compared the results of vocabulary test based on ANOVA. As a result, the researchers reported that the learners in the treatment group used both cognitive and metacognitive self-regulated learning strategies for English learning, and also the participants in the treatment group were significantly able to gain vocabulary knowledge compared to the other groups. Accordingly, the research showed that self-efficacy of the university students in the treatment group was steadily enhanced by self-regulated learning (Mizumoto, 2013, p. 21-22).

One of the difficulties that learners face with during the process of self-regulated learning is how to maintain the cycle of self-regulation. Yoshida et al. (2015) investigated how learners went through the process of self-regulated learning and analyzed their study record through reflection. Consequently, the researchers found that learners tend to stop studying, which is in the performance phase in the cycle of self-regulated learning.

Cognitive Counseling

Learners cannot be independent learners without any support. Learners need to know how they can develop learner autonomy. Therefore, teachers need to provide instruction about how learners can become independent learners through self-regulated learning. One of the methods to support learners to acquire skills to become independent learners is cognitive counseling. Ichikawa (1993) introduced 6 techniques to support independent learning through cognitive counseling:

1. Self-Diagnosis: Learners are asked to identify problems by themselves.

2. Diagnostic Questions: Counselors ask questions to identify learners' problems.

3. Schematic Description: Charts and tables are used to explain and teach contents.

4. Figurative Description: Metaphor is used to describe contents.

5. Virtual Teaching: Learners are asked to explain what they have learned as if they would share their understanding with others who do not know.

6. Lesson Induction: Counselors ask learners to reflect on what they have learned

Achievement

Motivation and self-regulated learning seem to be interrelated from previous studies. In addition, cognitive counseling is necessary for learners to learn how to study independently. One of the important concerns for language learners is to develop their language skills as achievement. Various factors influence achievement with reference to learning. In general, previous studies have shown that higher learner motivation leads to greater achievement, greater achievement leads to enhanced self-efficacy, and enhanced self-efficacy leads to higher motivation.

With regard to second language acquisition, Clément et al. (1994) examined the relationship between self-esteem, motivation and achievement. The participants were 301 secondary-school students and the researchers used 6-point Likert-scale questionnaire about orientations, attitudes, motivation and anxiety. Also, the researchers conducted a questionnaire

survey for teachers, and the teachers were asked to evaluate participants' motivation in class, performance, and achievement in communication by using 5-point Likert Scale. Consequently, the researchers found that motivation, self-esteem and achievement were interrelated, and they concluded that motivation is influenced by self-esteem, and the motivation influenced by self-esteem affects English proficiency (p. 434-436). Moreover, intrinsic motivation is regarded as an important factor for achievement. According to Sugimori (2007), intrinsic motivation or internalized extrinsic motivation related to autonomy, competence and relatedness leads to success in learning as mentioned in Self-Determination Theory (p. 61). In addition to intrinsic motivation, self-regulation is considered as one of the crucial components to succeed in language learning. Turan and Demirel (2010) reported that developing self-regulated learning leads to deeper comprehension and understanding in learning (as cited in Mahmoodi et al., 2014, p. 1064). Metacognition is also recognized as a key for success with respect to language acquisition. According to Young & Fry (2008), there is a significant correlation between metacognition and achievement in college students (p. 8). Thus, various factors are interrelated and affect learners' achievement.

Second Language Acquisition

Second language acquisition (SLA) can be characterized as the process in which learners acquire a language other than their dominant language. "SLA is the study of how learners create a new language system despite and often limited exposure to the second language /foreign language learning contexts" (Benati & Angelovska, 2016, p. 3). English has been also learned as a foreign language in various countries, and the learners have studied English based on the four language skills and vocabulary learning.

Four basic skills in English language learning. There are four basic skills of English, including listening, reading, writing and speaking, and those four skills are interrelated. "The integration of at least two of more skills is now the typical approach within a communicative,

interactive framework" (Brown & Lee, 2015, p. 316). Therefore, combinations of several skills

are used in English language teaching and learning.

       Listening. Listening is the understanding of spoken language with sounds or visuals

(Lynch & Mendelsohn, 2010, p. 180). There are two different types of listening, such as one-way

listening and two-way listening. One-way listening includes monologue, whereas two-way

listening is dialogue and includes interactions with different speakers. Several factors, such

clustering, redundancy, reduced forms, stress or rhythm, and intonation, influence the listening

comprehension of learners (Brown & Lee, 2015, p. 323-325). Learners should improve listening

comprehension skills through top-down and bottom-up processes. In the top-down process, the

learners understand content schemata such as background information with respect to the topic of

listening. On the other hand, the learners proceed from understanding the linguistic code for the

structure of listening texts in the bottom-up process (Brown & Lee, 2015, p. 333). Both the top-

down and the bottom-up process are crucial to develop listening comprehension skills.

       Reading. Reading is another skill related to English language learning. Reading is a

process of recognizing written forms of language and getting meaning from them. In order to

develop reading skills of learners, extensive reading, intensive reading and fluency development

can be used in teaching reading comprehension. According to Nation (2009), "extensive reading

is a form of learning from meaning-focused input" (p. 50). In the extensive reading, the learners

read texts individually and silently as much as possible. The extensive reading is important for

the learners to advance reading skills, competence, vocabulary knowledge, and speaking and

writing skills (Brown & Lee, 2015, p. 393). Teachers should let the learners select the reading

text that might be interesting for the learners so that learner motivation and reading competence

can be enhanced while the extensive reading.

       In addition to the extensive reading, intensive reading might be useful to develop

reading comprehension ability. According to Brown & Lee (2015), intensive reading is a

classroom-oriented practice, and the learners are required to focus on the linguistics features of

reading texts (p. 409). Through the intensive reading, the learners can develop understanding of linguistic features such as grammar and vocabulary. Moreover, teachers need to encourage the learners to improve the reading speed as reading comprehension skills. As an activity for developing reading speed, the learners can write down the time after reading texts and keep a record each time when the learners read the materials.

Writing. Writing is also one of the basic skills with respect to English language learning, and developing accuracy and fluency of writing skills is important. Writing is a procedure of using language symbols in order to communicate and share ideas with others. The learners can improve accuracy of writing through activities such as imitative or mechanical writing, intensive or controlled writing, and self-writing (Brown & Lee, 2015, p. 438-440). Based on the activities, the learners can focus on forms of language used in writing, discourse structure, and the process of writing.

The form of language denotes grammar, spelling, punctuation appropriate word usage in writing and learners need to be careful about writing accuracy. Discourse structure is about how writers are going to develop ideas based on the topics. For example, there are several discourse patterns in writing such as classification, analysis, cause and effect, comparison and contrast, and problem-solution. Language learners need to comprehend the different types of discourse structure and decide which pattern they use depending on what they write.

Moreover, the process of writing is a procedure that learners go through in writing. Learners start generating ideas about the topic and gathering the information as the first step. Then, they organize the ideas based on the discourse structure and start writing as the 1st draft. After writing the 1st draft, they evaluate their writing through peer-editing or feedback from teachers and revise the paper and write the 2nd draft. Learners need to go through these steps in order to develop writing skills.

In addition, the learners can develop fluency of writing through repetitive practice (Nation, 2009, p. 94). Quickwriting or speed writing can be used as one of the activities for the

fluency development of writing. During the quickwriting, the learners are required to write

sentences without pausing, and consequently, the quickwriting enables the learners to generate

ideas (Nation, 2009, p. 118).

Speaking. Speaking with regard to English language teaching and learning is important

because speaking skills are required for interaction between speakers. Speaking is a spoken form

of language and includes the output process of spoken language to express one's ideas and

exchange information with others. Speaking is necessary for daily life to develop knowledge for

conversation (Burns & Seidlhofer, 2010, p. 197). With respect to speaking skills, developing

pronunciation, accuracy, fluency, and appropriateness are crucial, and teachers can encourage the

learners to develop speaking abilities through activities using dialogues, role-play or

improvisation in classroom.

Vocabulary learning. In addition to the four skills of English, the learners need to

acquire vocabulary. Vocabulary refers a range of words or phrases used in language. Studying

vocabulary is an essential part of language teaching (Nation, 2001, p. 1). There are various types

of vocabulary, and vocabulary can be categorized into several levels based on frequency and

range, such as high frequency words, academic words, technical words and low-frequency words

(Nation, 2008, p. 7-12). Learning high frequency words is considered to be more effective for the

English learners. High frequency words are lexical items which are used frequently and widely in

the English language. According to Nation (2008), there are 2000 words as the most frequent

words of English, and if the learners acquire the most frequent words, approximately 80 percent

of academic texts written in English can be comprehended (p. 17). Various types of high

frequency word lists can be used in order to acquire the high frequency lexicons, such as The

General Service List, the British National Corpus or the Corpus of Contemporary American

English (COCA).

Additionally, learning academic words is also crucial with respect to English language

learning for academic purposes, and The Academic Word List (AWL) might be used to acquire

the academic lexicons. The AWL contains 570 word families, which are the most commonly used vocabulary in academic texts, and the learners can cover almost 9 percent of lexicons in the academic materials. (Nation, 2001, p. 12-13).

Learning high frequency, general and academic words is important in vocabulary learning. Also, learners need to learn low frequency words while learning high frequency and academic words and to develop strategies for guessing the meaning of low frequency words. The low frequency words are lexicons that are not used often, and can be acquired by guessing from the context or by using word parts and dictionaries (Nation, 2008, p. 14). For teachers, identifying high frequency words or low frequency words is crucial so that learners can acquire high frequency words first. Also, teachers should know where the learners can start vocabulary learning and decide what vocabulary should be focused during the vocabulary learning. In order to know the level of learners with regard to the vocabulary learning, Vocabulary Level Test (VLT) can be used. The Vocabulary Level Test was developed by Paul Nation and designed to identify the vocabulary level of learners (Nation, 2008, p. 15). There are several versions of the Vocabulary Level Test. One version including matching words and definitions, only assess receptive knowledge, and another version of the Vocabulary Level Test, which is a cloze test, can measure productive knowledge.

Japanese Context

English has been taught at schools in Japan since the late 19 th century, and the importance of learning English has increased recently. The Japanese government has encouraged students to study English in order to develop communicative skills in English, and the students have studied English as a foreign language and as one of the subjects taught at school. Even though the Japanese do not use English at work as an official language, university students in Japan tend to develop their English proficiency through studying for the Test of English for International Communication (TOEIC) because TOEIC has been used to measure English competency for employment in some business associations (Kubota, 2011, p. 108).

English language in Japan. English is not used as an official language in Japan. "English in Japan is categorized within the expanding circle, where the language does not have status of an official language, does not function as a lingua franca and is not a relic of colonization" (McKenzie, 2010, p. 6). However, the Japanese educational systems for English learning, including educational policy have been established by the Japanese government so that Japanese will be able to improve their English skills, especially in communication.

According to McKenzie (2010), the Ministry of Education, Culture, Sports, Science and Technology (MEXT) in Japan has implemented the new educational policy named 'New Course of Study' policy, and the Japanese elementary schools have started offering English classes as a new subject to students who are in above third grade (p. 8-9). Through the new educational policy, MEXT has encouraged the learners to acquire communicative English skills in order to cope with globalization. Nevertheless, learner motivation of students at junior high and high school in Japan toward studying English is still mainly for passing entrance exam because English is not required in daily life, and English ability measured by test scores is more important than using English for communicative purposes for Japanese learners. Nakata (2006) stated that Japanese learners with poor English communication skills and low motivation are from the educational system (as cited in Ryan, 2009, p. 124-125). Thus, Japanese students tend to study English mainly for language tests such as TOEIC.

University students in Japan. Most of Japanese have started studying English at junior high school as one of the subject taught at school such as math and science. Japanese high school students have studied English in order to pass entrance exams of university. University students are also required to register for foreign language courses, including English courses. According to Taguchi (2013), after entering university, Japanese university students are liberated from study for test preparation and tend to spend time for activities that are not relevant to study (p.170). Consequently, university students spend less time and effort for English learning than when they were high school students.

According to Miyahara et al. (1997), "more than half the Japanese students in the study spent less than 30 minutes per week preparing for English classes and . . . the majority of students spent no time reviewing the English classes or even studying English at all outside the English class curriculum requirements" (as cited in Taguchi, 2013, p. 170). However, Japanese university students also recognize the importance of studying English and assume that English education at the university might be more useful and interesting. In fact, "Japanese students also believe that they will need English in the future" (Taguchi, 2013, p. 170). The Japanese university students expect to experience practical and meaningful English classes from the university education (Ryan, 2009, p. 125). However, there is no opportunity to use English outside of classroom and in Japanese society.

With respect to the learner motivation of university students in Japan, motivation for learning English may vary depending on learners, but most of the Japanese university students tend to study English based on extrinsic motivation. Some university students are interested in communicating with native English speakers and visiting various countries (Irie, 2003, p. 97). However, most Japanese students have studied English for entrance exams of high schools or universities, and even university students in Japan study English for obtaining better opportunities for employment in the future because some corporations use skills as an element of recruitment procedure (Kubota, 2011, p. 107). Thus, university students study English as a means to an end - employment.

Self-regulated learning in Japan. Teacher-centered class is common in Japan because of the educational system. Even though MEXT has promoted communicative language teaching, the teachers have not experienced English classes which focus on communicative language skills as English learners (Nishino &Watanabe, 2008, p. 134). Therefore, the main class activity is based on what they have experienced, grammar translation from English into Japanese (Stewart & Miyahara, 2011, p. 61). Subsequently, Japanese students study English through classes based on the grammar translation and are not exposed to self-regulated learning. However, recently the

importance of self-regulated learning has been emphasized and the students in Japan have been encouraged to learn English outside the classroom teaching through E-learning (Goda et al., 2014, p. 269). Learners can see their progress based on E-learning system and it enables learners to evaluate their performance and reflection their learning. Consequently, it supports learners to be more self-regulated learners by providing an opportunity to assess their learning.

University students at Soka University. Soka University is a Japanese private university in Tokyo, and university students at Soka University have a number of opportunities to learn English and other major subjects through English because Soka University offers various programs to promote the English learning such as the World Language Center (WLC) offered courses, International Program (IP), Japan-Asia Studies Program (JAS), and Global Citizenship Program (GCP). In addition, Soka University opened SPACe, which is a place for learning to support the university students at Soka University, and more than 2,500 university students have used SPACe since 2013 (Soka University, 2015, p. 12). In the World Language Center, various self-access centers supporting English learning outside the classroom, such as Chit Chat Club, English Forum, TOEFL iBT Speaking Center, Writing Center and English Consultation Room are provided to students. Soka University aims to enrich foreign Language programs through these self-access centers, and students are encouraged to learn English through programs offered at these centers (Soka University, 2015, p. 6).

Conclusion

Motivation is regarded as a key factor that can help learners succeed in learning. It is also related to learner autonomy. Learner autonomy helps students become independent learners, and the idea of the learner autonomy is based on self-regulation. Besides, the importance of self-regulated learning has been emphasized in education because self-regulation enables learners to enhance motivation, self-efficacy, and achievement in learning. Various frameworks of self-regulated learning have been examined in previous studies. With respect to second language acquisition, many researchers have explored how to apply the framework of self-regulated

learning into language learning and teaching. Previous researchers have suggested techniques in order to teach self-regulation so that learners can study independently. Cognitive counseling is considered as a method to support independent learning and has been implemented regardless of subjects taught in schools in Japan. Independent learning has been promoted, and the application of self-regulated learning in English language learning has been implemented in schools in Japan, and the previous researchers have reported that self-regulation in second language acquisition enables learners to become independent learners and to succeed in English language learning.

Statement of Problem

If learners are highly motivated, those learners tend to succeed in learning. Also, if learners are self-regulated in language learning, these learners are considered as to be highly motivated (Zimmerman, 2008, p. 175). Thus, previous researchers have reported that motivation and achievement are interrelated with reference to language acquisition, and also self-regulation regarding the language learning can influence the learner motivation. However, there are few studies with respect to how the learner motivation is interrelated with self-regulated learning, and achievement in second language acquisition, and how the learner motivation influenced by self-regulated learning can affect achievement in language learning and what factors might influence language learners through the process of self-regulation.

Purpose of Research

The purpose of the study is to investigate the relationship between self-regulated learning, learner motivation, and achievement of English learners in Japan with respect to the second language acquisition. The research will examine how self-regulated learning influences English language learners, and what factors might affect the English learners respecting learner motivation, self-efficacy and English proficiency in the Japanese context.

Research Questions

In previous studies, motivation is a key for achievement, and one of the crucial components in self-regulated learning. If the second language learners are independent and self-

regulated, will learner motivation be enhanced? Consequently, does influenced motivation based on the self-regulated learning lead to achievement in second language acquisition? Moreover, what factors can influence self-regulated learning, and how are the learners influenced through self-regulated learning? In addition, how can self-efficacy influence language proficiency of learners? In order to investigate how self-regulated learning influences English learners in the Japanese context, the following research questions are formulated:

1. How do language learners go through the process of self-regulated learning?

2. How can self-regulated learning influence learners in terms of motivation, achievement, and self-efficacy?

3. What difficulties do learners face in the process of self-regulated learning?

4. What are important for learners to be independent in the process of self-regulated learning?

5. What is the role of counseling in self-regulated learning?

Limitation of the Study

In previous studies, one semester has been the approximate duration of study related to self-regulated learning. However, the duration of this study was eight weeks, which is shorter than that in previous studies. A longer duration of study might reveal increased progress of students' language learning with respect to achievement. Also, various measurement can be used to measure learners' proficiency level, but mock TOEIC score was used in this study. In addition, each weekly TOEIC test on Net Academy used in the study consists of 50 questions, including 25 questions for listening and 25 questions for reading even though the official TOEIC test includes 200 questions for listening and reading. Therefore, the expected score on the weekly TOEIC test might vary compared to the official TOEIC score.

Delimitation of the Study

A questionnaire adapted from Motivated Strategies for Learning Questionnaire (MSLQ) was used in order to examine differences related to the learner motivation and self-regulation between before and after the counseling sessions. However, the data that was collected through the MSLQ was not be sufficient to analyze quantitatively because the number of participants in the study were inadequate. Therefore, the quantitative data from the MSLQ was used for qualitative research purpose only.

Significance of the Study

The importance of self-regulated learning and the framework of self-regulated learning have been examined (Pintrich & De Groot, 1990; Torrano & Torres, 2004; Zimmerman, 1990, 2002; Zimmerman & Moylan, 2009). With reference to the second language acquisition, studies which focus on a relationship between self-regulated learning and the English language acquisition have been conducted in various contexts (Maftoon & Tasnimi 2014; Mahmoodi et al., 2014). Some researchers have also examined the impact of self-regulated learning in English learning, such as vocabulary learning and English learning through Computer Assisted Language Learning (CALL) at Japanese schools (Mizumoto, 2013; Goda et al., 2014). This study focused on the TOEIC preparation and was mainly conducted through a qualitative data collection. The findings in the study might be helpful to understand how to become independent and self-regulated learners, and also valuable for English learning and teaching in the future. Moreover, an individual counseling session could be a great opportunity for both teachers and learners because the individual counseling session might be beneficial to collect information and ideas of learners, and useful to know what support is necessary for the learners who go through self-regulated English learning in the future.

Methodology

This study investigated how self-regulated learning influences English language learners in second language acquisition with respect to the Japanese context. Various instruments

related to the three key components, including learner motivation, self-efficacy and achievement, were used for both quantitative data collection and qualitative data collection in the study. The research is composed of two studies, including a pilot study and a main study, and the data from the qualitative data collection was analyzed based on KJ methods (Kawakita, 1970).

Data Collection

   Motivated Strategies for Learning Questionnaire (MSLQ). Pintrich and De Groot (1990) examined the relationships between motivational orientation, self-regulated learning and academic performance in class, and developed 5 Likert-scale questionnaires named Motivated Strategies for Learning Questionnaire (MSLQ). The MSLQ composes five categories related to motivational beliefs and self-regulated learning strategies, including self-efficacy, intrinsic value, test anxiety, cognitive strategy use and self-regulation (Pintrich & De Groot, 1990, p. 40).

   Ogawauchi (2014) used the MSLQ into Japanese by Ito (1996), which was adapted from the original MSLQ. Ogawauchi modified the questionnaire and used 34 questions in the questionnaire in order to investigate the effect of motivation with respect to learning strategies and academic procrastination and checked the validity and reliability of MSLQ (Ogawauchi, 2014, p. 113-115).

   Regarding the scale of motivational belief based on MSLQ, Ogawauchi found three factors: Self-efficacy, Intrinsic Value, and Test Anxiety, and α coefficient of each factor was .88,.78, and .71 (Ogawauchi, 2014, p.115). As for α coefficient of Test Anxiety was not enough, but the minimum amount of reliability was proved. Therefore, all questions related to motivational belief was used in his analysis.

   Concerning the scale of self-regulated learning, Ogawauchi found two factors; Self-regulated Learning and Cognitive Strategy Use. α coefficient of Self-regulated Learning was .89 and α coefficient of Cognitive Strategy Use was.60 (Ogawauchi, 2014, p.115). Ogawauchi mentioned that this result was closer to the original MSLQ by Pintrich & Groot (1990) compared to the questionnaire translated into Japanese by Ito (1996).

For these reasons, the MSLQ developed by Ogawauchi (2014) was used in order to measure how self-regulated learning would influence the learner motivation and self-efficacy in this study.

Integrated Motivation Questionnaire. Motivation is one of the important components in self-regulated learning. Suzuki (2008) developed a questionnaire including 27 questions which were related to attitude and motivation of English language learners. There were four motivational categories in the questionnaire: Class Anxiety, Negative Learning Experience, Integrative and Instrumental motivation. In this research, the researcher modified the questionnaire to focus on integrated motivation of participants, and 6 questions regarding integrative motivation were used to track participants' motivation weekly in order to see how self-efficacy, achievement and motivation would be interrelated in self-regulated learning.

Test of English for International Communication (TOEIC) score. The participants were asked to submit the latest TOEIC score in order that the researcher would provide advice for studying English based on the TOEIC score. In addition, TOEIC test on ALC's Net Academy 2 offered by Soka University was used to measure learners' achievement based on the participants' week study. Each TOEIC test includes 50 questions, including 25 listening questions and 25 reading questions, and the participants received the estimated TOEIC score after undergoing the TOEIC test on ALC's Net Academy 2.

Self-efficacy and achievement. Zimmerman (1996) stated that self-efficacy is a crucial component for learners to monitor because the self-efficacy indicates how the learners think the effect of learning strategy (p. 27). In this research, self-efficacy was measured by means developed by Zimmerman (1996). Before undergoing the TOEIC test, the participants were asked to estimate the score and correct answer rate that would be gained and were also asked to rate the confidence by using a 3-point scale, including very confident, confident, and not so confident. In order to adjust differences of the estimated score with regard to confidence, the following procedure was used. A point was subtracted from the estimated correct answer rate and the

estimated score (-5) for the rating of not so confident. For the rating of confidence, no points were added or subtracted from both estimated correct answer rate and score (0), and for the rating of very confident, a point was added to the estimated correct answer rate, and the estimated score (+5). The researcher tracked the progress of self-efficacy, and the actual TOEIC test score, and analyzed how two factors are interrelated.
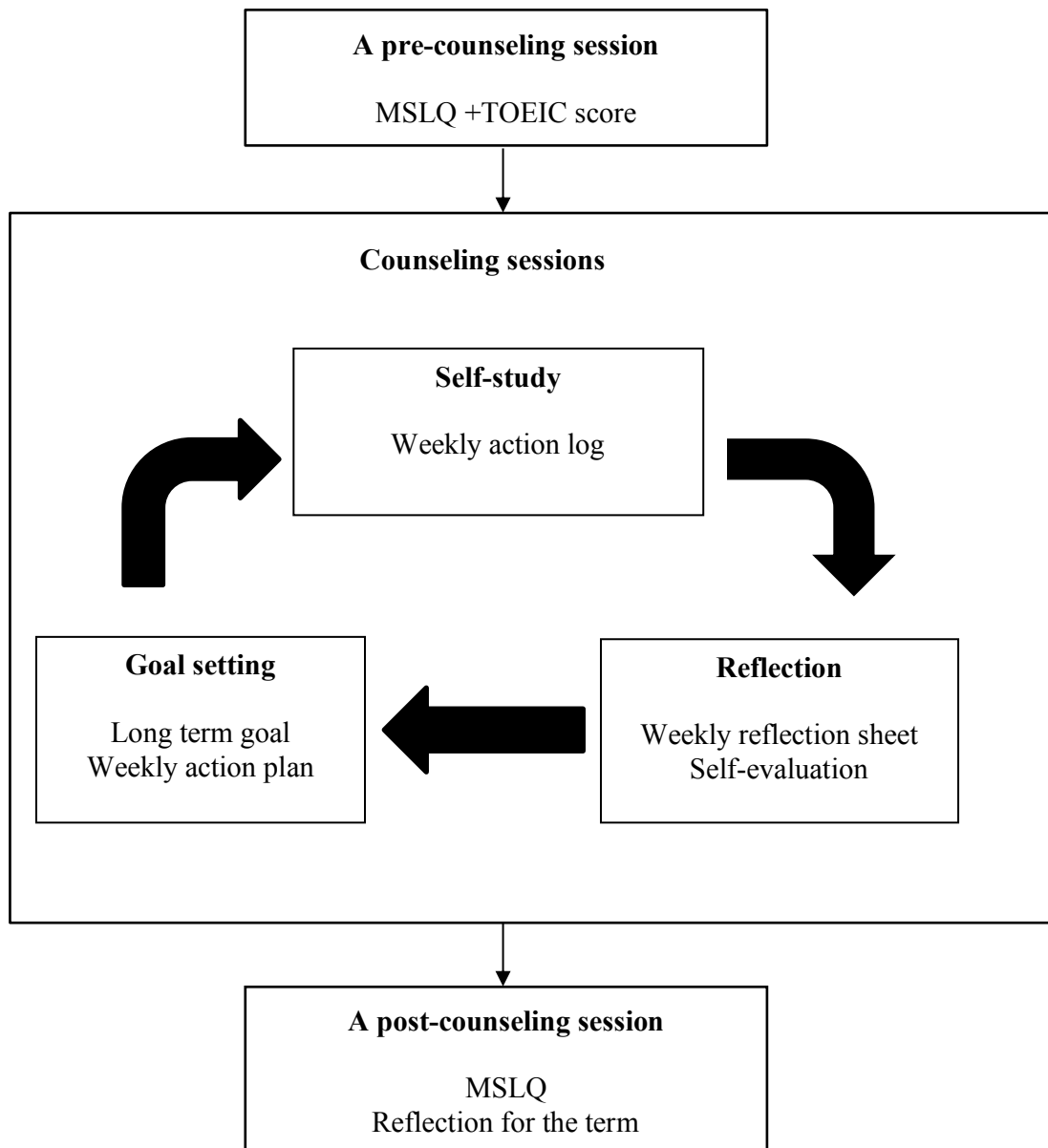
Counseling sessions. In the previous studies, interview or action logs were used in order to understand self-regulated learning strategies and achievement in English language learning acquisition (Mizumoto, 2013; Goda et al., 2014). In addition, Ichikawa (1993) introduced 6 techniques for cognitive counseling: self-diagnosis, virtual teaching, diagnostic questions, metaphorical description, graphical description, and lesson induction (p. 27-31). The researcher will conduct counseling sessions which include repeated interviews and study planning by using action logs in order to investigate self-regulated learning with reference to second language acquisition. Counseling sessions in the study were also held based on the 6 techniques developed by Ichikawa (1993), and was recorded to analyze the conversation in order to find possible factors which influence learners in self-regulated learning.

Procedure

The researcher conducted the pilot study and the main study in order to examine the relationship between self-regulated learning, motivation and achievement with regard to second language acquisition of English learners in Japan.

Pilot study. The Pilot study was conducted in order to determine whether the data and information which was necessary for study was collected through questionnaire, action planning sheets, action logs and reflection papers. Figure 3 shows the procedure of the pilot study, and the participants will experience three phases in the pilot study, including a pre-counseling session, counseling sessions, and a post-counseling session. For the pilot study, three university students at Soka University, who had studied English through Seminar II in Department of Letters at Soka University, were asked to participate in the study in order to determine whether the information

or data presented in the study would be clear for the participants to understand. Also, the pilot

study was conducted to determine whether data or information which was necessary for the study

could be collected from individual students based on questions during the study.

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┌─────────────────────────────────┐
│     A pre-counseling session    │
│                                 │
│        MSLQ +TOEIC score        │
└─────────────────────────────────┘
                │
                ▼
┌─────────────────────────────────────────────────────────────┐
│              Counseling sessions                             │
│                                                             │
│              ┌─────────────────────────┐                    │
│              │      Self-study         │                    │
│              │                         │                    │
│              │   Weekly action log     │                    │
│              └─────────────────────────┘                    │
│                                                             │
│  ┌──────────────────┐        ┌──────────────────────────┐   │
│  │   Goal setting   │        │       Reflection         │   │
│  │                  │        │                          │   │
│  │  Long term goal  │        │  Weekly reflection sheet │   │
│  │ Weekly action plan│       │     Self-evaluation      │   │
│  └──────────────────┘        └──────────────────────────┘   │
└─────────────────────────────────────────────────────────────┘
                │
                ▼
┌─────────────────────────────────┐
│    A post-counseling session    │
│                                 │
│              MSLQ               │
│      Reflection for the term    │
└─────────────────────────────────┘
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Figure 3. A Procedure of the Pilot Study

Firstly, the researcher explained detailed information related to the procedures of pilot

study and the participants were asked to sign an informed consent form of questionnaire survey

(see Appendix A-1: English informed consent form of questionnaire survey for pilot study and

Appendix A-2: Japanese informed consent form of pilot questionnaire survey). After signing the

informed consent form, the participants were asked to respond the 5-point Likert-scale

questionnaire related to MSLQ, which was developed by Ogawauchi (2014) and includes 34

questions, and to write the latest TOEIC score with their student ID on the same questionnaire

sheet (see Appendix B-1: English questionnaire for English learning, and Appendix B-2:

Japanese questionnaire for English learning).

Then, the participants were also asked to sign an informed consent form for recording

counseling sessions for the pilot study (see Appendix C-1: English informed consent form of

recording counselling session for pilot study, and Appendix C-2: Japanese informed consent form

of recording counselling session for pilot study), and an informed consent form for counseling

sessions for the pilot study (see Appendix D-1: English informed consent form of counselling

session survey for pilot study, and Appendix D-2: Japanese informed consent form of counselling

session for pilot study) before participating in the counseling sessions.

After signing the informed consent forms for both recording counseling and

participating in the counseling sessions, the participants were asked to participate in the

counseling session twice, and the counseling session was held based on the student packet for the

study (see Appendix E-1: Student packet for procedure of study: English, and Appendix E-2:

Student packet for procedure of study: Japanese). During the counseling sessions, the participants

were asked to set long-term goals and weekly action plans based on the cognitive counseling

questions (see Appendix F-1: English example questions for counselling session, and Appendix

F-2: Japanese example questions for counselling session). Then, the participants were asked to

study based on the weekly action plan and to record the study on the action log sheet, including

the time, content and a method of studying. After completing the weekly study, the participants

were asked to review the weekly study and write the comments on the reflection sheet in the

student packet. The participants were asked to return the weekly action plan sheet, action log

sheet, and weekly reflection sheet in the next counseling session. During the next counseling

session, those materials were used for the next goal setting. The counseling session was repeated

twice and after completing all counseling sessions, the participants were asked to review the study and the study support during the pilot study, and to write comments on the reflection paper for the term. The participants were also asked whether all materials and instructions provided during the pilot study were clear to understand.

Main study. For the main study, the participants were 6 undergraduate students at Soka University, who are over 18 years old, who were interested in TOEIC preparation, and whose proficiency levels on TOEIC are level B (Elementary level-TOEIC Score 350) to level C (Intermediate level-TOEIC 500) based on the criteria by Soka University. This study is based on test preparation for TOEIC and the procedure of this study is suitable for test preparation in order to support learners. The researcher recruited the 6 undergraduate student at the Writing Center in World Language Center, Soka University. Their motivation toward English was instrumental motivation because they were interested in getting a higher score on TOEIC test for study abroad and improving their score. With reference to the main study, counseling sessions was conducted repeatedly and based on the literature review related to the counseling by Kobayashi & Ninomiya (2011), the average number of participants for counseling is approximately ten participants. Therefore, 6 university students at Soka University was asked to participate in the main study.

The participants went through several phases as well as the pilot study, and Figure 4 presents the steps of the main study. The researcher explained detailed information related to the procedure of the study, and the participants were asked to sign an informed consent form of questionnaire survey for main study (see Appendix G-1: English informed consent form of main questionnaire survey for main study, and Appendix G-2: Japanese informed consent form of main questionnaire survey for main study).

After signing the informed consent form of a questionnaire survey, the participants were asked to complete the MSLQ developed by Ogawauchi (2014), and to write the latest TOEIC score with the student ID on the questionnaire sheet (see Appendix B-1: English questionnaire for English learning, and Appendix B-2: Japanese questionnaire for English

learning). In addition, the participants were asked to respond to weekly integrated motivation

questionnaire (see Appendix J-1: Integrated Motivation Questionnaire: English, Appendix J-2:

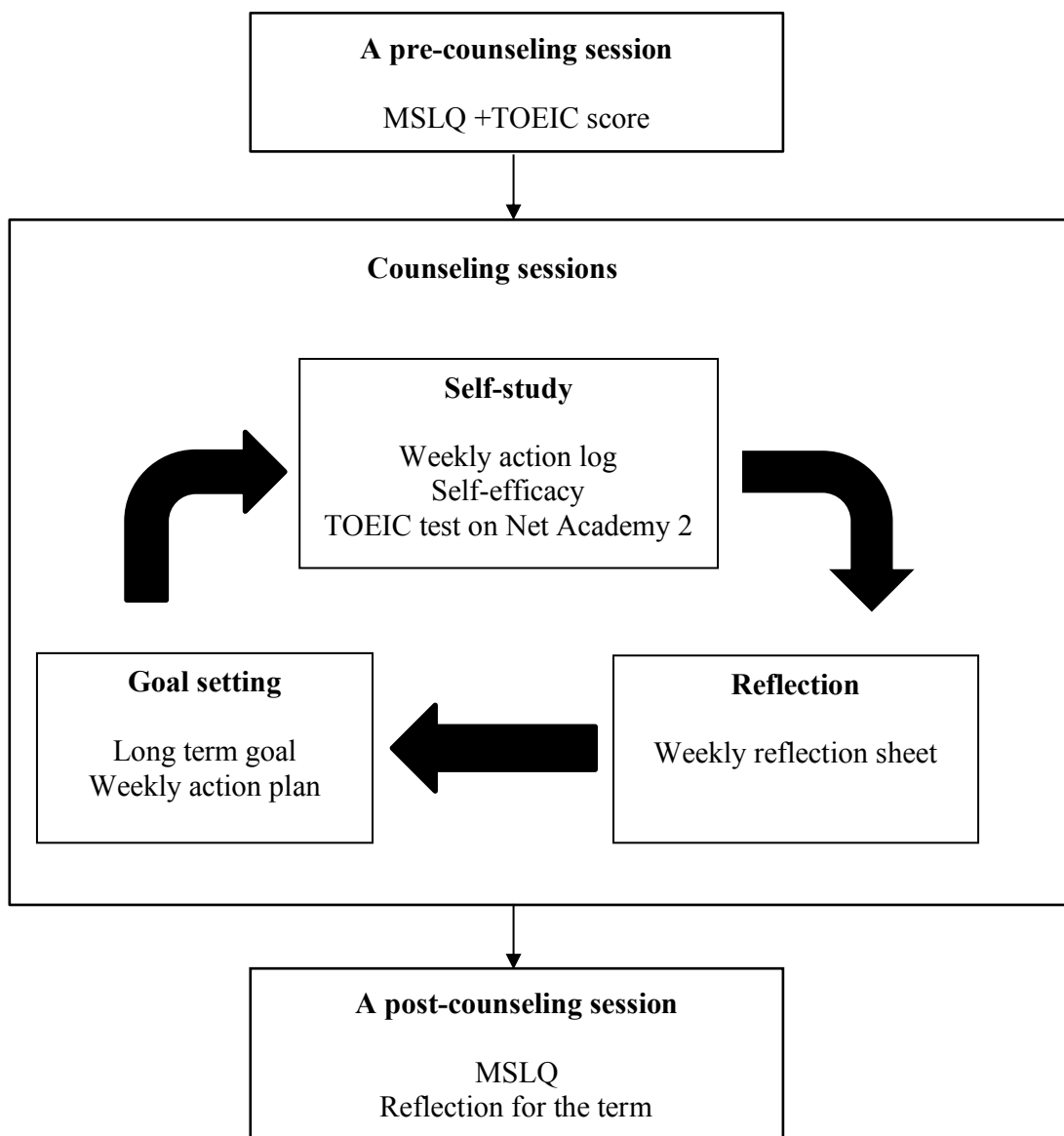Integrated Motivation Questionnaire: Japanese).

Figure 4. A Procedure of the Main Study

After responding to the questionnaires, the participants were asked to participate in

counseling sessions. Before participating in the counseling sessions, the participants were asked

to sign an informed consent form of the main recording counseling session (see Appendix I-1:

English informed consent form of main recording counselling session survey, and Appendix I-2:

Japanese informed consent form of recording counselling session for main study), and an

informed consent form of the main counseling session (Appendix J-1: English informed consent

form of main counselling session survey, and Appendix J-2: Japanese informed consent form of

counselling session for main study).

   After signing the informed consent forms for recording and counseling sessions, the

counseling sessions were held based on the student packet for the study (see Appendix E-1:

English student packets for procedure about study, and Appendix E-2: Japanese student packets

for procedure about study). The participants were asked to set long-term goals and weekly action

plans. During the counseling session, the participants were asked to answer several questions in

order to determine the participants' purpose of the study (see Appendix F-1: Example questions

for counseling session: English, and Appendix F-2: Example questions for counselling session:

Japanese). The participants were also asked to study based on a weekly action plan and to write a

study record on the action log sheet.

   After completing the weekly study, the participants were asked to review the weekly

study and write comments on the reflection sheet in the student packet. In addition, the

participants were asked to undergo the TOEIC test on the Net Academy2 at the end of the week.

Before undergoing the TOEIC test, the participants were asked to write the estimated score and

evaluation of the confidence related to the estimated score on the weekly action log sheet. After

undergoing the TOEIC test, the participants were asked to record the score that was received on

the TOEIC test, print out the results of the TOEIC test, and review the weekly study based on the

reflection sheet provided by the researcher. After completing the weekly study, the participants

were asked to bring the printed the TOEIC test score sheet and return the reflection sheet with the

weekly action plan and action log sheet in the next counseling session. During the next

counseling session, those materials were used to set the students' next goals. The counseling

session were repeated seven times, and in the 4th counseling sessions, the researcher showed the

progress of their motivation, TOEIC score and self-efficacy. After completing all counseling

sessions, the participants were asked to review the study and the study support during the main study, and to write comments on the reflection paper for the term.

Data Analysis

Individual TOEIC score and the MSLQ in a pre-counseling and a post counseling will be compared, and the estimated score of TOEIC test, self-confidence, and the scores that the individual participants received on the weekly TOEIC test were recorded and analyzed as to how each factor is interrelated. The degree of self-efficacy was calculated based on a scale suggested by Zimmerman (1996).

Data from each counseling session was analyzed by using the KJ Method (Kawakita, 1970). Tanaka (2012) describes how to analyze qualitative data based on the KJ method, and there are several steps in the process of analysis. The first phase of the analysis is label making, and each information is written on the piece of paper as raw data. Then, all information written on the paper will be categorized into several groups based on the keywords, and a label will be created as a core meaning of raw data. In the next step, labels will be classified with certain groups considering keywords and core meanings. In the following step, each group will also be categorized into bigger groups and headers as label naming are provided to each larger group. In the last step, researchers need to find out the relationships among headers and create diagrams to explain how each group is related to other groups.

This study followed steps suggested by Tanaka (2012). The recorded counseling sessions were transcribed into written form, and the written texts were analyzed based on factors which might influence the participants with respect to self-regulated learning, self-efficacy, and learner motivation and labels were created. After creating labels, the researcher organized the labels by creating larger groups and provided the header for each group. Lastly, the relationships among headers were considered, and the findings were visualized in the form of a diagram.

Conclusion

The study is composed of the pilot study and the main study, and both quantitative and qualitative data collection was conducted in the study. The participants were asked to respond the questionnaire related to motivation and self-regulated learning in a pre-counseling session and a post-counseling session, and also the latest TOEIC score was collected from individual learners during both sessions. In addition, the participants were asked to undergo counseling sessions, which includes long-term goal setting, weekly goal setting and reflection of the weekly study, and the recorded counseling sessions were analyzed based on the KJ method with reference to the key components which might be influenced learners in self-regulated learning.

<div align="center">

Results

</div>

In the present research, both quantitative data collection and qualitative collection were held. First of all, the results from quantitative data collection, including MSLQ, self-efficacy, TOEIC score as achievement, and motivation will be presented. In addition, the data from counseling session will be shown and the researcher will discuss results based on research questions.

Results from quantitative data collection

MSLQ Results. 6 participants (Student A to Student F) were asked to respond to MSLQ before and after counseling sessions in this study, and Table 2 shows the comparison of pre-MSLQ and post-MSLQ. Compared to data from pre-MSLQ, Both Motivational Belief and Self-regulated Learning were enhanced in post-MSLQ. Regarding Motivational Belief, all components including Self-efficacy, Test Anxiety, and Intrinsic Value were enhanced in the research. On the other hand, Self-regulation was improved in Self-regulated Learning, but Cognitive Strategy Use was not improved. One of the possible reasons why the score of Cognitive Strategy Use was decreased might be that one of the participants stopped studying and going through the cycle of Self-regulated learning, and eventually, the score of the participant's cognitive strategy was decreased and influenced the average score of Cognitive Strategy Use.

Table 2.

MSLQ Results

	Motivational Beliefs				Self-regulated learning		
	SE	TA	IV	Average	SR	CS	Average
Pre	3.12	2.16	3.79	3.05	3.67	2.79	3.46
Post	3.34	2.50	4.25	3.31	3.80	2.70	3.61
Difference	+0.22	+0.34	+0.46	+0.26	+0.13	-0.09	+0.15

*Note.*SE=Self-efficacy; TA=Test Anxiety; IV= Intrinsic Value; SR=Self-regulations;
CS=Cognitive Strategy Use

Self-efficacy, TOEIC score and motivation in SRL. Participants' self-efficacy,

TOEIC score as achievement, and motivation were measured every week in the present research.

Almost all of the participants were able to improve their self-efficacy, TOEIC score as

achievement, and motivation through self-regulated learning. Figure 5 to 10 show the progress of

six participants, including changes of the three components, from the first study week to the sixth

study week and gradually both students were able to enhance self-efficacy and motivation and
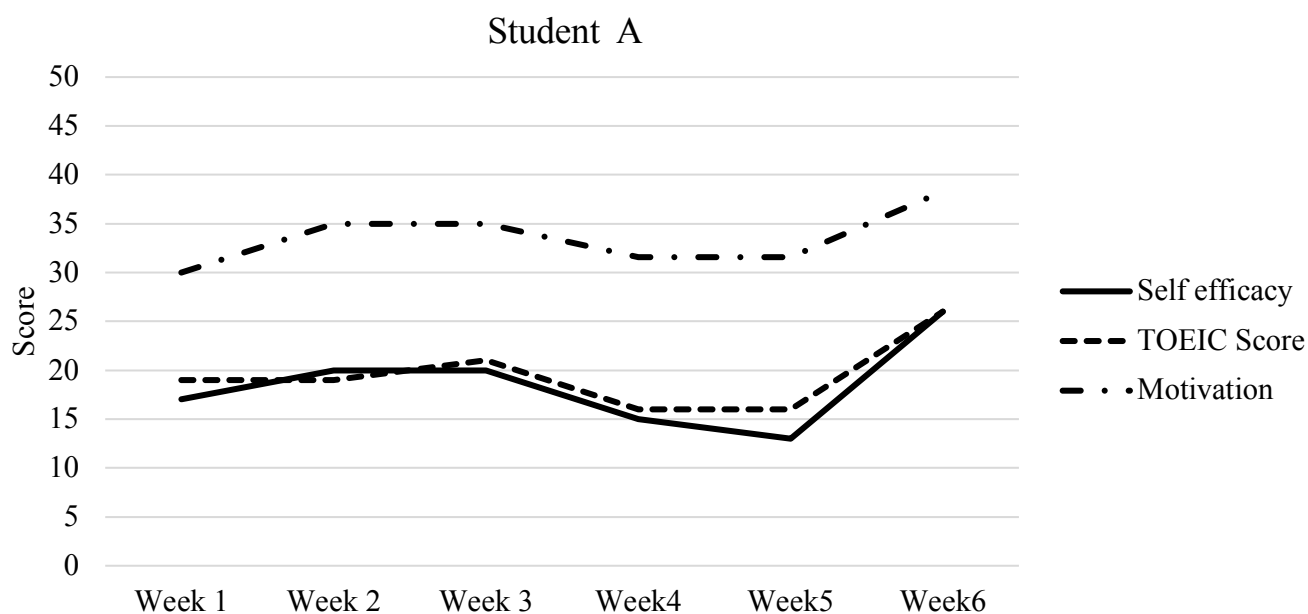
improve TOEIC score for the six weeks.

Figure 5. Student A's weekly self-efficacy, TOEIC score and motivation.

As for Student A, transitions of self-efficacy, TOEIC score, and motivation are interrelated (see Figure 5). In fact, when the student was getting motivated, it positively gave a significant impact on TOEIC score and self-efficacy. Eventually, the student was able to enhance all three components through self-regulated learning.
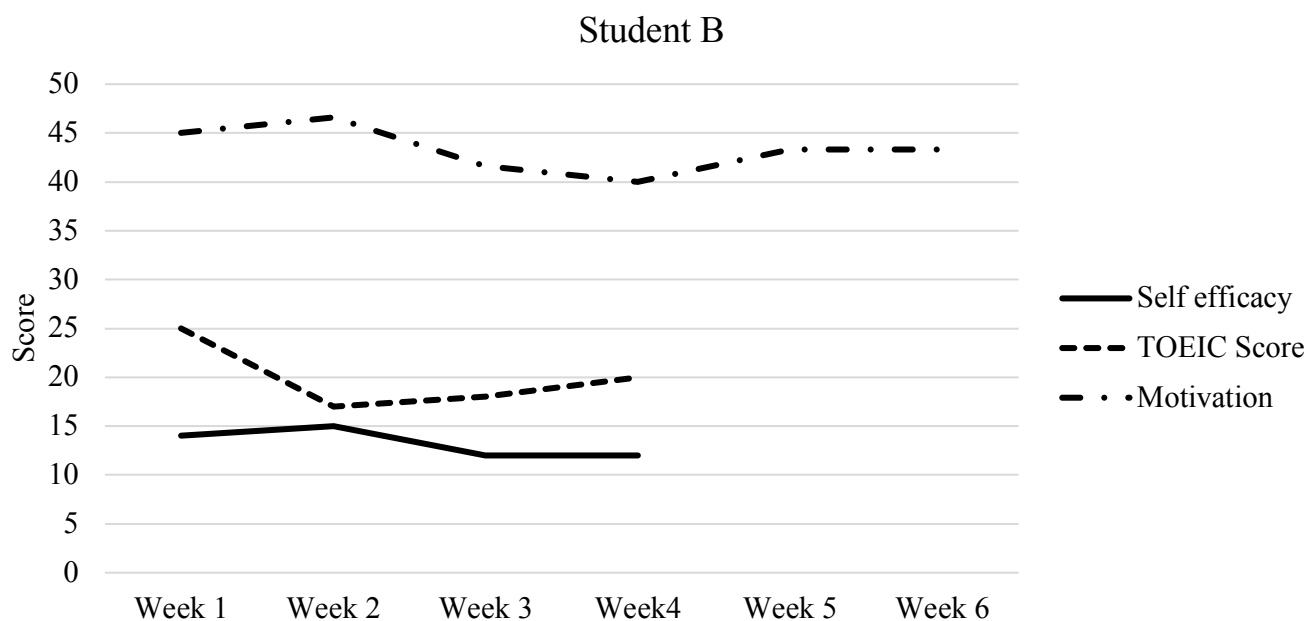
Student B

Figure 6. Student B's weekly self-efficacy, TOEIC score and motivation

As for the results of Student B, at the beginning of the study, the participant was motivated, and motivation and self-efficacy seemed to be interrelated (see Figure 6). However, in the week 4, the student stopped studying and did not take weekly TOEIC test on the Net Academy. Therefore, the data regarding TOEIC Score and Self-efficacy was not available.

In the case of Student C, motivation and TOEIC score seemed to be interrelated (see Figure 7). Self-efficacy of Student C was not changed until the third week even though both motivation and TOEIC score was improved. The student was trying to be more confident from the week 3 to the week 4 after receiving the record of self-efficacy, TOEIC score, and motivation for the first three weeks in the 4th counseling session. However, the participant was not so

motivated from the week 3 to week4. Eventually, it resulted in the lower TOEIC score compared to the previous week.
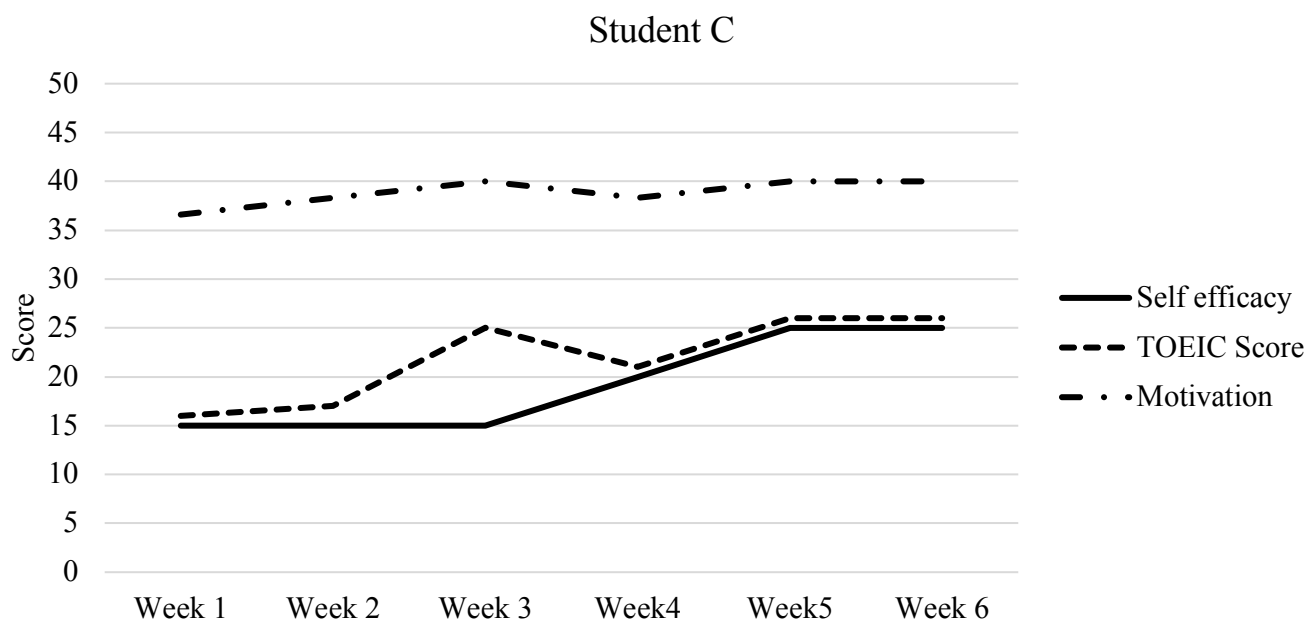

Figure 7. Student C's weekly self-efficacy, TOEIC score and motivation

Regarding the results of Student D, the student was highly motivated at the beginning of the study. However, both motivation and TOEIC score went down from week 1 to week 6 (see Figure 8). One of the possible reasons why both motivation and TOEIC score were not enhanced might be that the learner was struggling to recognize what the student could do even though the level of motivation was extremely high. As the learner was understanding the reality related to what the learner would be able to do within a limited time, motivation toward studying English was lower than before. The learner became realistic, but at the same time, the student seemed to be frustrated while studying because it was hard to do what the learner wanted to do.

There were no significant relationships between self-efficacy, motivation and TOEIC score. However, self-efficacy of Student D was enhanced throughout the process of self-regulated learning.
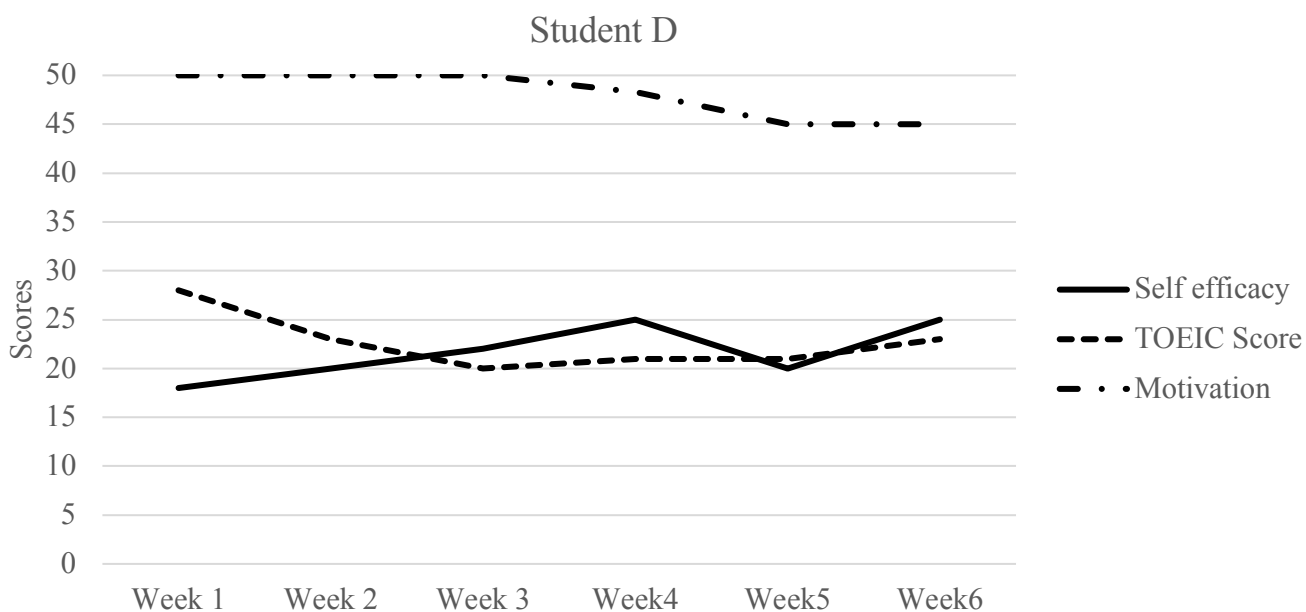
Student D

Figure 8. Student D's weekly self-efficacy, TOEIC score and motivation

Figure 9 shows the result of Student E, and all self-efficacy, TOEIC Score and motivation were consequently enhanced through self-regulated learning. Also, movement of all three components were similar, and they seemed to be interrelated. In the week 3, the learner got a much lower TOEIC score because of technical issues while taking a test.
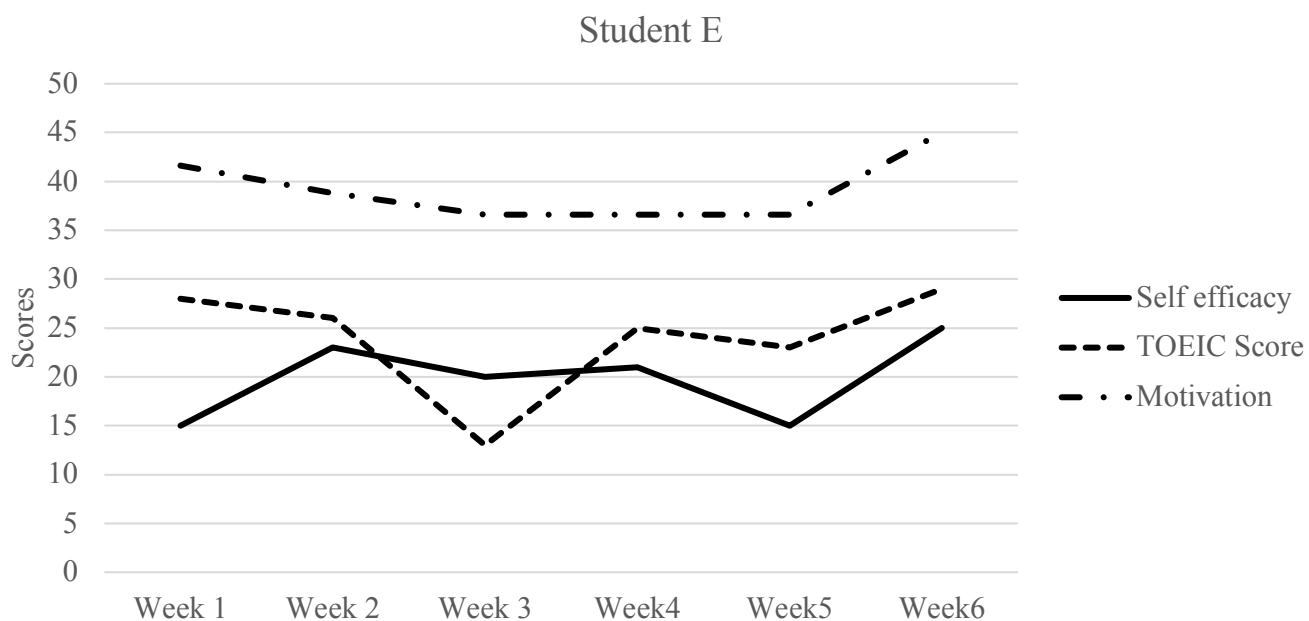
Student E

Figure9. Student E's weekly self-efficacy, TOEIC score and motivation

Concerning the results of Student F, both self-efficacy and motivation were enhanced throughout the six weeks, and when the student had higher motivation, self-efficacy was also enhanced. Therefore, both factors seemed to be interrelated. However, there was no significant relationship between three factors.
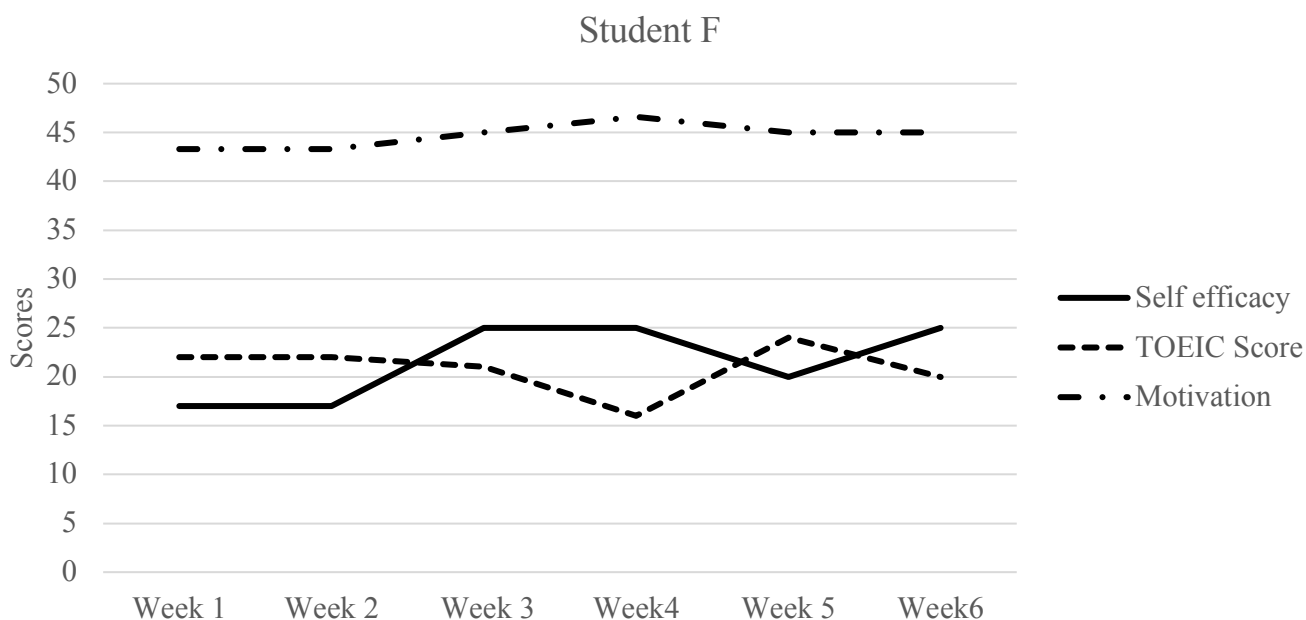

Figure 10. Student F's weekly self-efficacy, TOEIC score and motivation

From these results, significant relationships among self-efficacy, motivation, and TOEIC score were not found. However, all self-efficacy and TOEIC score and motivation seem to be interrelated in self-regulated learning, and at the same time motivation might be crucial so that students will be able to succeed in language learning.

Results from qualitative data collection

Counseling sessions and reflection. Each participant was asked to write their weekly action log in counseling sessions and based on their action logs, the students studied and kept their study record as their action plan (see Table 3 to 5). In the next counseling session, the participants were asked to bring their action log and action plan, and they reflected their study with the researcher. Based on the feedback, the learners decided the action logs of the following week.

Table 3

Student A and B's Action Plans and Action Logs

		Student A	Student B
Week 1	Plan	• 10 words /day • Grammar • Reading • Listening • Net Academy	• 10 words /day • Listening- TOEIC Listening mock test- 3 sets /week • Graded readers (10 min) /day
	Action	• 50 words/week • Grammar exercise 8 questions /week (by using book) • Extensive reading 6 pages /week • 5 articles Polyglots/week (Listening/Reading phone app) • Net Academy	• 15 words /week • Graded readers 30 min /week • Net Academy • TOEIC listening mock test- 1set
Week 2	Plan	• 10 words/day, • Grammar practice 9 questions by using a book • Graded readers 1 page /day • Polyglots 1 article /day • Net Academy	• 10 words /day • Listening- TOEIC Listening mock test- 3 sets /week • Graded readers (10 min) /day • Net Academy
	Action	• 50 words/week • Grammar exercise 8 questions /week (by using a book) • Extensive reading 6 pages /week • 5 articles Polyglots/week (Listening/Reading phone app) • Net Academy	• 5words / week • Net Academy
Week 3	Plan	• 10 words/day, • Grammar Book 3 questions / day • Graded readers 1 page /day • 1 article from Polyglots/ day • Net Academy	• 5 words /day • Graded readers (5 min) /day • Net Academy
	Action	• 35 words/ week • 9 questions for grammar practice • Graded readers - 6 pages /week • 6 articles /day • Net Academy	• 20 words /week • Graded readers (5 min) /week • Net Academy
Week 4	Plan	• 5 words/day • 3 Grammar exercises /day • One reading passage from TOEIC Part 7/day • 1 article by using Polyglots /day • Net Academy	• At least 2 words /day • Graded readers 3 minutes /day • Net Academy
	Action	• 35 words /week • 21 questions for grammar practice	• 6 words /week • Graded readers 18 minutes /week

		• 6 passages from TOEIC Part 7 • 7 articles from Polyglots • TOEIC Listening Part 2 -1Mock test • Net Academy	• TOEIC Listening Mock test • Net Academy
Week 5	Plan	• 5 words/day • 3 Grammar exercises /day • 1 reading passage from TOEIC Part 7/day • Extensive Listening (TV Show /Movie) • Net Academy	• At least 2 words /day • Graded readers 2pages /day • Net Academy
	Action	• 35 words /week • 21 questions for grammar practice • 6 passages from TOEIC part 7 • Extensive Listening (Watching Friends-1 episode twice)	• 7 words /week • Graded readers 6 pages /week
Week 6	Plan	• 5 words/day • 3 Grammar exercises /day • 1 reading passage from TOEIC Part 7/day • Extensive Listening (TV Show /Movie) • Net Academy	• At least 2 words /day • Graded readers 2 pages /day • Net Academy • TOEIC Mock test- 1 set
	Action	• 35 words /week • 18 questions for grammar practice • 6 passages from TOEIC part 7 • Extensive Listening (Watching Friends-1episode twice) • Net Academy	• 6 words /week • Graded readers 1 page / week

Student A tried to study 10 vocabulary words every day and adjusted her study plan based on her weekly schedule. Eventually, the student was able to identify the amount of study that the student would manage and the part that the student would need to focus on regarding English study.

Student B started making plans for vocabulary and listening and reading by using mock tests and extensive reading materials such as graded readers. However, the student was not able to handle his study plan and set the lower weekly goals. Even though the student set much easier goals every week, all goals were not able to be achieved and consequently, the student stopped undergoing Net Academy and studying.

Table 4

Student C and D's Action Plans and Action Logs

		Student C	Student D
Week 1	Plan	• 7 words / day • Extensive reading 3 pages /day • Watching TV show (Friends- 1 episode) • Grammar practice • Net Academy	• Graded readers 2 pages /day • Net Academy
	Action	• 30 words /week • Watching Friends (1-episode x 3times) • Reviewing grammar point (infinitive) • Graded readers 8 pages /week • Net Academy	• Graded readers 12 pages • Net Academy
Week 2	Plan	• 7 words /day • Graded readers 1 page /day • TOEIC Mock test -1 set • Watching Friends (1 episode) • Checking grammar by using a book • Net Academy	• Graded readers 12 pages • Net Academy
	Action	• 35 words /week • Graded readers 7 pages /week • Watching Friends (1-episode x 3times) • Net Academy	• Net Academy
Week 3	Plan	• 5 words /day • Graded readers 1 page /day • TOEIC Mock test -1 set • Watching Friends (1 episode) • Reviewing Net Academy test • Net Academy	• 10 words /day • Graded readers 2 pages /day • 1 article on Polyglots /day • TOEIC Mock Part 7 x 3 sets /week • TOEIC Grammar Part 5 1 set /day • Net Academy
	Action	• 7 words /week • TOEIC Mock test -1 set • Watching Friends (1 episode) • Reviewing Net Academy test (Week #1-3) • Net Academy	• 7 words / week • Graded readers 2 pages /day • 1 article on Polyglots /week • TOEIC Mock Part 7 x 5sets /week • Net Academy
Week 4	Plan	• 25 words / week • TOEIC Mock test (Part 7) -3 sets /week • Watching movie • Net Academy	• 10 words /week • 20 questions for grammar • TOEIC Listening section (Part1-4) • Graded readers 4 pages /week

			• 1article-Polyglots • Net Academy
	Action	• 23 words / week • TOEIC Mock test (Part 7) -3 sets /week • Watching movie • Net Academy	• TOEIC Listening section (Part1-4) • Net Academy
Week 5	Plan	• 30 words / week • TOEIC Mock Part 7- 4 sets /week • Graded readers 1page /day • Net Academy	• 10 words /week • 20 questions for grammar practice /week • TOEIC Listening section (Part1-4) • Graded readers 4 pages /week • 1article-Polyglots • Net Academy
	Action	• 35 words /week • TOEIC Mock Part 7- 4 sets /week • TOEIC Mock test (1-7) -1set • Net Academy	• Net Academy
Week 6	Plan	• 30 words /week • TOEIC Mock Part 7- 4 sets /week • TOEIC Mock test (1-7) -1set • Graded readers 5 pages /week • Grammar Check • Net Academy	• 18 words /week • TOEIC Part 2 –Mock test 1set • 20 questions for grammar practice / week • Net Academy
	Action	• 35 words /week • TOEIC Mock Part 7- 4 sets /week • TOEIC Mock test (1-7) -1set • Graded readers 11 pages/ week • Net Academy	• 18 words /week • TOEIC Part 2 –Mock test 1set • 20 questions for grammar practice / week • Net Academy

Table 4 describes Student C and D's action plans and action logs. First of all, Student C set daily goals and studied based on the goals. However, the student realized that setting weekly goals would be better for her to manage motivation. For instance, even if the student was not able to memorize 5 words every day, the student tried to study 35 words as a total within one week It enabled her to maintain motivation even though sometimes she could not finish daily tasks. Therefore, the student set the total amount of study which is weekly-based after the week 4.

On the other hand, Student D did not set a lot of plans at the beginning. However, the student did not feel the plan might not be enough to improve English skills. Therefore, the student increased the amount of study. However, the student was struggling with setting the feasible

goals from week 3 to week 5. As a result, the student was pressed because of time management, and the student was not able to study except Net Academy. The researcher asked the student to write down all weekly schedule plans on the separate sheet so that the student would be able to visualize and based on the weekly schedule plan, the student realized the amount of study the student could handle in a week and changed the weekly goals. Consequently, the student was able to accomplish the weekly goals.

Table 5

Student E and F's Action Plans and Action Logs

		Student E	Student F
Week 1	Plan	• Extensive Listening • 20 words /week • Quickwriting -once /week • Graded readers 6-10 pages /week • 1 article /day on Polyglots • Net Academy	• 5 words/day • 3 articles on Polyglots /week • Graded readers 20 pages/ week • Net Academy
	Action	• Polyglots • Net Academy	• 35 words /week • 3 articles on Polyglots /week • Net Academy
Week 2	Plan	• 7 articles /week on Polyglots • TOEIC Listening part (1-4) Mock test 3 sets • Net Academy	• 5 words/day • 3 articles on Polyglots /week • Graded readers 20 pages/ week • Net Academy
	Action	• 4 articles /week on Polyglots • TOEIC Listening part (1-4) Mock test 2 sets • Net Academy	• 3 words/day • 3 articles on Polyglots /week • Graded readers 20 pages/ week • Net Academy
Week 3	Plan	• 7 articles /week on Polyglots • TOEIC Listening part (1-4) Mock test 3 sets • 5 words/ day • Net Academy	• 5 words /day • 3 articles on Polyglots /week • Graded readers 20 pages/ week • Net Academy
	Action	• 4 articles on Polyglots /week • Net Academy	• 19 words /week • 4 articles on Polyglots /week • Graded readers 10 pages/ week • Net Academy
Week 4	Plan	• 10 minutes on Polyglots /day • 5 words /day	• 5 words /day • 3 articles on Polyglots /week • Graded readers 20 pages/ week

		• TOEIC Listening Part 3 and Part 4 /day • Net Academy	• Net Academy
	Action	• 30 minutes on Polyglots /week • TOEIC Mock Test -1set • 10 words /week • Net Academy	• 7 articles on Polyglots /week • Net Academy
Week 5	Plan	• 10 minutes on Polyglots /day • 10 words /week • TOEIC Part 3 and 4- Mock 1set • TOEIC Part 5 and 6 –Mock 1 set • Net Academy	• 5 words /day • 7 articles on Polyglots /week • Net Academy
	Action	• 20 minutes on Polyglots /week • TOEIC Part 3 and 4- Mock 1 set • TOEIC Part 5 and 6 –Mock 1 set • Net Academy	• 21 words /week • 6 articles on Polyglots /week • Net Academy
Week 6	Plan	• 10 words / week • TOEIC Part 3 and 4- Mock 1 set • TOEIC Part 5 and 6 –Mock 1 set • TOEIC Mock test (1-7) 1 set • Net Academy	• Vocabulary book 2 pages /day • 1 article on Polyglots /day • TOEIC Listening Mock test 1 set • Net Academy
	Action	• 10 words / week • TOEIC Part 1 and 3- Mock 1 set • TOEIC Part 1 and 4 –Mock 1 set • TOEIC Mock test (1-7) 1 set • Net Academy	• Vocabulary book 8 pages /week • 3 articles on Polyglots /week • TOEIC Listening Mock test 2 sets • Net Academy

In the case of Student E, the student started studying English based on phone applications because it was easy to do for the student to accomplish daily tasks (see Table 5). However, by repeating the cycle, the student realized that studying through the phone applications was not enough to improve the TOEIC score. Therefore, the student decided to use TOEIC mock test in order to practice and improve English skills and the test skills.

Student F, on the other hand, adjusted the study plan depending on the weekly schedule. Also, when the student felt increasing the amount of study would be possible, the weekly plan was changed and eventually, the student was able to study more than what was initially planned.

In addition, data from counseling session was analyzed based on the process of KJ method described by Tanaka (2012) and under the guidance of the researcher's advisor

throughout the process. All recorded counseling sessions were transcribed and each statement

was written on a piece of paper. As the first step of the analysis, all statements were categorized

into several groups after transcribing data from counseling sessions and there were also some

cards which did not belong to any group. Then, statements were named as raw data, the core

meanings were elicited from the raw data and labels were created. In addition, keywords

underlined in the labels were described (see Table 6).

Table 6

The 1st Step of KJ Analysis: Label Making

	Raw data	Label	Key words in the statement
A7c [6]	I think it is important to have time that I only study English even though I have other assignments to do.	Setting a schedule for only studying English might be useful.	routine schedule time management
C4c [4]	Whenever I went to SPACe, I studied.	Going to SPACe is a good habit to keep studying.	habit routine environment
C5c [6]	I want to read books before sleeping even if I am tired or it might be possible to read only a few pages.	Reading books before sleeping might be a good habit to study.	habit routine time
E4c [6]	My life rhythm is fixed, so I think I should set the minimum goal for studying and add to my life rhythm.	It is important to decide what I should do and the schedule for study	schedule time

Note. A7c [6] =Student A, week of counseling or reflection, and question number

After creating labels, these labels were categorized into the bigger groups in the second

step. Table 7 describes label groups found in the research. The labels created in the first step were

categorized based on keywords related to phases of self-regulated learning, such as motivation,

goal settings, time management, strategy planning, and self-reflection. As a result, 23 label

groups were created. Also, there were several cards which did not belong to any group in the 2nd

step of KJ analysis.

Table 7

The 2nd Step of KJ Analysis: Label Grouping

Group	Cards	Group label
a	B5c[5], B6c[5], C2c[6], C6c[5],	Motivation goes down when studying weak points.
b	B2c[3] B5c[3], E2c[3], E3c[6], E5c[5],	Dissatisfaction is caused when it was difficult to study what was expected or to improve the test score.
c	A2r[8], C7c[9],D1r[8] E4c[3]	Understanding purposes of study leads to higher motivation to study.
d	A3c[3], A6c[6], B1r[8], B2r[8], B5c[6], D3r[8],D7c[3], E1r[8],E3r[8]	Goal setting should be done precisely.
e	A7c[6], C4c[4], E5c[6]	Study time should be set in the daily schedule.
f	B1r[7], B2r[7], C1r[6],C2r[7], D1r[7],D2r[8], E1r[7],E2r[7],E3r[7]	Both balance and time management are important.
g	A3c[5], C2c[3]	It is crucial to continue to study consciously.
h	A2r[7],B1r[7],	It is hard to restart studying after stopping the study.
i	C7c[10], F3c[3], F4c[6], F6c[6]	The method to keep focusing on the study should be found.
j	B3c[3], F4c[3]	Maintaining concentrations and keeping studying are important.
k	A1r[7],A2c[5],B4r[7],C1r[8],E3c[5]	Abilities to concentrate should be acquired through practice.
l	D7c[6], E7c[6], F2c[5],F5c[6], F6r[8],	Finding the best way to study which might be useful for individuals is important.
m	B3c[5], C4c[3],C6c[3], D6c[4],F6c[7]	Study was done through schedule adjustment.
n	A1c[1], C4c[1],D1c[1],F1c[1]	The purpose of study is to improve the test score and to communicate with others in English.
o	A5r[8], A6c[3], A7c[4], C2c[5], C3c[4], C6c[4],E4c[4], E6r[7],E7c[4], F6c[4]	By reflecting ourselves through study, self-efficacy was enhanced.
p	F2r[7], F3r[7]	The situation that there is a plenty of time never happens.
q	B2c[3], B2c[4],B3c[4],B3c[6], C3r[7], E2c[4],F1r[7]	Lower goals and something easy to do were set and completed.
r	B3r[7], B3r[8],D4c[3]	Reducing the amount of study does not always mean achievement of a weekly goal.
s	A3r[7], C2r[8],C3r[7],F1r[7],F1r[8]	There is a hope to have more time or enough time to study.
t	B1r[7],B1r[8]	Both quantity and quality are important to study.

u	B5c[1],C7c[9],E6c[7]	Motivation towards study has enhanced.
v	A7c[9],B7c[9], C7c[9] F7c[9],	Goals are clearly defined and more concrete.
w	B6r[7],C6c[6],D3r[7],E6c[6], F2c[3], F5c[3],F5c[4]	Time management should be done by using time effectively.

Card

B2r[8]	Mid-term exam for other subjects starts next week, so I want to change the amount of time to study English.
B5c[5]	I feel that it is impossible to understand English while reading long sentences.
D2r[7]	I feel impatient because I cannot finish going homework and studying English.

After the 2nd step of KJ analysis, the researcher categorized the groups made in the 2nd step of analysis into bigger groups than the previous steps. Then, headers were created for each bigger group. Consequently, six groups were organized (see Table 8).

The first group is mainly about identifying the differences between reality and ideal while studying, and the second group is about general ideas to deal with the difficulties regarding their study, goal, and achievement. The third category is changing actions as specific solutions to solve problems in terms of self-study, and the fourth category is also specific solutions but learners changed goals to achieve in their study. The fifth group and sixth group are related to outcomes, and the fifth group is a positive outcome, which is an enhancement of self-efficacy. On the other hand, the sixth group describes a negative outcome and includes low self-efficacy and motivation. Moreover, the cards which did not belong to any group in the 2nd step were also combined to the six groups.

Table 8

The 3rd Step of KJ Analysis: Group Naming

Group	Card	Header
I (n+p+s)	A1c[1], A3[7], B2r[7], C1r[6], C2c[6], C2r[7], C2r[8],C3r[7], C4c[1], C7c[9], D1r[8], D1c[1], E4c[3] F1c[1], F1r[7],F1r[8], F2r[7], F3r[7],	Realizing the gap between reality and ideal
II (a+h+d+f+g+ i+j+l+t+v)	A2r[7], A3c[3], A3c[5], A6c[6], A7c[9], B1r[7], B1r[8], B2r[8], B3c[3],B5c[5],B5c[6], B6c[5], B7c[9], C2c[3], C6c[5], C7c[9] C7c[10], D1r[7], D2r[8], D3r[8], D7c[3], D7c[6], E1r[7] E1r[8], E2r[7], E7c[6], E3r[7], E3r[8], F2c[5],F3c[3], F4c[3], F5c[6], F4c[6], F6c[6], F6r[8], F7c[9],	Identifying the general solutions
III (e+k+m+w)	A1r[7],A2c[5], A7c[6], B3c[5],B4r[7], B6r[7],C1r[8], C6c[6],E3c[5], C4c[3] C4c[4],C6c[3], C6c[6], D3r[7] D6c[4], E5c[6],E6c[6], F2c[3], F5c[3], F5c[4],F6c[7],	Specific solutions: Changing action
IV (q)	B2c[3],B2c[4],B3c[4], B3c[6], C3r[7],E2c[4],F1r[7]	Specific solutions: Changing goals
V (c+o+u)	A2r[8], A5r[8],A6c[3], A7c[4], B5c[1], C2c[5], C3c[4],C6c[4], C7c[9], D1r[8], E4c[3],E4c[4],E6c[7], E6r[7],E7c[4], F6c[4],	Self-efficacy and motivation were enhanced
VI (b+r+B5c[5]+ D2r[7])	B2c[3], B3r[7],B3r[8], B5c[3], B5c[5], D2r[7],D4c[3], E2c[3], E3c[6]	Low self-efficacy and motivation

From the 3rd step of KJ analysis, the researcher focused on the process of self-regulated learning and participants' reflection based on time so as to investigate relationships among these six groups. As a result, the researcher found three different level of self-regulation that learners might go through in the process of self-regulated learning (see Figure 11). These levels of self-regulation are different from three phases, including Forethought Phase, Performance Phase, and Self-Reflection Phase. Learners go through all three phases and by repeating three phases, learners develop the level of self-regulation.

The 3rd level of SRL

The 2nd level of SRL

The 1st level of SRL

V. Higher self-efficacy and motivation

VI. Low self-efficacy and motivation

III. Specific solution: Changing action

IV. Specific solution: Changing goals

II. Identifying the general solutions

I. Realizing the gap between reality and ideal

Contradiction

Related

Cause / Effect
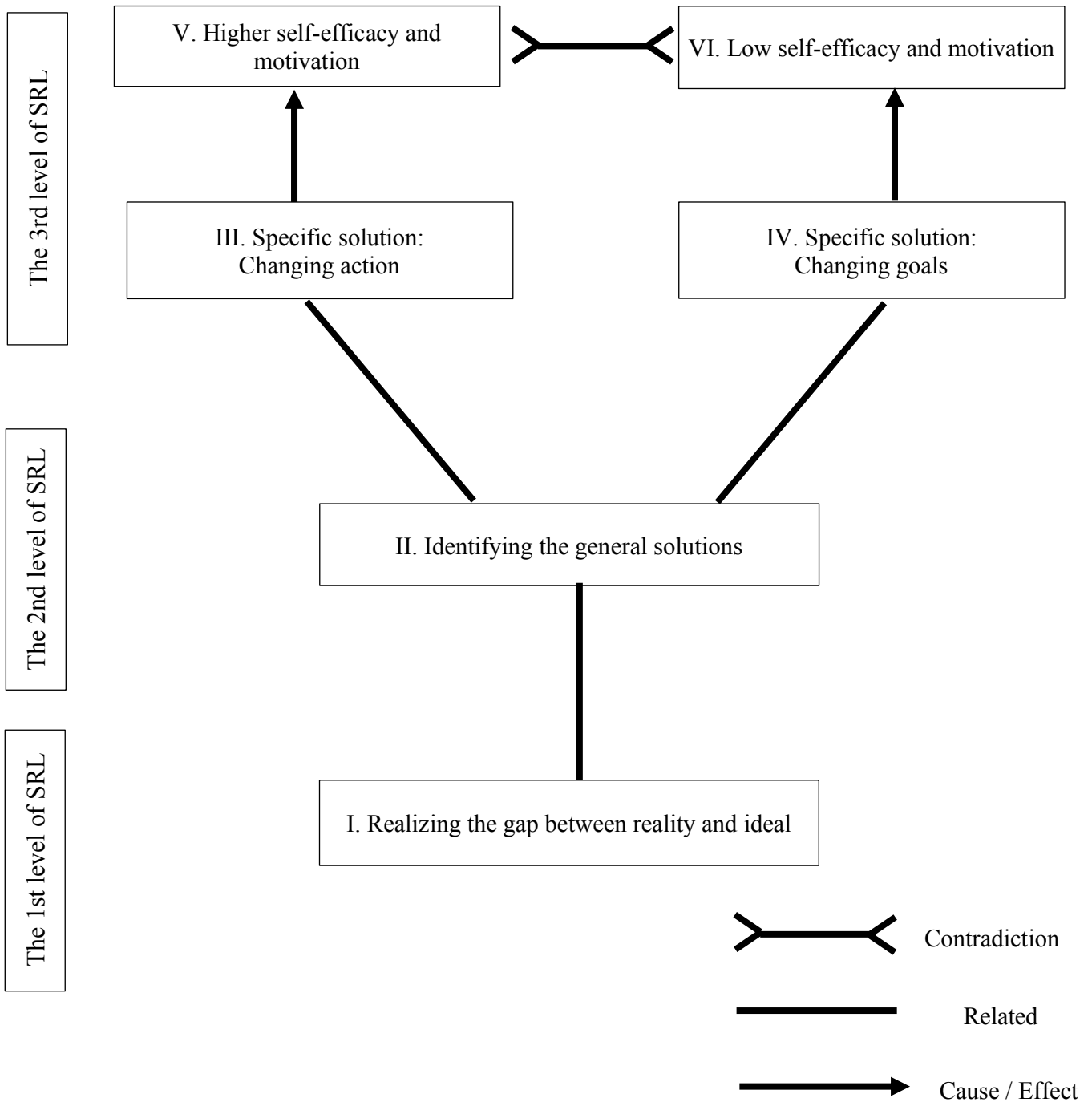
Figure 11. The 4th Step of KJ Analysis: Creating Diagram

In the 1st level of self-regulated learning, learners started realizing the reality and gap.

In fact, learners think "I want to have enough time to study (C2r[8]) and "I wish I had more time

to study" (F2r[7]). However, at the same time, learners feel "The situation that I have a plenty of

time to study English never happens" (F3r[7]). In addition, their motivation is instrumental

motivation even though they determined to study English hard at the beginning. For example,

learners stated that I want to study English because I want to improve TOEIC score (D1c[1],

F1c[1]) and I want to communicate with foreigners in English (A1c[1], C4c[1]). By repeating the

cycle of self-regulation, learners gradually noticed they needed to think how to deal with the gaps

between what they wanted to do and what they could do. It enabled learners to go up to the next

level of self-regulation.

On the 2nd level of self-regulated learning, learners tried to find how to solve the

problems that they cannot study as they want to. At this point, learners not only identify

difficulties that they face but also try to find the way to deal with the problems. For example,

learners commented that the balance and time management are important (B2r [7], C1r[6],

E2r[7]), both quality and quantity of study are crucial (B1r [7], B1r [8]), and how to concentrate

on studying should be concerned (B3c[3], F4c[6]). However, these ideas are still vague and

learners are not reaching to specific solutions to deal with the difficulties.

Regarding the level of motivation, learners feel difficulties to maintain their motivation

towards study although they determined to study hard at the beginning of the study. Then,

gradually they realized when they were demotivated while studying. For instance, learners

expressed that "I feel demotivated while reading long sentences" (B5c[5]) and "Sometimes I

want to avoid studying grammar, which is my weakness in English skills" (C6c[5]). Learners

realized and started generating more specific actions through repeating the cycle of self-regulated

learning, and eventually it led to the higher level of self-regulation.

In the 3rd phase of self-regulation, learners started seeking more specific solutions and

there were two types of solutions. The first solution is to change actions to study. For instance,

learners mentioned that "I was trying to study while I was on the bus or train" (F2c[3]) and " I

was trying to do listening practice instead of listening to music in my free time (C6c[6]).

Eventually, it influences learners' self-efficacy and motivation positively and both self-efficacy.

In fact, learners who changed their action commented "I am satisfied because I was able to accomplish all study goals I set last week(C6c[4]) and "I feel accomplished because I was able to study more than last week by using free time effectively" (D3r[7]).

The other solution is changing goals. Some students were setting lower goals or trying to do something easy to accomplish. For example, "Last week, I tried to study 5 vocabulary words per day, but I couldn't. So I am going to study two words every day this week" (B3c[6]),"I want to use the app on my phone for reading practice because it's easy to do and it doesn't take a long time to study" (E2c[4]).As a result, it demotivated learners and their self-efficacy also went down. "Even though I reduced the amount of vocabulary to study, I couldn't study" (B3r[7]). "I feel dissatisfied because I cannot improve the score as I expect" (E5c[5]).

Concerning learner motivation, the level of motivation also changes from the 2nd phase to the 3rd phase of self-regulated learning. In the 2nd phase of self-regulated learning, learners seemed to struggle to find the way to keep their motivation. However, on the upper level, learners identify the solution to maintain motivation, such as "In order to maintain motivation, I should have clear goals" (C7c[9]) and understanding purpose of study enables me to motivate myself(D1r[8], E4c[3]).Thus, learners on the 3rd level of SRL seems to have higher motivation since they were seeking what would be important to maintain their motivation while studying.

Discussion

At the beginning of this study, the five research questions related to self-regulated learning, motivation, self-efficacy, achievement and cognitive counseling were formulated. Each research question will be discussed.

Research Question #1: How do language learners go through the process of self-regulated learning?

In this study, learners went through the three phases, including Forethought phase, Performance phase, and Self-reflection phase in self-regulated learning. In Forethought phase, participants set weekly goals and strategies to study English through counseling sessions, and

they also wrote down their study schedule on the action plan sheet. As Table 3 to 5 show, the

participants selected various contents to study English such as vocabulary, smartphone

applications for listening and reading, quick writing, extensive reading, extensive listening, Net

Academy, English grammar and paper-based TOEIC Mock test. Some students decided the daily

routine work and others decided what they would do as the weekly study. For instance, Student A

started planning to study 10 vocabulary words every day, and Student B decided to take 3 sets of

TOEIC Listening Mock Test per week (see Table 3). By repeating the cycle of self-regulation,

the participants set different plans and strategies depending on their weekly schedule.

   In Performance phase, they were trying to study based on their action plan sheet. While

studying, they were asked to monitor themselves and to keep a study record on the action logs.

The participants noticed that their life schedule was busier than what they had expected because

of assignments for other subjects while studying. Moreover, some students checked their weekly

study plan every day to monitor themselves, but others did not check their plan. Through the

cycle of self-regulated learning, the participants gradually realized that the weakness of their

English study through monitoring their study and the necessity of changing study plan and

strategy for the following week.

   In Self-reflection phase, the participants attended the counseling sessions to reflect their

study with the researcher and set the new goals for the following week. Students compared their

action plan and action log and evaluated their study and plan. The participants realized that they

set higher goals than what they were actually able to do in the first counseling session, and

mainly they reflected their performance rather than their planning. Therefore, most of them

continued to study based on the same study plan as the first week in the second study week.

   In the cycle of self-regulated learning process, learners seemed to go through a different

level of self-regulation. At the beginning of the study, learners set weekly goals in order to

achieve the long-term goal and started studying based on their plans. However, the learners

started realizing the differences between what they want to do and what they can do within the

limited time. Gradually, the learners tried to find the solutions to fill the gaps between reality and ideal and started thinking about general ideas to solve the problems. Then, the learners started identifying more specific solutions to deal with the problems. Some of them were trying to change their action such as managing time more efficiently or setting their study schedule as a routine work, and others adjusted their study goals by setting lower goals or shifting to something easy to do.

Thus, learners start studying at the lower level of self-regulation, and they just recognize the gap between reality and ideal. By repeating the cycle of self-regulated learning through counseling, they gradually start thinking how to deal with the gap and generating broad ideas. It enables learners to go up to the next level of self-regulation. Then, students start seeking more specific solutions to take actions so that they will be able to achieve the goals by keep repeating the cycle of self-regulated learning. Consequently, it let learners go up to the higher level of self-regulation in the process of self-regulated learning.

Research Question #2: How can self-regulated learning influence learners in terms of motivation, achievement, and self-efficacy?

From the quantitative data collection, all motivation, achievement, and self-efficacy seemed to be interrelated in self-regulated learning. As Figure 5 to 10 show, when learners were motivated in the process of self-regulated learning, their TOEIC score was improved and self-efficacy was also enhanced.

For instance, in the case of Student A, motivation and TOEIC score and self-efficacy were interrelated and when the student was motivated, both TOEIC score and self-efficacy were improved (see Figure 5). Student B was motivated at the beginning but gradually the student was demotivated. Consequently, the self-efficacy level was also decreased (see Figure 6). Student C was motivated at the beginning of the study and also the TOEIC score was improved. However, while motivation and TOEIC score were improved, the level of self-efficacy was not changed (see Figure 7). In the case of Student D, there was no similar change between self-efficacy,

TOEIC score, and motivation, but when self-efficacy was not improved, motivation was low (see

Figure 8). Student E was demotivated at the beginning of the study and at the same time the

TOEIC score went down. However, from week 5 to week 6, all self-efficacy, TOEIC score, and

motivation were enhanced (see Figure 9). Figure 10 described that Student F's self-efficacy and

motivation were gradually enhanced until week 4, but when self-efficacy and motivation were not

improved from week 4 to week 5.

Thus, the results from MSLQ showed that learners' motivational belief including self-

efficacy and intrinsic value was enhanced. However, the relationships between motivation,

achievement, and self-efficacy were complex and it was difficult to identify how these three

components were interrelated.

**Research Question #3: What difficulties do learners face in the process of self-regulated
learning?**

As Yoshida et al. (2015) stated, learners face difficulties and stop the cycle of self-

regulated learning in the performance phase. For instance, Student B in this research started

setting higher goals than what the students would be able to do. While repeating the cycle of self-

regulated learning, the student suddenly stopped studying because of time management even

though the weekly plan was set (see Figure 6 and Table 3). One of the reasons why Student B

stopped studying was that the student prioritized others such as club activities. As Table 3 shows,

Student B gradually changed the study plan in order to manage the time for study and decreased

the amount of study without changing the action. Eventually, he was not able to study even

though the student decreased the amount of study and stopped studying. Thus, the student tended

to stop studying because of the difficulty of time management and to set lower goals in order to

manage the time without changing action toward studying.

Another challenge that learners had in the present research was to understand

themselves precisely. Learners started setting goals and strategies, but there were gaps between

what they want to do and what they can do. Therefore, at the beginning of self-regulated learning,

learners seemed to set much higher goals than what they were able to do. Then, the learners were

trying to find the ways to study by changing actions or adjust the amount of study by setting

lower goals or easy goals in order to identify what would be the best strategy or amount of study.

Learners had different schedules each week because of the study for other subjects, club activities

and the amount of homework. Therefore, they were required to set goals by recognizing how

much time they would have within a week and thinking to what extent they would be able to

study every week. Thus, being realistic and setting feasible goals seemed to be challenging for

learners.

Research Question #4: What are important for learners to be independent in the process of

self-regulated learning?

In this study, the participants were gradually able to be independent by repeating the

cycle of self-regulated learning. As discussed above, learners were struggling with realizing the

differences between the reality and ideal in this research. In order to understand where learners

themselves are, they need to reflect both their action and goals to set goals precisely at first. Then,

learners need to identify the gap between where they want to reach and where they are. Even if

learners realize the gap but do not take actions, they will not be able to deal with the situation,

and consequently, it will be impossible to be independent learners. Therefore, as the next step,

they need to start thinking about how to fill the gap. In the present study, learners started finding

general solutions to more specific solutions in order to deal with the situation, and specific

solutions were necessary for them to take actions**.** In addition, when thinking about specific

solutions, it was crucial for learners to change their action rather than study goals. As the results

from counseling sessions showed, learners who change their action toward study were able to

enhance motivation and self-efficacy compared to the learners who just changed their weekly

goals for studying. Thus, learners can be independent learners through identifying the gap

between the reality and ideal and find specific solutions which might be possible to do by

changing action, not easy to do.

Research Question #5: What is the role of counseling in self-regulated learning?

As Maftoon &Tasnimi (2014) introduced guidelines for enhancing self-regulated learning, learners need to know how to study based on the process of the self-regulated. In this study, counseling sessions were used to support participants' self-regulated learning. Counseling needs to provide different types of support depending on learners' needs and level of self-regulation. As discussed in the previous sections, there are different levels of self-regulation that learners go through. The pace of self-regulation varies depending on learners. For example, some students noticed the differences between reality and ideal, but it took time to start thinking solutions because they were just describing the situation where they were. In this case, counselors need to encourage learners to consider how to change the situation and think about concrete solutions. One of the ways to encourage the students to consider their plans for changing the situation might be asking questions based on the counseling techniques suggested by Ichikawa (1990).

For instance, Student A was struggling with how to set goals for learning English vocabulary. The student decided to study 10 words per day until week 3, but the student was not able to reach the weekly goals. Then, the researcher asked how the student thought about the goal setting regarding vocabulary learning, and what would be necessary in order to achieve the weekly goal. By casting questions in the counseling session, the students realized that learning 10 words every day was too much, and eventually decided to change the number of vocabulary words, which was feasible.

Thus, Teachers can ask learners what actions might be useful to change their situation or what advice they would give if their friends had the same problems. By casting these questions, learners will gain opportunities to reflect their study.

In the case of other students, they were struggling with time management because it seemed to be difficult to identify how much time they would have to study precisely. The researcher asked several questions regarding how they usually managed their time. As a result,

the researcher identified the problem that the learners did not understand their schedule precisely and found that they would need to create visuals in order to recognize their schedule. Therefore, they visualized their weekly schedule by creating a to-do list and their original time schedule even though the rest of students were able to organize their schedule in mind. Thus, counseling should provide the best advice by asking questions so that both teachers and students are able to identify the problems. Based on their findings, teachers need to provide support relevant to individual learners.

Moreover, learners expect what they are studying might influence achievement directly and learners have a desire to see their progress. Therefore, learners feel demotivated if they cannot improve skills or test scores right after studying. However, sometimes it takes more time to improve skills and test scores and until then, learners need to keep studying. In this study, learners tended to focus on their difficulties rather than achievement in counseling sessions. However, recognizing achievement is crucial to maintain learner motivation and enhance self-efficacy even if it is a small achievement. Raising awareness of their achievement and providing not only negative feedback but also positive feedback regarding learners' study is another important role of counseling.

In addition, it is crucial for teachers as counselors to support learners to became self-regulated, and teachers might be able to help learners be more independent by asking questions relevant to self-diagnosis and diagnostic questions suggested by Ishikawa (1990). Through counseling sessions in this study, self-diagnosis questions enabled learners to think and recognize the problems regarding their study, and diagnostic questions helped the researcher identify the issues of learners. Therefore, teachers can use these questions so that learners can be self-regulated.

Implications

Theoretical Implications

The original process of self-regulated learning suggested by Zimmerman & Moylan (2009) is a cyclical model and it is a flat cycle. In the present study, as Zimmerman and &Moylan suggested, learners start making plans for study in the forethought phase and based on the plans, learners study in the performance phase. Then, in the self-reflection phase, the learners evaluate both their strategy planning, goals and actions, and set new goals in the performance phase as the second cycle of self-regulated learning. However, learners are at a different point in the second cycle of self-regulated learning compared to the first cycle because learners have reflected on their study and goals, and adjusted their goals and strategy for the next cycle. Therefore, language learners might go through the process of self-regulated learning such as the spiral cycle described in Figure 12. Learners repeat the cycle of self-regulated learning, and in the process of the self-regulated learning, learners start setting goals and strategy, study based on the plan, and reflect their study. Based on the reflection, the learners set new goals and strategy in the following cycle of self-regulated learning. In other words, they stand a different point of Forethought Phase compared to the previous cycle because they start setting new goals and strategy based on the experience. Thus, learners are evolving by repeating the spiral cycle of self-regulated learning.

Furthermore, counseling played an important role of self-regulated learning in this study. Counseling sessions supported learners to find the best ways to be independent learners, and various supports and advice were necessary depending on learners' level. The advice provided in the counseling sessions also varied depending on the progress of individual learners and learners' needs. Therefore, counseling was also gradually developing. In other words, counseling should also evolve as learners do.
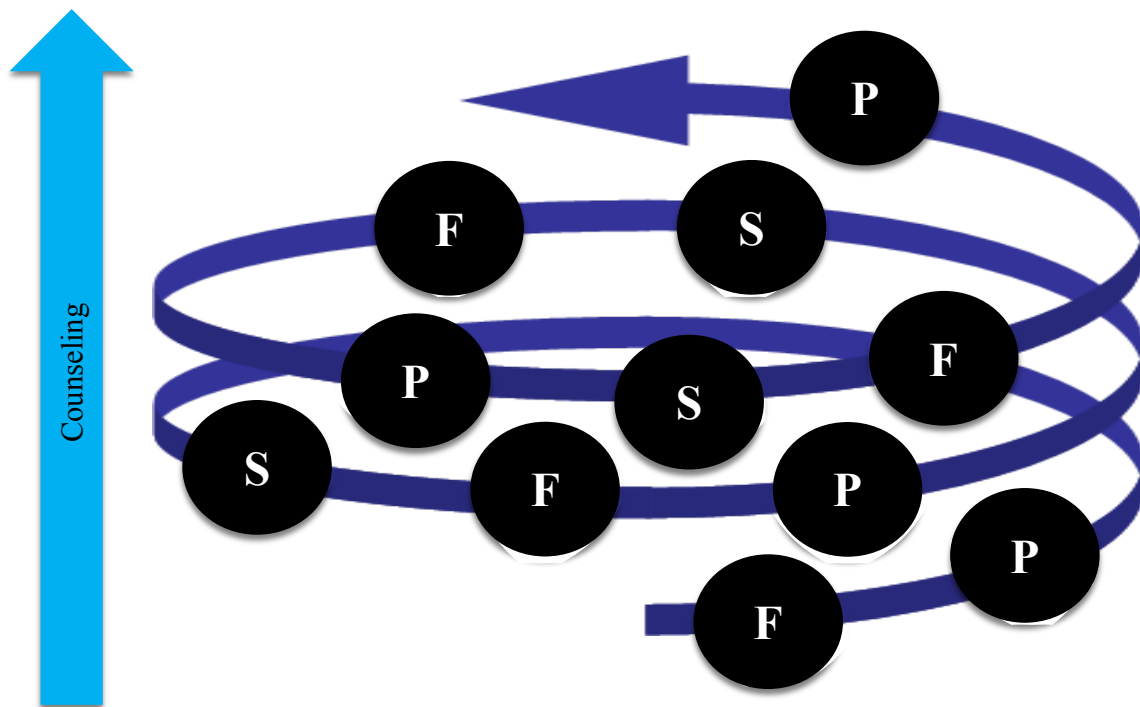
Figure 12. Spiral Process of Self-regulated Learning
Note:F=The Forethought Phase; P=The Performance Phase; S=Self-reflection Phase

Moreover, different levels of self-regulation might exist from findings in this study (see

Figure 13). As Figure 13 shows, learners went through different levels in the process of self-

regulation. First, learners started realizing the gap between reality and ideal in the process of self-

regulation in this study. For instance, the students set higher goals than what they were actually

able to handle. In order to fill the gap, the learners tried to identify the general ideas to solve their

problems regarding their study such as the importance of time management and the priority of

their study and other activities. Then, the learners started generating more specific solutions to

deal with problems such as changing action and changing goals. Thus, the learners went through

different levels of self-regulation, but the pace of self-regulation differed depending on learners.

In fact, some students noticed that there were gaps between what they wanted to do and what they

were able to do by repeating the cycle of self-regulated learning, but they were not thinking how

to fill in the gaps. Consequently, they were on the 1st level of self-regulation for a while. Other

students, on the other hand, realized that the gaps between reality and ideal, and after realizing

the gaps, they moved to the next level of self-regulation and started generating ideas to deal with the difficulties with reference to their study. Thus, through the cycle of self-regulated learning, language learners develop their learning and their progress might vary due to individual differences.

In addition, learners do not always keep developing in the process of self-regulated learning. For instance, some learners in this study identified specific solutions to solve the gap between reality and ideal, but their solutions were changing goals and setting lower goals and eventually, their motivation and their self-efficacy were getting lower, and they had to rethink the strategies to overcome difficulties regarding their study. In this case, their self-regulation went down to the lower level and they had to generate another idea in order to solve the problems.

The 3rd level of SRL
Specific solutions

The 2nd level of SRL
Identifying general solutions

The 1st level of SRL
Realizing the gap
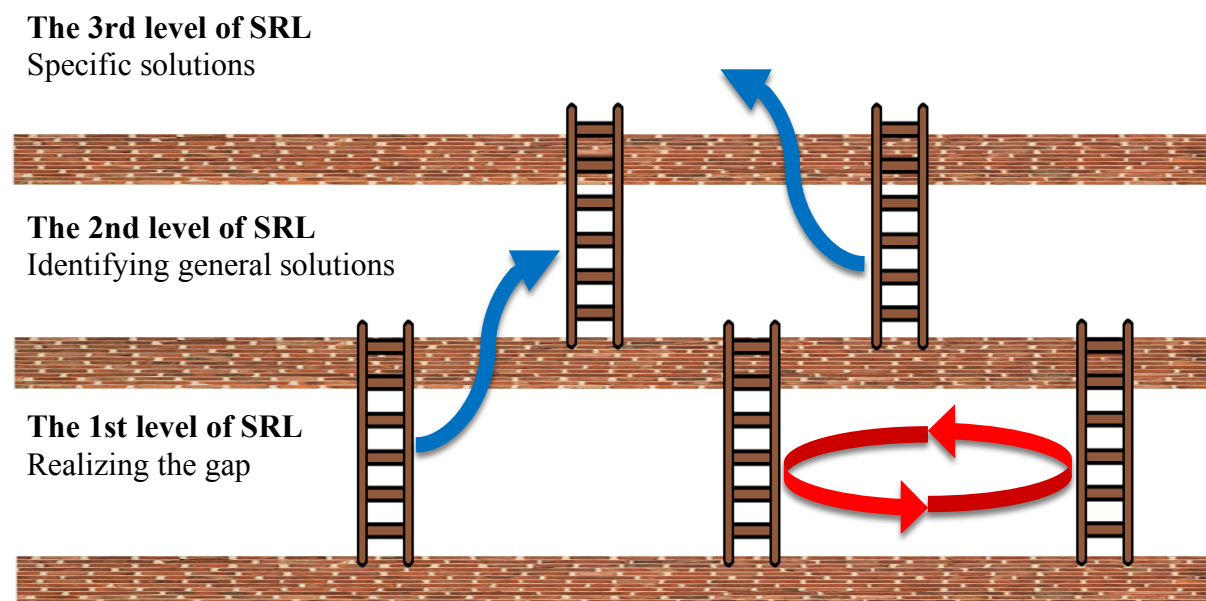
Figure 13. Individual Differences Regarding Level of Self-regulated Learning

Furthermore, if learners face difficulties to find the best methods to study for a while, they might stay at the same level of self-regulation. If learners feel demotivated or do not have confidence while studying, learners might go down to the lower level of self-regulation due to the

lower motivation or self-efficacy. Thus, learners might experience different levels of self-regulation depending on various factors.

Pedagogical Implications

At the beginning of self-regulated learning, student themselves do not know the gap between what they expect to do and what they are actually able to do. Therefore, teachers to raise learners' awareness of themselves and to support learners so that students can be more realistic. In this study, the researcher used counseling sessions in order to raise their awareness and asked each participant to write their action plan and to keep a record of their study on action logs. Then, the participants were asked to reflect their action plan and action logs. However, conducting these counseling sessions for all students might not be possible for teachers in a classroom.

One of the possible methods to have learners be realistic could be using journals and reflection sheets. By using these methods, learners can reflect what they planned and what they actually did. The important point in the process of using journals and reflection sheets is that learners need to compare their plan and actual study. Teachers need to encourage learners to review their study plan and action, to realize the gap between reality and ideal, and to think about the solutions so as to deal with the gap.

In addition, counseling techniques might be combined into reflection sheets. In this study, various techniques such as self-diagnosis questions, diagnostic questions, and virtual teaching were used. In the same way, these techniques can be applied to several ways in classroom teaching. For instance, teachers can use reflection sheet and include self-diagnosis questions and diagnostic questions in the reflection sheet. By providing the reflection sheet, learners can review their comprehension about their study in class and difficulties that they face. Another example is to do peer counseling in class. As the researcher did in this study, teachers can let learners ask questions based on the counseling techniques to other classmates. Teachers can provide possible questions as a list and by using the list, learners can conduct peer counseling session in the classroom. Consequently, learners can help each other in order to find the problems

regarding their study and to encourage others to study. Thus, teachers can provide opportunities for learners to reflect their learning by applying the counseling techniques into the classroom.

Moreover, teachers need to encourage learners to maintain their motivation and self-efficacy in the process of self-regulated learning. In order to enhance learner motivation and self-efficacy, learners need opportunities to know their achievement with reference to their study. For example, the researcher showed the graph which includes the progress of students' self-efficacy, TOEIC score, and motivation during this study. By showing the graph, the participants visually recognized how much they were progressing. It led to learners' higher motivation and self-efficacy. In the same way, teachers can provide opportunities for learners to reflect their achievement by asking them to write their achievement regarding study based on the reflection sheet and by asking them to provide peer feedback on the classroom activities. Positive feedback from themselves and others could enhance learners' motivation and self-efficacy.

Furthermore, as some participants mentioned in this study, understanding of the purpose of study might be crucial in order to maintain motivation. Learners are motivated at the beginning of the study, but gradually their motivational level changes while studying. Learners might feel for what purpose they are studying English or doing this activity. Therefore, teachers also need to help learners understand the purpose of study in the classroom. For example, when teachers introduce activities in the classroom, they need to let learners know why they are doing these activities.

Also, when learners set study goals, they usually set goals for improving the TOEIC score. In fact, in this study, learner motivation was instrumental motivation. Transforming instrumental motivation to integrative motivation, and qualitative change did not take place because the study was conducted within a short period. Teachers might need to keep encouraging students so that learners gain integrative motivation. For instance, they should think why they want to improve the TOEIC score, and for what purpose they are studying English. One of the ways to encourage learners to have integrative motivation might be to set long-term goals.

Teachers need to let learners set long term goals so that learners can motivate themselves at a deeper level as integrative motivation and maintain their motivation.

Yoshida et al. (2015) investigated that learners faced difficulties in the Performance Phase. In this study, Student B also stopped studying, and there was a tendency that the student stopped studying. As Table 3 shows, Student B set higher goals, including learning 10 vocabulary words every day at the beginning of the study, and gradually the student changed to the lower goal such as studying at least 2 words every day. However, the student was not able to accomplish the weekly study plan even though the student set much lower goals by repeating the cycle of self-regulated learning. Then eventually the student B stopped studying. In order to avoid this situation in the classroom, teachers need to monitor learners' performance in the process of self-regulated learning, and if learners start setting lower goals and still they do not seem to achieve the goals, teachers need to identify what problem learners face beside goal setting.

Individuals are different, and it might be challenging for teachers to know what kind of individual differences exist in the process of self-regulated learning since even learners do not know about themselves. However, by monitoring students in the process of self-regulated learning, teachers can understand learners' characters and tendency regarding learning. It might be useful to provide the best suggestion so that learners can reflect their learning, and teachers can also raise awareness that learners do not realize. Consequently, it helps learners improve their learning and supports them to be independent learners.

Conclusion

This study examined how self-regulated learning would influence learners. As a result, self-regulated learning enhanced self-efficacy, learner motivation, and achievement. Especially, motivation seemed to be a crucial factor to be more confident and succeed in language acquisition. From the counseling sessions in the study, learners seemed to have difficulties to be more realistic in the process of self-regulated learning. In addition, learners seemed to go through a different level of self-regulation in the process. Learners started realizing the gap between what

they wanted to and what they could do at the beginning, and gradually they identified from general to particular solutions. In terms of the specific solutions, some learners tried to change their behavior and action without changing goals, and others just changed their goals to accomplish. Eventually, learners had different outcomes depending on the specific solutions. The learners who changed their action resulted in enhancement of motivation and self-efficacy. On the other hand, the learners who changed the goals demotivated themselves and their self-efficacy also went down. Another finding from the study was the learners go through the process of self-regulated learning at various pace. Therefore, different types of support were necessary for learners so as to study independently in the framework of self-regulated learning.

In order to support learners' self-regulated learning in the classroom, various methods can be used. For instance, teachers can use reflection papers and reflective journals. These tools enable learners to reflect their study and recognize what they have achieved and what they need to do. Learners can maintain their motivation toward studying and also enhance their self-efficacy by recognizing their achievement through reflections. Furthermore, teachers can assign pair work to do counseling just as the researcher did in this study. Learners can support each other to be self-regulated through pair work.

Thus, learners need support from teachers to acquire self-regulated learning, and teachers should use various ways to encourage learners so as to be independent learners by adopting the counseling techniques into the real classroom.

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Appendix A-1: English informed consent form of questionnaire survey for pilot study

Informed Consent Form of Questionnaire Survey for Pilot Study in English Learning

Title of Project: Self-regulated Learning in Second Language Acquisition

Principal Investigator: Kaori Takeuchi, Graduate student

Soka University
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The Purpose of the questionnaire survey is to examine the relationship between Japanese learner motivation and self-regulated learning in English acquisition. The questionnaire survey will be held twice in classrooms during 6th period on Monday to Friday at Soka University and each survey will take about 10 minutes. Your participation and the data collected from this research is confidential. The data will be stored and secured at Soka University in a locked protected file. In the event of a publication or presentation resulting from resulting from the research, no personally identifiable information will be shared. Your decision to be in this research is completely voluntary. You can stop at any time without any penalty. If you would like to receive a copy of the results of this research, please feel free to contact Kaori Takeuchi, Graduate Student.

If you agree to take part in this research study based on the information outlined above, please sign your name and indicate the date below. You will be given a copy of this form for your records.

I understand and agree to the uses of these materials described above.

Date_____

Signature_____

Appendix A-2: Japanese informed consent form of pilot questionnaire survey

英語学習アンケート先行研究調査協力についての同意書

創価大学文学部准教授、尾崎秀夫先生（tel:042-691-9598; email:hozaki@soka.ac.jp）の指導の下、創価大学大学院国際言語教育専攻英語教育専修２年竹内香織(tel: XXX-XXXX-XXXX; email:e15m3202@soka.ac.jp) は創価大学で Seminar II を履修している学生を対象に調査を行います。

本研究では、英語学習に関するアンケート調査を行います。アンケートは合計２回行われ、回答時間は約１０分です。アンケートで取得したデータは本研究に直接関わる目的以外には使用しません。また、いかなる場合にも参加者の個人情報が外部に出ることはありません。研究成果を論文等にまとめる際には、全て匿名とします。

今回の調査における参加の有無が授業の成績、および単位の認定に及ぼす影響や身体的な危険・罰則等は一切ありません。また参加者はいつでもこの同意を取り下げ、この研究への参加を中止することができます。

以上の説明をよく読んだ上で、参加に同意される場合は以下に署名をお願いいたします。

私はこの同意書を読み、十分理解したうえでアンケート調査に参加することを同意します。

日付＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

学籍番号＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

署名＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

Appendix B-1: English questionnaire for English learning

Questionnaire for English Learning   ID:

This questionnaire is about your English learning. Please read 34 questions carefully and choose the closest statement from 1,2,3,4 and 5 and circle the number. You can think about each statement based on English classes you have registered this semester and please do not think deeply. Also, please write your latest TOEIC score on the last page of questionnaire. This questionnaire might take about 10 minutes.

Strongly disagree   **Disagree**   **Neutral**   **Agree**   **Strongly Agree**

1---------------------2--------------------3-------------------4-----------------------5

1) Compared with other students in this class I expect to do well.

Strongly disagree   **Disagree**   **Neutral**   **Agree**   **Strongly Agree**

1---------------------2--------------------3-------------------4-----------------------5

2) When I study for a test, I try to put together the information from class and from the book.

Strongly disagree   **Disagree**   **Neutral**   **Agree**   **Strongly Agree**

1---------------------2--------------------3-------------------4-----------------------5

3)   I am so nervous during a test that I cannot remember facts I have learned.

Strongly disagree   **Disagree**   **Neutral**   **Agree**   **Strongly Agree**

1---------------------2--------------------3-------------------4-----------------------5

4) It is important for me to learn what is being taught in this class.

Strongly disagree   **Disagree**   **Neutral**   **Agree**   **Strongly Agree**

1---------------------2--------------------3-------------------4-----------------------5

5) When I do homework, I try to remember what the teacher said in class so I can answer the questions correctly.

Strongly disagree   **Disagree**   **Neutral**   **Agree**   **Strongly Agree**

1---------------------2--------------------3-------------------4-----------------------5

6) I like what I am learning in this class.

Strongly disagree　　　　**Disagree**　　　　**Neutral**　　　　**Agree**　　　　**Strongly Agree**

1--------------------2--------------------3-------------------4-----------------------5

7) I'm certain I can understand the ideas taught in this course.

Strongly disagree　　　　**Disagree**　　　　**Neutral**　　　　**Agree**　　　　**Strongly Agree**

1--------------------2--------------------3-------------------4-----------------------5

8)   It is hard for me to decide what the main ideas are in what I read.

Strongly disagree　　　　**Disagree**　　　　**Neutral**　　　　**Agree**　　　　**Strongly Agree**

1--------------------2--------------------3-------------------4-----------------------5

9) I expect to do very well in this class.

Strongly disagree　　　　**Disagree**　　　　**Neutral**　　　　**Agree**　　　　**Strongly Agree**

1--------------------2--------------------3-------------------4-----------------------5

10) Compared with others in this class, I think I'm a good student.

Strongly disagree　　　　**Disagree**　　　　**Neutral**　　　　**Agree**　　　　**Strongly Agree**

1--------------------2--------------------3-------------------4-----------------------5

11) When work is hard I either give up or study only the easy parts.

Strongly disagree　　　　**Disagree**　　　　**Neutral**　　　　**Agree**　　　　**Strongly Agree**

1--------------------2--------------------3-------------------4-----------------------5

12) When I study I put important ideas into my own words.

Strongly disagree　　　　**Disagree**　　　　**Neutral**　　　　**Agree**　　　　**Strongly Agree**

1--------------------2--------------------3-------------------4-----------------------5

13) I always try to understand what the teacher is saying even if it doesn't make sense.

Strongly disagree	Disagree	Neutral	Agree	Strongly Agree

1--------------------2--------------------3--------------------4-----------------------5

14) I am sure I can do an excellent job on the problems and tasks assigned for this class.

Strongly disagree	Disagree	Neutral	Agree	Strongly Agree

1--------------------2--------------------3--------------------4-----------------------5

15) When I study for a test I try to remember as many facts as I can.

Strongly disagree	Disagree	Neutral	Agree	Strongly Agree

1--------------------2--------------------3--------------------4-----------------------5

16) I have an uneasy, upset feeling when I take a test.

Strongly disagree	Disagree	Neutral	Agree	Strongly Agree

1--------------------2--------------------3--------------------4-----------------------5

17) I think I will receive a good grade in this class.

Strongly disagree	Disagree	Neutral	Agree	Strongly Agree

1--------------------2--------------------3--------------------4-----------------------5

18) I work on practice exercises and answer end of chapter questions even when I don't have to.

Strongly disagree	Disagree	Neutral	Agree	Strongly Agree

1--------------------2--------------------3--------------------4-----------------------5

19) I think what I am learning in class is useful for me to know.

Strongly disagree   **Disagree**   **Neutral**   **Agree**   **Strongly Agree**

1--------------------2--------------------3-------------------4-----------------------5

20) My study skills are excellent compared with others in this class.

Strongly disagree   **Disagree**   **Neutral**   **Agree**   **Strongly Agree**

1--------------------2--------------------3-------------------4-----------------------5

21) Even when study materials are dull and uninteresting, I keep working until I finish.

Strongly disagree   **Disagree**   **Neutral**   **Agree**   **Strongly Agree**

1--------------------2--------------------3-------------------4-----------------------5

22) Compared with other students in this class I think I know a great deal about the subject.

Strongly disagree   **Disagree**   **Neutral**   **Agree**   **Strongly Agree**

1--------------------2--------------------3-------------------4-----------------------5

23) I know that I will be able to learn the material for this class.

Strongly disagree   **Disagree**   **Neutral**   **Agree**   **Strongly Agree**

1--------------------2--------------------3-------------------4-----------------------5

24) When I study for a test I practice saying the important facts over and over to myself.

Strongly disagree   **Disagree**   **Neutral**   **Agree**   **Strongly Agree**

1--------------------2--------------------3-------------------4-----------------------5

25) I use what I have learned from old homework assignments and the textbook to do new assignments.

Strongly disagree   **Disagree**   **Neutral**   **Agree**   **Strongly Agree**

1--------------------2--------------------3-------------------4-----------------------5

26) I often find that I have been reading for class but don't know what it is all about.

Strongly disagree   **Disagree**   **Neutral**   **Agree**   **Strongly Agree**

1--------------------2--------------------3-------------------4-----------------------5

27) I worry a great deal about tests.

Strongly disagree   **Disagree**   **Neutral**   **Agree**   **Strongly Agree**

1--------------------2--------------------3-------------------4-----------------------5

28) I find that when the teacher is talking I think of other things and don't really listen to what is being said.

Strongly disagree   **Disagree**   **Neutral**   **Agree**   **Strongly Agree**

1--------------------2--------------------3-------------------4-----------------------5

29) When I'm reading I stop once in a while and go over what I have read.

Strongly disagree   **Disagree**   **Neutral**   **Agree**   **Strongly Agree**

1--------------------2--------------------3-------------------4-----------------------5

30) When I read materials for this class, I say the words over and over to myself to help me remember.

Strongly disagree   **Disagree**   **Neutral**   **Agree**   **Strongly Agree**

1--------------------2--------------------3-------------------4-----------------------5

31). I outline the chapters in my book to help me study.

Strongly disagree   **Disagree**   **Neutral**   **Agree**   **Strongly Agree**

1--------------------2--------------------3-------------------4-----------------------5

32) Understanding this subject is important to me.

Strongly disagree   **Disagree**   **Neutral**   **Agree**   **Strongly Agree**

1--------------------2--------------------3-------------------4-----------------------5

33) When reading I try to connect the things I am reading about with what I already know.

Strongly disagree   **Disagree**   **Neutral**   **Agree**   **Strongly Agree**

1----------------------2----------------------3--------------------4-------------------------5

34). When I take a test I think about how poorly I am doing.

Strongly disagree   **Disagree**   **Neutral**   **Agree**   **Strongly Agree**

1----------------------2----------------------3--------------------4-------------------------5

What's your latest TOEIC score? _____

Thank you very much for your cooperation.

Appendix B-2: Japanese questionnaire for English learning

英語学習アンケート　　　ID:＿＿＿＿＿＿＿＿＿＿＿＿

　　　　このアンケートは皆さんの英語学習に関して作成されたものです。次の３４の各項目を読み、その内容に関して当てはまるものを（１、２、３、４、５）の中から１つだけ選んで数字に〇をつけてください。各項目で聞かれていることは、皆さんが現在履修している英語のクラスに関するものと考え、あまり深く考えず直感で答えてください。またアンケート用紙の最後に最近受験した TOEIC のスコアを記入してください。回答時間は約１０分です。

全く当てはまらない　　　あてはまらない　　　どちらでもない　　　あてはまる　　　非常に当てはまる
　　　1--------------2-------------3-------------4-------------5

1.　　　他の人と比べると、自分は授業で学習する内容についてよくわかっていると思う。
全く当てはまらない　　　あてはまらない　　　どちらでもない　　　あてはまる　　　非常に当てはまる
　　　1--------------2-------------3-------------4-------------5

2.　　　試験勉強をする時、授業や本から手がかりを集めようとする。
全く当てはまらない　　　あてはまらない　　　どちらでもない　　　あてはまる　　　非常に当てはまる
　　　1--------------2-------------3-------------4-------------5

3.　　　試験期間中は、とても緊張するので学習したことを思い出すことができない。
全く当てはまらない　　　あてはまらない　　　どちらでもない　　　あてはまる　　　非常に当てはまる
　　　1--------------2-------------3-------------4-------------5

4.　　　授業で教えられている内容を学ぶことは、自分にとって重要である。
全く当てはまらない　　　あてはまらない　　　どちらでもない　　　あてはまる　　　非常に当てはまる
　　　1--------------2-------------3-------------4-------------5

5.　　　宿題をする時、きちんと問題に答えられるように、授業で先生が言ったことを思い出そうとする。
全く当てはまらない　　　あてはまらない　　　どちらでもない　　　あてはまる　　　非常に当てはまる
　　　1--------------2-------------3-------------4-------------5

6.　　　授業で学習している内容が好きである。

全く当てはまらない　　　あてはまらない　　　どちらでもない　　　あてはまる　　　非常に当てはまる

　　　　1--------------2-------------3------------4-------------5

7.　　　授業で教えられる内容を自分は理解できると思う。

全く当てはまらない　　　あてはまらない　　　どちらでもない　　　あてはまる　　　非常に当てはまる

　　　　1--------------2-------------3------------4-------------5

8.　　　教科書を読むとき、その中で最も大切なことが何であるかを読み取ることは自分にはむずかしい。

全く当てはまらない　　　あてはまらない　　　どちらでもない　　　あてはまる　　　非常に当てはまる

　　　　1--------------2-------------3------------4-------------5

9.　　　自分は授業でうまくやれると思う。

全く当てはまらない　　　あてはまらない　　　どちらでもない　　　あてはまる　　　非常に当てはまる

　　　　1--------------2-------------3------------4-------------5

10）　他の人と比べると、自分はよい学習者であると思う。

全く当てはまらない　　　あてはまらない　　　どちらでもない　　　あてはまる　　　非常に当てはまる

　　　　1--------------2-------------3------------4-------------5

11）問題が難しいとき、あきらめるか、かんたんなところだけをする。

全く当てはまらない　　　あてはまらない　　　どちらでもない　　　あてはまる　　　非常に当てはまる

　　　　1--------------2-------------3------------4-------------5

12）勉強するとき、大事なむずかしい言葉を自分の言葉におきかえる。

全く当てはまらない　　　あてはまらない　　　どちらでもない　　　あてはまる　　　非常に当てはまる

　　　　1--------------2-------------3------------4-------------5

13）たとえわからなくても、先生の言っていることをいつも理解しようとする。

全く当てはまらない　　　あてはまらない　　　どちらでもない　　　あてはまる　　　非常に当てはまる

　　　　1--------------2-------------3------------4-------------5

14）授業で出された問題や課題を、自分はうまくこなせると思う。

全く当てはまらない　　　あてはまらない　　　どちらでもない　　　あてはまる　　　非常に当てはまる

　　　　1--------------2-------------3------------4-------------5

15）試験勉強をする時、できるだけ多くのことを思い出そうとする。

全く当てはまらない　　　あてはまらない　　　どちらでもない　　　あてはまる　　　非常に当てはまる

　　　　1--------------2-------------3------------4-------------5

16）　試験のとき、不安な気持ちになる。

全く当てはまらない　　　あてはまらない　　　どちらでもない　　　あてはまる　　　非常に当てはまる

　　　　1--------------2-------------3------------4-------------5

１７）　自分はよい成績をとると思う。

| 全く当てはまらない | あてはまらない | どちらでもない | あてはまる | 非常に当てはまる |

　　　　1--------------2--------------3-------------4-------------5

１８）する必要がなくても、練習問題をする。

| 全く当てはまらない | あてはまらない | どちらでもない | あてはまる | 非常に当てはまる |

　　　　1--------------2--------------3-------------4-------------5

１９）授業で学んでいることが、自分にとって役立つものであると思う。

| 全く当てはまらない | あてはまらない | どちらでもない | あてはまる | 非常に当てはまる |

　　　　1--------------2--------------3-------------4-------------5

２０）自分の学習能力は他の人に比べてすぐれたものである。

| 全く当てはまらない | あてはまらない | どちらでもない | あてはまる | 非常に当てはまる |

　　　　1--------------2--------------3-------------4-------------5

２１）勉強する内容が退屈で面白くなくても、終わりまでやり続ける。

| 全く当てはまらない | あてはまらない | どちらでもない | あてはまる | 非常に当てはまる |

　　　　1--------------2--------------3-------------4-------------5

２２）授業で他の人と比べると自分はよくやれていると思う。

| 全く当てはまらない | あてはまらない | どちらでもない | あてはまる | 非常に当てはまる |

　　　　1--------------2--------------3-------------4-------------5

２３）自分は授業で教えられる学習内容を理解できると思う。

| 全く当てはまらない | あてはまらない | どちらでもない | あてはまる | 非常に当てはまる |

　　　　1--------------2--------------3-------------4-------------5

２４）試験勉強をする時、繰り返し大切なことがらを思い浮かべて復習する。

| 全く当てはまらない | あてはまらない | どちらでもない | あてはまる | 非常に当てはまる |

　　　　1--------------2--------------3-------------4-------------5

２５）新しい課題をするのに、以前に学んだことを生かす。

| 全く当てはまらない | あてはまらない | どちらでもない | あてはまる | 非常に当てはまる |

　　　　1--------------2--------------3-------------4-------------5

２６）授業中、教科書を読んでいるとき、何のことが書かれていたのかわからないことがよくある。

| 全く当てはまらない | あてはまらない | どちらでもない | あてはまる | 非常に当てはまる |

　　　　1--------------2--------------3-------------4-------------5

２７）自分は試験のことを、かなり心配している。

| 全く当てはまらない | あてはまらない | どちらでもない | あてはまる | 非常に当てはまる |

　　　　1--------------2--------------3-------------4-------------5

２８）先生が話している時、他の事を考えて、実際に言っている事を聞いていないということがある。

全く当てはまらない　　　あてはまらない　　　どちらでもない　　　あてはまる　　　非常に当てはまる

　　　　1--------------2-------------3-------------4-------------5

２９）読んでいるときに一度中断して、読んだことを繰り返してみる。

全く当てはまらない　　　あてはまらない　　　どちらでもない　　　あてはまる　　　非常に当てはまる

　　　　1--------------2-------------3-------------4-------------5

３０）　勉強内容を読む時、覚えられるように繰り返し心のなかで考える。

全く当てはまらない　　　あてはまらない　　　どちらでもない　　　あてはまる　　　非常に当てはまる

　　　　1--------------2-------------3-------------4-------------5

３１）理解できるように、それぞれ習ったことの要点をまとめる。

全く当てはまらない　　　あてはまらない　　　どちらでもない　　　あてはまる　　　非常に当てはまる

　　　　1--------------2-------------3-------------4-------------5

３２）学習内容を理解することは、自分にとって重要である。

全く当てはまらない　　　あてはまらない　　　どちらでもない　　　あてはまる　　　非常に当てはまる

　　　　1--------------2-------------3-------------4-------------5

３３）何かを読んでいる時、読んでいることと、自分がすでに知っていることを関連づけようとする。

全く当てはまらない　　　あてはまらない　　　どちらでもない　　　あてはまる　　　非常に当てはまる

　　　　1--------------2-------------3-------------4-------------5

３４）試験のとき、みじめな気持ちになる。

全く当てはまらない　　　あてはまらない　　　どちらでもない　　　あてはまる　　　非常に当てはまる

　　　　1--------------2-------------3-------------4-------------5

最近受験した TOEIC のスコア：＿＿＿＿＿＿＿＿＿＿＿＿点

ご協力ありがとうございました。

Appendix C-1: English informed consent form of recording counselling session for pilot study

Informed Consent Form of Recording Counselling for Pilot Study in English Learning

Title of Project: Self-regulated Learning in Second Language Acquisition

Principal Investigator: Kaori Takeuchi, Graduate student
Soka University
1-236 Tangi-cho Hachioji City, Tokyo, 192-8577 Japan
XXX-XXXX-XXXX; e15m3202@soka-u.jp

Advisor: Dr. Hideo Ozaki
1-236 Tangi-cho Hachioji City, Tokyo, 192-8577 Japan
042-691-5413; Email address: hozaki@soka.ac.jp

The Purpose of the counselling survey is to help English learners support English learning. The counselling survey will be held twice as a total in classrooms during 6th period on Monday to Friday at Soka University and each survey will take about 30 to 40 minutes. In this counselling survey, recording device such as IC recorder will be used. Your participation and the data collected from this research is confidential. The data will be stored and secured at Soka University in a locked protected file. In the event of a publication or presentation resulting from resulting from the research, no personally identifiable information will be shared. Your decision to be in this research is completely voluntary. You can stop at any time without any penalty. If you would like to receive a copy of the results of this research, please feel free to contact Kaori Takeuchi, Graduate Student.

If you agree to take part in this research study based on the information outlined above, please sign your name and indicate the date below. You will be given a copy of this form for your records.

I understand and agree to the uses of these materials described above.

Date_____

Signature_____

Appendix C-2: Japanese informed consent form of recording counselling session for pilot study

先行研究調査における英語学習カウンセリング録音協力についての同意書

創価大学文学部准教授、尾崎秀夫先生（tel:042-691-9598; email:hozaki@soka.ac.jp）の指導の下、創価大学大学院国際言語教育専攻英語教育専修２年竹内香織(tel: XXX-XXXX-XXXX; email:e15m3202@soka.ac.jp) は創価大学で Seminar II を履修している学生を対象に調査を行います。

本研究では、英語学習カウンセリングを行い、録音機器等を用いてカウンセリングの内容を記録します。カウンセリングは大学内の教室で月曜日から金曜日のうち６時限目の時間帯に、合計８回行われます。１回のカウンセリング時間は約３０分～４０分です。カウンセリングで取得したデータは本研究に直接関わる目的以外には使用しません。また、いかなる場合にも参加者の個人情報が外部に出ることはありません。研究成果を論文等にまとめる際には、全て匿名とします。

今回の調査における参加の有無が授業の成績、および単位の認定に及ぼす影響や身体的な危険・罰則等は一切ありません。また参加者はいつでもこの同意を取り下げ、この研究への参加を中止することができます。

以上の説明をよく読んだ上で、参加に同意される場合は以下に署名をお願いいたします。

私はこの同意書を読み、十分理解したうえで英語学習カウンセリング録音調査に参加することを同意します。

日付＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

学籍番号＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

署名＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

Appendix D-1: English informed consent form of counselling session survey for pilot study

Informed Consent Form of Counselling Survey for Pilot Study in English Learning

Title of Project: Self-regulated Learning in Second Language Acquisition

Principal Investigator: Kaori Takeuchi, Graduate student
Soka University
1-236 Tangi-cho Hachioji City, Tokyo, 192-8577 Japan
XXX-XXXX-XXXX; e15m3202@soka-u.jp

Advisor: Dr. Hideo Ozaki
1-236 Tangi-cho Hachioji City, Tokyo, 192-8577 Japan
042-691-5413; Email address: hozaki@soka.ac.jp

The Purpose of the counselling survey is to help English learners support English learning. The counselling survey will be held twice as a total in classrooms during 6th period on Monday to Friday at Soka University and each survey will take about 30 to 40 minutes. In this counselling survey, you will be asked to write forms related to goal setting, study log, and reflection of your study. Your participation and the data collected from this research is confidential. The data will be stored and secured at Soka University in a locked protected file. In the event of a publication or presentation resulting from resulting from the research, no personally identifiable information will be shared. Your decision to be in this research is completely voluntary. You can stop at any time without any penalty. If you would like to receive a copy of the results of this research, please feel free to contact Kaori Takeuchi, Graduate Student.

If you agree to take part in this research study based on the information outlined above, please sign your name and indicate the date below. You will be given a copy of this form for your records.

I understand and agree to the uses of these materials described above.

Date_____

Signature_____

Appendix D-2: Japanese informed consent form of counselling session for pilot study

英語学習カウンセリング先行研究調査協力についての同意書

創価大学文学部准教授、尾崎秀夫先生（tel:042-691-9598; email:hozaki@soka.ac.jp）の指導の下、創価大学大学院国際言語教育専攻英語教育専修２年竹内香織(tel: XXX-XXXX-XXXX; email:e15m3202@soka.ac.jp)は創価大学で Seminar II を履修している学生を対象に調査を行います。

本研究では、英語学習カウンセリング調査を行います。カウンセリングは大学内の教室で月曜日から金曜日のうち６時限目の時間帯に、合計２回行われます。カウンセリングでは、英語学習支援のための目標設定、学習記録、学習の振り返りについて記入していただきます。カウンセリングで取得したデータは本研究に直接関わる目的以外には使用しません。また、いかなる場合にも参加者の個人情報が外部に出ることはありません。研究成果を論文等にまとめる際には、全て匿名とします。

今回の調査における参加の有無が授業の成績、および単位の認定に及ぼす影響や身体的な危険・罰則等は一切ありません。また参加者はいつでもこの同意を取り下げ、この研究への参加を中止することができます。

以上の説明をよく読んだ上で、参加に同意される場合は以下に署名をお願いいたします。

私はこの同意書を読み、十分理解したうえで英語学習カウンセリング調査に参加することを同意します。

日付_____

学籍番号_____

署名_____

Appendix E-1: Student packet for procedure of study: English

Study Support for TOEIC Preparation in Fall Semester 2016

We will encourage whoever wants to improve English skills and TOEIC score by providing supports for English learning through the procedure following;

1. Pre-questionnaire (Will be held in classroom at university)

   a. Questionnaire about English learning

   b. The latest TOEIC score

2. English learning counselling 1 （Will be held in classroom at university）

   a. Self-diagnosis: About the purpose of study and learning strategy

   b. Goal setting for English study：Goal setting （Long-term / weekly）, and introducing methods for English learning based on the purpose of study and goals

3. Self-study

   a. Study recording：Keeping record of self-study based on weekly goals

   b. Net Academy 2：Taking one TOEIC test on Net Academy per week

   c. Reflection ：Reviewing self-study

4. English learning counselling 2 （Will be held in classroom at university）

   a. Check and review based on goal setting and study record

   b. Advice and new goal settings for next week

* Step 2 to 4 will be repeated.

5. Final questionnaire 　（At the end of the term）

   Questionnaire and reflection for the term

Pre-questionnaire

In order to provide some advice and to set goals in counselling about English study for individual learners, you will be asked to take questionnaire about English learning and to write the latest TOEIC score.

English Learning Counselling 1

In English learning counselling 1, we are going to discuss in person in order to set specific goals for English study. We will ask you to set goals for both long-term and week as short-term through English learning counselling 1.

In long-term goal setting, we will discuss following questions;

I.   What is the biggest goal that you want to achieve by December 2016?

1.   What is the first goal that you want to achieve by December 2016?

   a.   In order to achieve that goal, what are you going to study mainly?

   b.   How are you going to study to achieve the goal?

   c.   How much are you going to study to achieve the goal per week?

2.   What is the second goal that you want to achieve by December 2016?

   a.   In order to achieve that goal, what are you going to study mainly?

   b.   How are you going to study to achieve the goal?

   c.   How much are you going to study to achieve the goal per week?

3.   What is the third goal that you want to achieve by December 2016?

   a.   In order to achieve that goal, what are you going to study mainly?

   b.   How are you going to study to achieve the goal?

   c.   How much are you going to study to achieve the goal per week?

4.   If you have faced with difficulties or if you feel you are not motivated while studying, what are you going to do or how do you deal with the situation?

In addition, we will discuss **weekly goal setting** based on long-term goals and also we will discuss what we are going to do every day with respect to the content, method and time for study.

Long-term Goal Setting

I.

_____

1. _____

    a. _____

    b. _____

    c. _____

2. _____

    a. _____

    b. _____

    c. _____

3. _____

    a. _____

    b. _____

    c. _____

4. _____

_____

Weekly Action Plan   Week #   Name:

Day	What you study	How you study	Time
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			

Self-study

In self-study, you will be asked to study everyday based on your weekly action plan discussed through English Learning Counselling 1 and to keep recording what, how and how long you study English every day on action log sheet. On the last day of week, or whenever you have time, you will be asked to take one TOEIC test on Net Academy 2. Before taking a TOEIC test, you will be asked to predict the score you might get on the test based on your weekly study and to write down your expected score on action log sheet. Also, you will be asked to write down how much you are confident to get your expected score and after taking a test, you will be asked to write your actual TOEIC score on action log sheet In addition, you will be asked to review your study in week through reflection sheet, including achievement of your goals, reasons and free writings.

＜The procedure of self-study＞

１）　　You will be asked to study based on your action plan and to write what, how and how

much you study English every day on your weekly action log sheet.

２）　　On the last day of week or whenever you have time, you will be asked to take one

TOEIC test on Net Academy 2. Before taking a test, you will be asked to predict the score you

might get, and to answer by selecting one statement about how much you are confident to get

that score and to write down your actual score on the weekly action log sheet.

３）　　After finishing all weekly study, you will be asked to review your study through

reflection sheet based on achievement and reasons.

４）　　For **next counselling**, you will be asked to bring your **weekly action plan**, **action

log sheet, results of TOEIC test on Net Academy2 and reflection sheet**.

WEEKLY ACTION LOG SHEET#   Name :

	What you studied	How you studied	Time	Comment
Monday (/)				
Tuesday (/)				
Wednesday (/)				
Thursday (/)				
Friday (/)				
Saturday (/)				
Sunday (/)				

Based on your study this week, what is your expected score on TOEIC on Net Academy? Also, how much do you think you are confident to get the score? Please circle one.

Estimated score: _____points (out of 50)   Very confident · Confident   ·   Not so confident Correct answer rate: /50 (Listening: / Reading:)

Weekly Reflection Sheet

I.   Based on your action plan, how much do you think you have achieved your goals?

Please circle one out of 6.

    a.   I studies more than what I planned as goals.
    b.   I achieved all goals that I planned.
    c.   I achieved almost all goals that I planned.
    d.   I could not achieve all of my goals.
    e.   I could not achieve any goals.
    f.   I did not set any goals this week.

II. By reviewing your study this week, if you have achieved your weekly goals, please write down reasons why you think you could achieve your goals. If not, please write the reasons why you could not achieve your goals.

III. Please write your comment freely.(For example, please write what you want to do or change in the next goal setting or what you feel while studying or what you want to discuss in the next counselling.)

English Learning Counselling 2

In English Learning Counselling 2, based on the English Learning Counselling 1, weekly action log and reflection sheet, we are going to review achievement and points to improve in learning and also discuss the next weekly goal setting. We are going to repeat the procedure from English learning Counselling 1, self-study and English learning counselling 2 during the term.

Final Questionnaire

In final questionnaire, you will be asked to review your study and counselling session during the term through questionnaire and reflection sheet for the term.

Reflection for the term

By reviewing your study from September,

1) Was goal setting useful in your study? Why or why not?

2) Was English Learning Counselling helpful for your study? Why or why not?

3) Please write your comment freely.

Appendix E-2: Student packet for procedure of study: Japanese

Study support for TOEIC Preparation in fall semester 2016

英語学習サポート２０１６

　英語の勉強を頑張りたい、TOEIC の点数を伸ばしたい皆さんの英語学習をサポートします。サポートの流れは下記の通りです。

1. 事前アンケート（大学内の教室で実施）

    a. 英語学習アンケート

    b. 最近受験した TOEIC の 点数

2. 英語学習カウンセリング１（大学内の教室で実施）

    a. 自己診断:学習目的や学習方法の診断

    b. 学習目標設定：具体的な目標設定（長期・週間）、目標に合わせた勉強方法の紹介

3. 自己学習

    a. 学習記録：日々の学習記録表

    b. Net Academy：１週間に１度のテスト

    c. 自己学習診断：１週間の学習の振り返り

4. 英語学習カウンセリング２（大学内の教室で実施）

    a. 学習目標と学習記録の確認

    b. アドバイスと次回の目標設定

*２）から４）を繰り返し行います。

5. 最終アンケート　（全てのカウンセリング終了後）

    学習を振り返ってのアンケート

事前アンケート

皆さん一人ひとりに合わせた学習アドバイスを行うために英語学習、最近受験したTOEIC の点数に関するアンケートを行います。

英語学習カウンセリング１

英語学習カウンセリング１では皆さんと直接話しながら具体的な学習目標設定を行います。目標設定は長期的な目標と１週間ごとの短期的目標の設定をカウンセリングを通して行います。

長期的な目標設定では以下の項目について決定していきます。

I.　　　１２月までに達成させたい一番大きな目標は何ですか？

　　1.　　　　１２月までに達成させたい具体的な１つめの目標は何ですか？

　　　　a.　その目標を達成させるために何を重点的に勉強しますか？

　　　　b.　また具体的にどのように取り組みますか？

　　　　c.　その取り組みを１週間にどれくらい行いますか？

　　2.　　　　１２月までに達成させたい具体的な２つ目の目標は何ですか？

　　　　a.　その目標を達成させるために何を重点的に勉強しますか？

　　　　b.　また具体的にどのように取り組みますか？

　　　　c.　その取り組みを１週間にどれくらい行いますか？

　　3.　　　　１２月までに達成させたい具体的な３つ目の目標は何ですか？

　　　　a.　その目標を達成させるために何を重点的に勉強しますか？

　　　　b.　また具体的にどのように取り組みますか？

　　　　c.　その取り組みを１週間にどれくらい行いますか？

　　4.　　　　勉強に行き詰ったとき、どのような方法をとりますか？

さらに長期的な目標設定を元に**１週間ごとの学習予定**を立て、具体的に曜日ごとに学習する内容、方法、学習時間の目標を書き込んでいきます。

Long-term Goal Setting (長期英語学習目標)

I. _____

1. _____

    a. _____

    b. _____

    c. _____

2. _____

    a. _____

    b. _____

    c. _____

3. _____

    a. _____

    b. _____

    c. _____

4. _____

_____

Weekly Action Plan (1 週間ごとの目標設定）Week #　　Name:

曜日	学習内容	学習方法	学習時間
月曜日			
火曜日			
水曜日			
木曜日			
金曜日			
土曜日			
日曜日			

自己学習

　　自己学習では、英語学習カウンセリング１で立てた１週間ごとの学習計画に基づいて日々の学習を進めていただきます。曜日ごとに具体的に何を、どのように、どのくらい勉強したのかを記録する学習記録表を記入していただきます。週の最後、もしくは皆さんの好きな時間に Net Academy ２の TOEIC テストを受験していただきます。勉強の進捗状況を元に受験する前に何点くらい取れそうか予想していただき、またその予想に対してどのくらい自信があるか学習記録表に記入をお願いいたします。週の最後には学習の振り返りとして、自身で立てた目標をどのくらい達成できたか、達成できた、あるいはできなかった場合の考えられる理由、その他自由に内容を学習の振り返りシートに記載してください。自己学習、Net Academy での練習、学習の振り返りを通して、自身の弱点や重点的に勉強するところを明らかにし、英語の基礎力向上・TOEIC 対策を行っていきます。

＜自己学習の流れ＞

１）　　学習計画表に基づいて学習を進め、曜日ごとに学習内容、方法、時間を記入する。

２）　　週の最終日、または自分の好きな時間に Net Academy ２の TOEIC を受験する。受験前に勉強の進捗状況を元に何点くらい取れそうか予想していただき、またその予想に対してどのくらい自信があるか学習記録表に記入する。

３）　　１週間の学習を終えたら、学習の振り返りシートに目標達成度、達成できたもしくはできなかった理由、次回の目標設定に加えたい点や改善点など自由に記入。

４）　　次回のカウンセリングには**学習計画表、学習記録表、Net Academy テストの結果を印刷したもの、学習の振り返りシート**を持参してください。

WEEKLY ACTION LOG SHEET# （１週間の英語学習記録表）**Name**：

	取り組んだ内容	学習方法	勉強時間	メモ
月曜日 （　／　　）				
火曜日 （　／　　）				
水曜日 （　／　　）				
木曜日 （　／　　）				
金曜日 （　／　　）				
土曜日 （　／　　）				
日曜日 （　／　　）				

今週の学習記録表を振り返って、NET Academy での TOEIC テストで何点取ることができると思いますか？またその点数を取れる自信がどのくらいありますか？　当てはまるものに〇をつけてください。　予想 TOEIC スコア：＿＿＿＿／50　　　　すごく自信がある　・　自信がある　・　あまり自信がない
正答率　　　　／50（リスニング：　　　　　　リーディング：　　　　　　　　）

Reflection (1週間の学習の振り返り)

IV. 立てた学習計画について、どのくらい目標を達成することができたか当てはまるものに〇をつけてください。

    a.   目標以上に学習できた
    b.   目標を全て達成できた
    c.   ほぼ目標を達成できた
    d.   ほぼ目標を達成できなかった
    e.   まったく達成できなかった
    f.目標を立てなかった

V. 今週の学習を振り返って、目標達成ができた方は達成できた秘訣は何かなど書いてください。達成できなかった方は、どうして達成できなかったかを考えて書いてください。

VI. その他、次回の学習目標設定で変えたいところ、学習をしている上で何か感じたこと、次のカウンセリングで話し合いたいことなど自由に書いてください。

英語学習カウンセリング２

英語学習カウンセリング２ではカウンセリング１で立てた計画と自己学習の取り組み、学習の振り返りから皆さんが達成できた点、改善すべき点を確認しながら次週の学習設定を行います。カウンセリング１から自己学習、カウンセリング２のサイクルを繰り返し行っていきます。

最終アンケート

最終アンケートでは再度英語学習に関するアンケートと９月からの学習の振り返り、カウンセリング等について自由に記入をお願いします。

Reflection（学習全体の振り返り）

９月からの学習を振り返って、

1）目標設定は学習に役立ちましたか？ 役立った/役立たなかったと思う理由は何ですか？

2）英語学習カウンセリングは英語学習を進める上で役に立ちましたか？役立った/役立たなかったと思う理由は何ですか？

3）その他、自由に記入をお願いします。

Appendix F-1: Example questions for counselling session: English

Possible questions used in counselling of English learning (Ichikawa, 1993)

1. What is your passion and purpose of study? (Self-diagnosis)

2. What is your problem in English learning? (Self-diagnosis)

3. What did you feel about the study based on your plan? (Diagnostic questions)

4. What do you think you did well while studying? (Self-diagnosis)

5. What are challenges for you regarding study? (Self-diagnosis)

6. What do you think you should try next week? (Self-diagnosis)

7. Could you please explain why you have achieved / have not achieved your goals? (Self-diagnosis)

8. Could you please explain what you are planning to do next week? (Lesson induction)

9. How do you feel goal settings are useful for you to study? (Lesson induction)

Appendix F-2: Example questions for counselling session: Japanese

英語学習のカウンセリングで使用される質問（市川、１９９３）

1. 英語学習の目的・情熱はなんですか？　（自己診断）

2. 英語学習においての問題は何ですか？（自己診断）

3. 先週立てた計画をもとに勉強してみてどうでしたか？　（診断的質問）

4. 自分でよくできたと思うところは何ですか？（自己診断）

5. 勉強してみて今の自分の課題は何ですか？（自己診断）

6. 具体的に来週は何に取り組んだほうがいいと思いますか？（自己診断）

7. 目標が達成できた / できなかった秘訣はなんだと思いますか？（自己診断）

8. 来週に向けてやろうとしていることを説明してください。（教訓帰納）

9. 目標設定などはどう役に立ちましたか？（教訓帰納）

Appendix G-1: English informed consent form of main questionnaire survey

Informed Consent Form of Questionnaire Survey for Main Study in English Learning

Title of Project: Self-regulated Learning in Second Language Acquisition

Principal Investigator: Kaori Takeuchi, Graduate student
Soka University
1-236 Tangi-cho Hachioji City, Tokyo, 192-8577 Japan
XXX-XXXX-XXXX; e15m3202@soka-u.jp

Advisor: Dr. Hideo Ozaki
1-236 Tangi-cho Hachioji City, Tokyo, 192-8577 Japan
042-691-5413; Email address: hozaki@soka.ac.jp

The Purpose of the questionnaire survey is to examine the relationship between Japanese learner motivation and self-regulated learning in English acquisition. The questionnaire survey will be held twice in classrooms at Soka University and each survey will take about 10 minutes. Your participation and the data collected from this research is confidential. The data will be stored and secured at Soka University in a locked protected file. In the event of a publication or presentation resulting from resulting from the research, no personally identifiable information will be shared. Your decision to be in this research is completely voluntary. You can stop at any time without any penalty. If you would like to receive a copy of the results of this research, please feel free to contact Kaori Takeuchi, Graduate Student.

If you agree to take part in this research study based on the information outlined above, please sign your name and indicate the date below. You will be given a copy of this form for your records.

I understand and agree to the uses of these materials described above.

Date_____

Signature_____

Appendix G-2: Japanese informed consent form of questionnaire survey for main study

英語学習アンケート本調査協力についての同意書

創価大学文学部准教授、尾崎秀夫先生（tel:042-691-9598; email:hozaki@soka.ac.jp）の指導の下、創価大学大学院国際言語教育専攻英語教育専修２年竹内香織(tel: XXX-XXXX-XXXX; email:e15m3202@soka.ac.jp)は創価大学で英語学習、TOEIC の学習をしている学生を対象に調査を行います。

本研究では、英語学習に関するアンケート調査を行います。アンケートは合計２回行われ、回答時間は約１０分です。アンケートで取得したデータは本研究に直接関わる目的以外には使用しません。また、いかなる場合にも参加者の個人情報が外部に出ることはありません。研究成果を論文等にまとめる際には、全て匿名とします。

今回の調査における参加の有無が授業の成績、および単位の認定に及ぼす影響や身体的な危険・罰則等は一切ありません。また参加者はいつでもこの同意を取り下げ、この研究への参加を中止することができます。

以上の説明をよく読んだ上で、参加に同意される場合は以下に署名をお願いいたします。

私はこの同意書を読み、十分理解したうえでアンケート調査に参加することを同意します。

日付＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

学籍番号＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

署名＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

Appendix H-1: Integrated Motivation Questionnaire: English

Questionnaire about English study (Suzuki,2008)

ID :
Week #

< Please read the following questions carefully and choose the closest statement from 1,2,3,4 and 5 and circle the number>

1) I believe that I'll be able to learn English to an extent that satisfies me.

1 _ _ _ _ _ _ _ _ 2 _ _ _ _ _ _ _ _ 3 _ _ _ _ _ _ _ _ 4 _ _ _ _ _ _ _ _ 5

Stongly disagree   Disagree   Neutral   Agree   Strongly agree

2) I study English even outside the classroom, by using radio and TV and taking certification tests.

1 _ _ _ _ _ _ _ _ 2 _ _ _ _ _ _ _ _ 3 _ _ _ _ _ _ _ _ 4 _ _ _ _ _ _ _ _ 5

Stongly disagree   Disagree   Neutral   Agree   Strongly agree

3) I would rather spend more time in my English class and less in other classes.

1 _ _ _ _ _ _ _ _ 2 _ _ _ _ _ _ _ _ 3 _ _ _ _ _ _ _ _ 4 _ _ _ _ _ _ _ _ 5

Stongly disagree   Disagree   Neutral   Agree   Strongly agree

4) English learning gives me a feeling of success.

1 _ _ _ _ _ _ _ _ 2 _ _ _ _ _ _ _ _ 3 _ _ _ _ _ _ _ _ 4 _ _ _ _ _ _ _ _ 5

Stongly disagree   Disagree   Neutral   Agree   Strongly agree

5) I keep up to date with English by working on it almost every day.

1 _ _ _ _ _ _ _ _ 2 _ _ _ _ _ _ _ _ 3 _ _ _ _ _ _ _ _ 4 _ _ _ _ _ _ _ _ 5

Stongly disagree   Disagree   Neutral   Agree   Strongly agree

6) I really enjoy learning English.

1 _ _ _ _ _ _ _ _ 2 _ _ _ _ _ _ _ _ 3 _ _ _ _ _ _ _ _ 4 _ _ _ _ _ _ _ _ 5

Stongly disagree   Disagree   Neutral   Agree   Strongly agree

Appendix H-2: Integrated Motivation Questionnaire: Japanese

英語学習に関するアンケート (Suzuki,2008)

ID :
Week #

＜英語の勉強に関して、当てはまるものに○をつけてください。＞

１）目標とする英語力を身につけられるまで、勉強を続けられると思う。

    1 _ _ _ _ _ _ _ _ 2 _ _ _ _ _ _ _ _ 3 _ _ _ _ _ _ _ _ 4 _ _ _ _ _ _ _ _ 5

    そうは思わない   あまり思わない   どちらでもない   そう思う   かなりそう思う

２）テレビやラジオ、また資格試験などを利用して授業以外にも英語を勉強する。

    1 _ _ _ _ _ _ _ _ 2 _ _ _ _ _ _ _ _ 3 _ _ _ _ _ _ _ _ 4 _ _ _ _ _ _ _ _ 5

    そうは思わない   あまり思わない   どちらでもない   そう思う   かなりそう思う

３）他の教科よりもむしろ英語の授業をもっと受けたい。

    1 _ _ _ _ _ _ _ _ 2 _ _ _ _ _ _ _ _ 3 _ _ _ _ _ _ _ _ 4 _ _ _ _ _ _ _ _ 5

    そうは思わない   あまり思わない   どちらでもない   そう思う   かなりそう思う

４）英語の学習をしていて達成感を得ることがある。

    1 _ _ _ _ _ _ _ _ 2 _ _ _ _ _ _ _ _ 3 _ _ _ _ _ _ _ _ 4 _ _ _ _ _ _ _ _ 5

    そうは思わない   あまり思わない   どちらでもない   そう思う   かなりそう思う

５）毎日英語を学ぶことで、常にできる限り高い英語力を維持したいと思っている。

    1 _ _ _ _ _ _ _ _ 2 _ _ _ _ _ _ _ _ 3 _ _ _ _ _ _ _ _ 4 _ _ _ _ _ _ _ _ 5

    そうは思わない   あまり思わない   どちらでもない   そう思う   かなりそう思う

６）英語を勉強することが本当に楽しい。

1 _ _ _ _ _ _ _ _ 2 _ _ _ _ _ _ _ _ 3 _ _ _ _ _ _ _ _ 4 _ _ _ _ _ _ _ _ 5

そうは思わない　　　あまり思わない　　　どちらでもない　　　　そう思う　　　かなりそう思う

Appendix I-1: English informed consent form of main recording counselling session survey

Informed Consent Form of Recording Counselling for Main Study in English Learning

Title of Project: Self-regulated Learning in Second Language Acquisition

Principal Investigator: Kaori Takeuchi, Graduate student
Soka University
1-236 Tangi-cho Hachioji City, Tokyo, 192-8577 Japan
XXX-XXXX-XXXX; e15m3202@soka-u.jp

Advisor: Dr. Hideo Ozaki
1-236 Tangi-cho Hachioji City, Tokyo, 192-8577 Japan
042-691-5413; Email address: hozaki@soka.ac.jp

The Purpose of the counselling survey is to help English learners support English learning. The counselling survey will be held 8 times as a total in classrooms during 6th period through Monday to Friday at Soka University and each survey will take about 30 to 40 minutes. In this counselling survey, recording device such as IC recorder will be used. Your participation and the data collected from this research is confidential. The data will be stored and secured at Soka University in a locked protected file. In the event of a publication or presentation resulting from resulting from the research, no personally identifiable information will be shared. Your decision to be in this research is completely voluntary. You can stop at any time without any penalty. If you would like to receive a copy of the results of this research, please feel free to contact Kaori Takeuchi, Graduate Student.

If you agree to take part in this research study based on the information outlined above, please sign your name and indicate the date below. You will be given a copy of this form for your records.

I understand and agree to the uses of these materials described above.

Date_____

Signature_____

Appendix I-2: Japanese informed consent form of recording counselling session for main study

本調査における英語学習カウンセリング録音協力についての同意書

創価大学文学部准教授、尾崎秀夫先生（tel:042-691-9598; email:hozaki@soka.ac.jp）の指導の下、創価大学大学院国際言語教育専攻英語教育専修２年竹内香織(tel: XXX-XXXX-XXXX; email:e15m3202@soka.ac.jp)は創価大学で英語学習、TOEIC の学習をしている学生を対象に調査を行います。

本研究では、英語学習カウンセリングを行い、録音機器等を用いてカウンセリングの内容を記録します。カウンセリングは大学内の教室で月曜日から金曜日のうち６時限目の時間帯に、合計８回行われます。１回のカウンセリング時間は約３０分～４０分です。カウンセリングで取得したデータは本研究に直接関わる目的以外には使用しません。また、いかなる場合にも参加者の個人情報が外部に出ることはありません。研究成果を論文等にまとめる際には、全て匿名とします。

今回の調査における参加の有無が授業の成績、および単位の認定に及ぼす影響や身体的な危険・罰則等は一切ありません。また参加者はいつでもこの同意を取り下げ、この研究への参加を中止することができます。

以上の説明をよく読んだ上で、参加に同意される場合は以下に署名をお願いいたします。

私はこの同意書を読み、十分理解したうえで英語学習カウンセリング録音調査に参加することを同意します。

日付_____

学籍番号_____

署名_____

Appendix J-1: English informed consent form of main counselling session survey

Informed Consent Form of Counselling Survey for Main Study in English Learning

Title of Project: Self-regulated Learning in Second Language Acquisition

Principal Investigator: Kaori Takeuchi, Graduate student
Soka University
1-236 Tangi-cho Hachioji City, Tokyo, 192-8577 Japan
XXX-XXXX-XXXX; e15m3202@soka-u.jp

Advisor: Dr. Hideo Ozaki
1-236 Tangi-cho Hachioji City, Tokyo, 192-8577 Japan
042-691-5413; Email address: hozaki@soka.ac.jp

The Purpose of the counselling survey is to help English learners support English learning. The counselling survey will be held 8 times as a total in classrooms during 6th period through Monday to Friday at Soka University and each survey will take about 30 to 40 minutes. In this counselling survey, you will be asked to write forms related to goal setting, study log, and reflection of your study. Your participation and the data collected from this research is confidential. The data will be stored and secured at Soka University in a locked protected file. In the event of a publication or presentation resulting from resulting from the research, no personally identifiable information will be shared. Your decision to be in this research is completely voluntary. You can stop at any time without any penalty. If you would like to receive a copy of the results of this research, please feel free to contact Kaori Takeuchi, Graduate Student.

If you agree to take part in this research study based on the information outlined above, please sign your name and indicate the date below. You will be given a copy of this form for your records.

I understand and agree to the uses of these materials described above.

Date_____

Signature_____

Appendix J-2: Japanese informed consent form of counselling session for main study

英語学習カウンセリング本調査協力についての同意書

創価大学文学部准教授、尾崎秀夫先生（tel:042-691-9598; email:hozaki@soka.ac.jp）の指導の下、創価大学大学院国際言語教育専攻英語教育専修２年竹内香織(tel:XXX-XXXX-XXXX; email:e15m3202@soka.ac.jp)は創価大学で英語学習、TOEIC の学習をしている学生を対象に調査を行います。

本研究では、英語学習カウンセリング調査を行います。カウンセリングは大学内の教室で月曜日から金曜日のうち６時限目の時間帯に、合計８回行われます。カウンセリングでは、英語学習支援のための目標設定、学習記録、学習の振り返りについて記入していただきます。カウンセリングで取得したデータは本研究に直接関わる目的以外には使用しません。また、いかなる場合にも参加者の個人情報が外部に出ることはありません。研究成果を論文等にまとめる際には、全て匿名とします。

今回の調査における参加の有無が授業の成績、および単位の認定に及ぼす影響や身体的な危険・罰則等は一切ありません。また参加者はいつでもこの同意を取り下げ、この研究への参加を中止することができます。

以上の説明をよく読んだ上で、参加に同意される場合は以下に署名をお願いいたします。

私はこの同意書を読み、十分理解したうえで英語学習カウンセリング調査に参加することを同意します。

日付_____

学籍番号_____

署名_____