

「英語ワークショップ」履修者の動機づけにおける 学習方略への一考察

橘 田 布佐子*, 杉長ジャッキー*, 井 戸 桂 子*

Exploring How Language Learning Strategies Effect Students' Motivation in the English Workshop

Fusako KITTA*, Jackie SUGINAGA*, Keiko IDO*

要旨

本学における「英語ワークショップ」は、英語の熟達と自律した学習者への成長を目標としている。本論文はこの授業を履修した学生の中から2名の課題遂行と学生自身の振り返りを分析し検証したものである。この検証から、1名は教員の目標設定や方略選定の支援を受けながら自己調整サイクルの循環を効率的に実践し、積極的に学習を改善しながら進めていることが確認された。一方、もう1名は前者と同様の教員による支援を受けてもなお、不適切な目標設定が目立ち、教員によるより頻繁な支援の必要性が認められた。この結果から、学習者に対し自己調整方略の獲得を促し、動機づけを高め、学習効果をもたらすような教育実践がより重要であることが示された。

Background

In the preface of “The Research on the Curriculum Which Stimulates Autonomous Learning of College Students: A Case Study”, Yamashita (2013) points out the necessity of college students' evaluation of themselves and their self-efficacy so that teachers can have students' feedback in order to improve their classes or curriculum. He claims that the education should be changed from teacher-centered to student-centered. Bandura (1977) introduced the concept of self-efficacy as the strength of one's belief in one's own ability to complete tasks and reach personal goals. According to Bandura, people with high self-efficacy who believe they can perform well are more likely to view challenging tasks as an opportunity rather than an obstacle to learning.

Kawashima (2012) insists on the difficulty in training autonomous learners in the opening page of “The Second Survey of College Students' Learning and Living Report”. He suggests that gathering information from college students about how they spend their time will be useful in helping reconstruct the educational reform in Japan. In “The Fifth Basic Research on Education

*人文学部 国際文化学科

(High School Edition)”, Kuboshima (2010) claims that large numbers of students fail in establishing learning habits. These barriers to learning may be created externally from the quality of course materials, the learning environment, teacher-centered learning styles and so forth. Internal obstacles can be sourced from individual beliefs about learning and teaching, fossilized learning habits, psychological and affective issues and a learner’s motivation.

The English Workshop has been offered as a class since 2010 which aims to improve students speaking abilities through the use of various conversational strategies and to encourage students to become autonomous learners. One native English-speaking teacher and two Japanese teachers are the facilitators in this class. There are four main elements to the class: Extensive Reading, Learning Diary used for writing practice and reflection, Edmodo — a Social Network System used to recycle language, and Group Conversation to encourage output and act as a ground for testing new language. The class is staged so that students will rotate between one foreign teacher for Group Conversation and two Japanese teachers who provide one-to-one tutorial advice about how to improve their English. The students are encouraged to take part in continuous learning inside and outside the classroom following the teachers’ advice. The students registering for the English Workshop are usually highly motivated and attend class eagerly. However, it has become apparent through the tutorials that some of the students with high motivation nevertheless have difficulty in planning or continuing their studies. Therefore, in order to encourage students to develop their autonomous tendencies, it would be beneficial to investigate what causes these difficulties. The purpose of this study is to explore effective ways for learners to become more autonomous through analysis of students’ data over the case of two 15-week semesters.

Motivation and Self-regulation in SLA

The theory of motivation can be generalized as having two main concepts: intrinsic motivation and extrinsic motivation. Research on motivation in Second Language Acquisition (SLA) emerged from the socio-psychological field in Canada between the 1950’s to the 1990’s. Gardner and Lambert (1972) proposed that motivation in learning languages was divided into two phases, ‘integrative orientation’ and ‘instrumental orientation’. Integrative orientation refers to the motivation in which learners learn a second language (L2) because they have a social interest to use the target language or have the hope for adopting themselves into it. Whereas, when learners learn the target language because they want to get a job or a promotion, or to pass an examination, this type of motivation is regarded as instrumental orientation. Their research shows that the learners with integrated orientation progressed in L2 learning compared to the learners with instrumental orientation. Integrated orientation is labeled as intrinsic motivation. Instrumental orientation is classified as extrinsic motivation. These two types of motivation were considered as a dichotomy, however, recent researchers have been able to

expand on their theories, to include general and cognitive development branches of psychology. Furthermore, some researchers proposed a more pragmatic and educational approach to theories of motivation (Dörnyei 1994; Oxford and Sherin, 1994). Thus, it seems that the dichotomy of integrative and instrumental motivation is more multidimensional than previously thought.

Evidence of a wider view of the concepts of motivation developed in the late of 1980s, where the need for the assessment of motivation in SLA from an educational viewpoint was advocated. Dörnyei (2010) surveyed L2 motivation in Hungary. He conceptualized the motivation into three levels, *Language Level*, *Learner Level*, and *Learning Situation Level*. Dörnyei (2005) grasped L2 motivation as part of learners' self-system with three components, *Ideal L2 self*, *Ought-to L2 Self*, and *L2 Learning Experience*. With the *Ideal L2 self*, learners notice the gaps between their ideal goal and their actual selves. This recognition is believed to make learners achieve their goal. This can be labeled as integrated motivation. *Ought-to L2 Self* refers the state in which learners contemplate they ought to have in order that they should be at in accordance with the expectations from those around them. This component can be labeled as instrumental motivation. The *L2 Learning Experience* according to Dörnyei is the component which explains that learners are influenced by their experiences when studying a second language. This furthermore arouses learners' motivation.

It takes a long period of time to learn a second language. In Japan, English learning used to last for three years in junior high school and for five years in compulsory education. In 2012, 97% of junior high school students went on to high school. This means that learning English in Japan usually lasts for a total of six or eight years, and naturally learners' motivation will fluctuate during this period. Dörnyei and Ottó (1998) provide the following definition of motivation as dynamic and cumulative.

“In a general sense, motivation can be defined as the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritised, operationalised, and (successfully or unsuccessfully) acted out” (p. 64).

The multifaceted internal and external influences in a learners' environment are in a constant state of flux. It is also possible that there is something to demotivate learners' motivation. Dörnyei defined demotivation as certain external forces which reduce motivation. They are:

“(1) the teacher (personality, commitment, competence, teaching method), (2) inadequate school facilities (group is too big or not the right level), (3) reduced self-confidence (experience of failure or lack of success), (4) negative attitude towards the L2, (5)

compulsory nature of L2 study, (6) interference of another foreign language being studied, (7) negative attitude towards L2 community, (8) attitude of group members, and (9) coursebook” (as cited in Dörnyei & Ushioda, 2011. p. 148).

Falout (2004) reveals that teacher behavior has one of the most damaging effects on learner motivation. In Falout’s research in a Japanese classroom he discovered that this is most evident where teachers do not adjust the pace or level of the class, do not offer variety in the classroom, and have students engage in incomprehensible activities. Furthermore, exposing learners to these factors may reduce self-confidence and increase self-blame, thus a sensitive and more positive approach might be more effective for both students and teachers to renew this negative learning cycle.

Deci and Ryan (2002) developed the ‘*self-determination theory* (SDT)’. SDT is composed of five theories: *cognitive evaluation theory*, *organismic integration theory*, *causality orientation theory*, *basic psychological needs theory*, and *goal contents theory*. Due to the constraints of this paper, a brief description will be given of each. Cognitive evaluation theory refers to intrinsic motivation. Organismic integration theory is concerned with extrinsic motivation. Causality orientation theory relates to the difference among individuals. Basic psychological needs theory discusses three needs, that is, the need for relatedness, the need for competence, and the need for autonomy. This ‘need for autonomy’ is referred to by Deci as the ‘need to be self-determined.’ Goal contents theory refers to the concept of ‘life goal or aspiration.’ In SDT, they conceptualized motivation as an interchangeable continuum and not as a dichotomy as was once claimed. When learners internalize the value of their actions, the internalization will enhance learners’ autonomy and this will match the learners’ achievement. Thus, this theory is applied to various fields such as education, nursing, and sports. The process of the internalization was named self-regulation. This continuum contains three components; ‘*amotivation*,’ ‘*extrinsic motivation*,’ and ‘*intrinsic motivation*’. Extrinsic motivation is divided into four subcategories: ‘*external regulation*,’ ‘*introjected regulation*,’ ‘*identified regulation*,’ and ‘*integrated regulation*.’ The stage of amotivation refers to learners’ lack of motivation, and learners do not plan to study a second language. In the stage of external regulation, learners need some reasons such as the acquisition of an L2. As a result of this being punished by their teachers or parents. In this stage, they are in the lowest level of self-determination. In the stage of introjected regulation, their self-determination levels increase. They feel that they should learn an L2 because they do not want to be objects of ridicule by their peers, and this feeling makes them learn an L2. In the stage of identified regulation, they consider the acquisition of an L2 as important for them. In the stage of integrated regulation, learners recognize the value of L2 acquisition. The learners in the stage of intrinsic motivation learn an L2 because of the enjoyment factor, and they are said to have the highest degree of self-determination. It is this level that we aspire for learners to obtain.

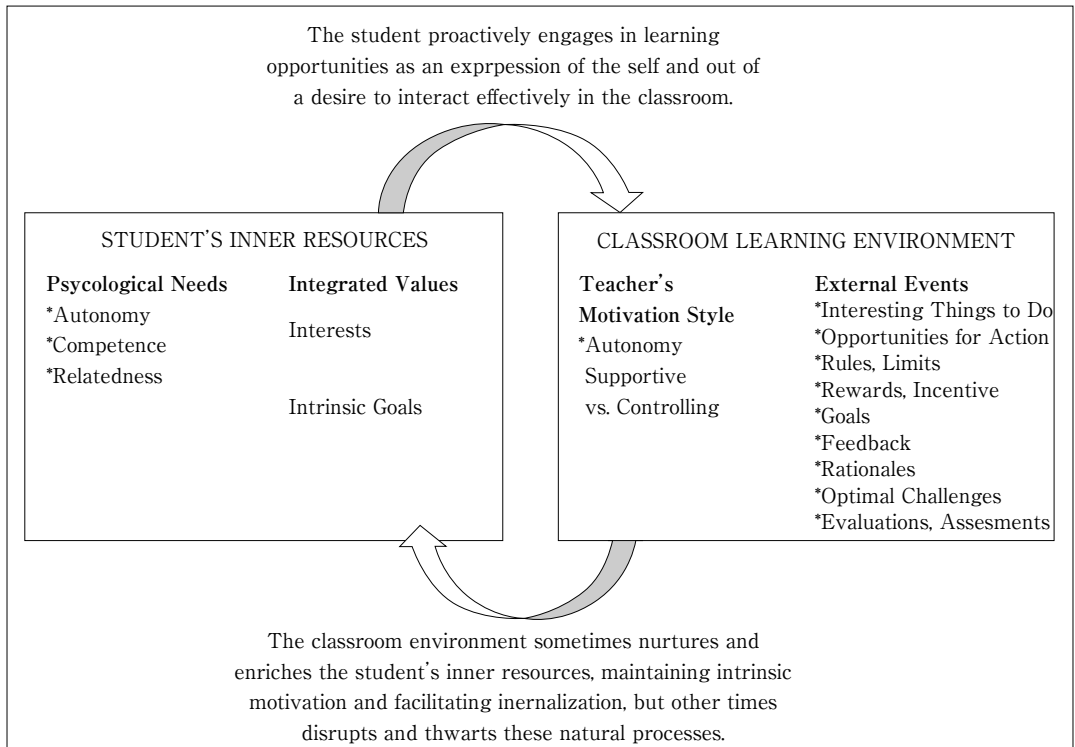


Figure 1. Student-Classroom dialectical framework in self-determination theory (Reeve, Ryan, Deci, & Jang, 2007, p. 229)

Zimmerman defines self-regulation, or self-regulated learning as that which “refers to the self-directive processes and self-beliefs that enable learners to transform their mental abilities, such as verbal aptitude, into an academic performance skill, such as writing” (Zimmerman, 2008, p. 166). Motivation is considered to have significant influence on self-regulation. Theories of self-regulation focus on three phases: the ‘why’ of self-regulation, the ‘what’ of it, and ‘how’ of it. ‘Why’ theories deal with the reason why learners engage in learning is because they want to or they have to. ‘What’ theories refer to what goals learners want to acquire. ‘How’ theories mention the way learners perform effective self-regulation. When learners regulate behavior following their own interests or values, that regulation is said to be ‘autonomous’. In SDT, the concept of students’ self-regulation is one of autonomous self-regulation (Reeve, Ryan, Deci, & Jang, 2009).

When learners are autonomous in undertaking their tasks, they tackle them positively. Conversely, when learners are not self-determined, they are much less autonomous. By autonomous, this does not mean learning alone, independently from teachers or students. On the contrary, one trait of an autonomous learner is their ability to act interdependently and utilize support from teachers and other students. Furthermore, teachers must recognize each student’s levels of development, adjust the challenges accordingly and help develop learners’ learning skills. When learners can attain the internalization of those skills, they will be able to enhance self-regulatory

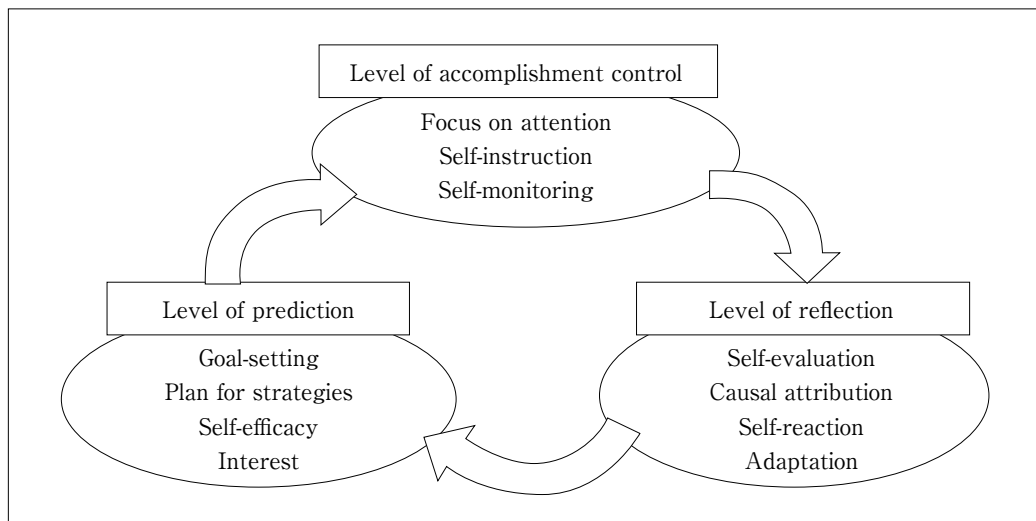


Figure 2. Three Levels of Self-regulated Learning (Ito, 2009, p. 5: translated by authors)

capacities. It is of importance that the conversion of external regulation into internal regulation in SDT. Consequently, teachers are supposed to take an active part in promoting learners' self-regulated learning by encouraging them, giving them choices, presenting challenges, encouraging group work or peer support, encouraging self-evaluation, and using skillful feedback. SDT can be considered to provide a theoretical basis for understanding the importance of effective interventions. Thus, the integration of self-determination theory and self-regulated learning will be suggested as a means to help teachers bring students' self-regulated learning into fruition.

Ito (2009) assessed what strategies learners develop in self-regulated learning and examined it from both cognitive and motivational phases. Ito summarizes Zimmerman's definition of self-regulation as learners who are involved in their own learning process in meta-cognition, motivation, and action (2009, P. 16; translated by authors). In this case, meta-cognition means that learners learn as planned, monitor their own learning, and evaluate it. Motivation implies that learners consider themselves as efficient people with self-efficacy and autonomy. Action signifies that learners select various circumstances in order to learn optimally. Self-regulated learning is the process by which learners regulate themselves in order to improve. In SDT, this process can be recognized as the development of self-regulated learning.

When the action of this process goes well, learners can achieve success in more tasks. In self-regulated learning, it is important to participate in self-regulated learning strategies, self-efficacy, and achieve one's language learning goals. Ito's (2009) research showed that self-regulated learning strategies contain extrinsic regulated strategies and intrinsic regulated strategies. Intrinsic regulated strategies promote durability of learning. This implies that the research on learners' integrated learning strategy must be studied in order to raise self-regulated learners.

Tanaka (2014) practiced motivational intervention in class for 15 weeks so as to examine the

promoting effect on three levels of intrinsic motivation. First, he intervened in the class to develop the participants' intrinsic motivation. Next, he examined the relationship between three basic psychological needs and intrinsic motivation. Through the intervention, he intended to comprehend the qualitative phase of the need for competence of the participants. In order to verify the effective factors to develop the participants' motivation, he investigated the connection between three needs and communication activities utilizing foreign dramas and movies. Fifty-eight first-year Japanese university students participated in the study. He investigated the fluctuation of the participants' motivation including three basic psychological needs, the need for relatedness, the need for competence, and the need for autonomy. The survey was administered in the compulsory English class. The participants were required to answer a 25-item questionnaire three times, in the 1st class, the 8th class and the 15th class during the semester. Fifty-six out of fifty-eight questionnaires were used. He calculated the descriptive statistics, one-way analysis of variance, and the correlation coefficient using SPSS 17.0J. As for the fluctuation of three basic psychological needs and motivation, the result of the descriptive statistics and one-way analysis of variance showed that the intervention increased the participants' autonomy, as well as the need for competence, and the need for relatedness. Next, he examined the effect of how much this intervention contributed to the development of intrinsic trait motivation, intrinsic classroom motivation, and intrinsic motivation to classroom activities. The descriptive statistics, one-way analysis of variance were calculated to be statistically significant. It was seen that intrinsic trait motivation and intrinsic classroom motivation were correlated with the need for competence. Correlation of intrinsic motivation for listening activities correlated with the need for autonomy and competence was conceded. Correlation of intrinsic motivation for speaking activities with the need for autonomy and relatedness was noticed. The qualitative data was analyzed with M-GTA Based on SCQRM. The analysis of the data resulted that the participants' noticing of the value of academic activities and internalization of them made the participants endeavor to use the matters which they had learned in class. He concluded that the positive learning outcome would increase the learners' autonomy and intrinsic motivation in the class.

The Purpose of the study

The main aims of the English Workshop are twofold: to develop students' oral communication skills and also to show them how they can use various strategies and reflective practices to develop their motivation and become more autonomous in their learning. Emphasis is put on continuous learning outside of the class, and not only during class time. A typical class will involve students warming up with vocabulary building practice. Then a short class tutorial on a specific language learning strategy, such as 'goal setting' will ensue. Students then, in one small group at a time, engage in conversation practice with a foreign teacher. Within this time, conversational strategies, such as opening and closing, turn-taking, topic changing, and so on, are

integrated within each session. While one group of students takes part in the group conversation, the remaining students are either engaging in self-study such as extensive reading, or reflective writing in their learning diary, or having a one-to-one tutorial with a Japanese teacher who will offer advice about language learning. It is important that teachers encourage learners to develop their intrinsic motivation and obtain self-regulated strategies. Raising awareness in developing these strategies plays an important role in fostering autonomy amongst students. However, little research has been done in school environments to follow how learners obtain self-regulated strategies and how to become autonomous learners. In this study, we examined the students' research data from a triangulation of (1) one-to-one interviews with students to analyze their speaking, (2) students' reflection sheets to evaluate the gap between their 'Ideal L2 Self' and 'Ought to L2 Self,' (3) mid and end-term students' reflections to examine how they increased their autonomous tendencies and what factors construct them. Hence, this case study will provide a valuable viewpoint to the problems which confront students and teachers. The main research question pertaining to this study asks:

How effective are the activities of the English Workshop in developing students' motivation and autonomous learning habits ?

Method

Participants

The participants were 12 first-year students from a women's university in Tokyo, who registered for the English Workshop class in the spring semester, 2014. None had visited or studied in an English speaking country. As this is an elective class, it can be presumed that these twelve students were fairly motivated. Most of the students in the English Workshop got reasonably high scores in a standard placement test in all four skills except reading.

Procedure

Data was collected to analyze the three main areas mentioned above. From the 12 participants, two students' data were chosen at random. This was to make it easier to examine the qualitative data in more detail and which would give us more insight for a future larger scale study. The data for the interview was in the form of a 5-minute video where students are encouraged to initiate conversation with the teacher in English. Video footage from around the beginning (week 2) and end (week 14) of the course was used.

Results and findings

Pre and post course interview with a foreign teacher

Results

The speaking analysis is based on the International English Language Testing System

(IELTS) public online rubric for speaking. However, unlike in an IELTS examination, the students are not given a score, as we are not *testing* their English, instead promoting ways to use English through using various language learning strategies and metacognitive reflection.

Teacher analysis

Student A

At the beginning of the term, Student A was generally able to maintain a flow of conversation despite slow speech and self-correction. She used the vocabulary she is familiar with and made some attempts to paraphrase, although less caution and more risk might stretch her use of vocabulary a bit further. She could produce simple sentences with some degree of accuracy, and more complex sentences contain errors. Nevertheless, she received some correction in the form of recasts and prompts from the teacher. She could be understood quite well, with good pronunciation, however some work on r and l sounds would be beneficial.

Compared to the first interview, there was much improvement in Student A's over all motivation and speaking skills in the second interview. She said that she felt more confident, was not nervous to speak, and found some useful speaking strategies through using her smartphone. Her speech became faster, flowed better and had fewer errors. She could still take more of a risk to try new words, although her meaning became much more clearer than before. She is now interested in studying abroad, which was not the case at the beginning of the semester.

Student B

In the first interview in April, Student B made an attempt to speak but did not produce much language due to her lack of lexical resources and grammar. Although the teacher usually resists initiating the conversation in order to give the students an opportunity to do so, Student B needed prompting and she responded with short answers and relied on Japanese to a large extent. Many words were mispronounced and she relied heavily on katakana pronunciation of most words. Despite this, she did make an attempt to communicate within her capacity.

In the second interview there was a substantial improvement in Student B's overall speaking ability. She did respond using slow speech, however, she relied substantially less on Japanese. She could use simple sentences with some degree of success, and attempted to use more subordinate clauses, despite errors. Some words were still being mispronounced, however some improvement can be seen in this area, too. Overall, Student B has made progress in her speaking as she can use more vocabulary, grammar and has more confidence in her speaking ability than before. Her motivation is not at the same level as Student A's, so this is something that needs further analysis later in the discussion.

One-to-one tutorial in every session with Japanese teachers

Teacher analysis

Student A:

Realistic schedule, continual learning, confirmation of her own outcomes.

Student B:

Unrealistic schedule, intermittently learning, confirmation of her own outcomes, revision of goals.

Teacher analysis

Student A

Student A succeeded in realize her self-regulated learning. She had confidence in deciding what to learn, which book to read. In that respect, she was very competent in her self-evaluation.

Student B

Student B appeared to have a lot of interest in English to improve her proficiency. However, she sometimes failed to continue studying. She communicated that her physical fatigue from the club activities kept her from studying. This can be regarded as demotivator. She needs to develop the self-regulated cycle. It suggested that high motivation does not mean that learners can maintain self-regulation.

Written reflection from Midterm and Term-end Reflection Analysis of 2 case studies

Student goal

Outcomes

Student A

Midterm (M)—to speak a lot, not in a word, to read aloud a book

Term-end (E)—to memorize the words and use them

Student B

Midterm (M) —to write a diary every day

Term-end (E)—to do some extensive reading

Teacher analysis

Student A

Student A made a specific goal which was not so difficult to attain, while Student B made a very high goal such as to write every day as well as an ambiguous goal of doing some reading. From reading her notes, it proved almost impossible for her to write every day. So, after 7 weeks, Student B changed her main goal from writing a daily diary to doing more extensive reading which might be an easier and more realistic goal to achieve.

Student B

Student A has begun to recognize the benefits of learning English, especially to endeavor to immediately use recently acquired vocabulary, which was one of her chosen aims.

Extensive reading

Outcomes

Student A

The total number of words I have read:

(M) 400 words, Self-evaluation 2

(E) 22142 words, Self-evaluation 4

My comments: I tried to understand English directly without translating.

My reading strategies: I read aloud, recorded it and checked my pronunciation. I began to read and understand the contents more quickly than previously.

Student B

The total number of words I have read:

(M) 2340 words, Self-evaluation 3

(E) 7520 words, Self-evaluation 3

My comments: It was not difficult to read English books.

My reading strategies: I read when I have a free time. I enjoyed reading.

Teacher analysis

Student A

Student A devised a study plan such as recording her voice or reducing her reliance on translation while reading. Also, her total word count from extensive reading was high enough due to her efforts in the latter half of the semester.

Student B

Student B seems to enjoy reading, and was satisfied because her new goal was to read extensively, as mentioned above. The total number of words was not as many as Student A, even though Student A's goal was not extensive reading. Nevertheless, different students read at different rates according to their individual capacity. It appears that Student A's proficiency is relatively high.

Diary reflections

Outcomes

Student A

The number of days I wrote in my diary: (M) 38 days, Self-evaluation 4

The number of days I wrote in my diary: (E) 28 days, Self-evaluation 4

My diary writing strategies: While writing in my diary, I tried to use the new words, new phrases, and new sentences, which I learned through the SNS—Edmodo or by reading books or from the conversation site in the cell phone application.

Student A

By reusing the new words and phrases in the diary, I could memorize them and I felt my vocabulary increase.

Student B

The number of days I wrote in my diary: (M) 13 days, Self-evaluation 2

The number of days I wrote in my diary: (E) 15 days, Self-evaluation 2

My diary writing strategies: I reused the new words in the small talk with my teacher.

My comments: I don't think I have improved, but I'd like to make more efforts in writing.

Teacher analysis

Student A

Student A wrote made considerable efforts to write in her learning diary comparably 68 days over a period of 13 weeks, on average 3-4 days a week. Therefore, it appears that she became accustomed to writing which enriched her vocabulary in writing. Moreover, Student A developed the strategy of recycling new words acquired during in-class group conversation, from self-study and from the books she read and her original applications.

Student B

Student B wrote 28 times over a period of 13 weeks, on average twice a week. Student B acquired much of her new language through reading extensively and writing, it appears that she picked up new words during in-class group conversation and classroom activities.

Other self-study activities

Outcomes

Student A

What I did: (M) to listen to conversation or the news using the application of cell phone.

Self-evaluation 3

What I did: (E) to use those applications more frequently

To prepare for TOEIC

I tried to make use of my limited free time

I started to catch the news and understand the contents (e. g. Environmental issues; female rights, and so on). I think using what I learned is a good way to learn English.

Student B

What I did: (M) to watch movies, to listen to music in English. Self-evaluation 3

What I did: (E) to watch movies, to listen to music in English.

Strategies for self-study at home: To watch the overseas news. Self-evaluation 2

My comments: I don't have any specific ways to learn. I just read or listen to English on the bus. I'd like to continue to watch the overseas news.

Teacher analysis

Student A

Student A independently found special materials for learning English, for example use of cell phone applications, and she enjoys using this. This had led her to make efficient use of her free time to learning English and learned much in a relatively short period of time. She has already recognized her strengths and weaknesses and how to proceed in her learning.

Student B

Student B did some activities but just seeing either the news or movie is passive way to learn.

Self-evaluation of the first (second) half of the semester

How have I improved or made progress during the first semester? Have my feelings changed towards learning English?

My next goal ...

Outcomes

Student A

Self-evaluation (M) 3, (E) 4

At the beginning I felt nervous or even shy and embarrassed in speaking, but now I don't feel like this at all.

In the first half of the semester, I didn't read so much, so in the latter half I tried to read a lot, and find useful phrases in books, and then to use them in the conversation or diary writing. After taking these procedures, I could learn a lot of words and phrases and I found myself improved in English. Therefore, reflecting on my learning is a very good way to learn something.

Student B

Self-evaluation (M) 3, (E) 3

I don't find that I have improved, but if I continue taking this class, I think I can make progress.

Summary analysis

Student A

Student A has shown signs of becoming more autonomous in her learning, because she recognizes the importance of reflection and she checks her learning way and improves it.

Student B

Student B has not improved to such a great extent because her way to learn is more passive. However, she enjoys reading or talking with her native teacher, which is one of the keys to improve. She notices that she will improve through taking the English Workshop class. Hence, we recognize the necessity to show her more concrete strategies frequently.

Discussion and Conclusion

One of the most important attributes of a self-regulated learner is their awareness of when they possess a skill and when they do not (Zimmerman & Martinez-Pons, 1990). More recently, Zimmerman and others assert that self-regulated learning is essential to the learning process (Jarvela & Jarvenoja, 2011; Zimmerman, 2008).

Self-regulated learners will take a proactive approach to their learning and not wait passively to be told what and how to learn. They are intuitive and do not surrender in the face of setbacks, but find ways and means to overcome all obstacles. Furthermore, they utilize help from teachers, peers, and resources and rarely work in complete isolation. Above all they take responsibility for their learning. These attributes can be used to measure students' levels of autonomy based on their motivations. Furthermore, students' intrinsic and extrinsic motivations can act as a catalyst towards the amount of time they invest in learning. When students are more motivated, they are able to apply appropriate learning and reflective skills and strategies. They are also more motivated to complete learning tasks (Zimmerman, 2000).

The two students chosen at random for this study from a total of 12 participants were considerably different in their motivations, and it was evident that they had different value-based perspectives towards learning. When students come to the English Workshop one of the questions we ask is *How* do I learn English? Most students have come from passive learning environments and have been using the same basic test taking strategies to pass the university entrance exam, some of which heavily rely on rote memorization to acquire vocabulary. Thus, a main feature of this class is to introduce some useful strategies to help them develop their ability to learn English as well as increase their motivation and attitude to learning. In class, students are explicitly given strategies for writing (in a learning diary), extensive and intensive reading, vocabulary building, and speaking strategies. Of course, we can encourage the students to integrate the strategies into their learning, however we cannot force them to do so.

Our research question asked: How effective are the activities of the English Workshop in developing students' motivation and autonomous learning habits? Analyzing the qualitative data from two students chosen at random has proved that overall the activities acted as 'tools' in helping the students develop autonomous learning tendencies. However, their motivations vary in dependence upon a range of intrinsic and instrumental factors.

The students (A and B) who were chosen for analysis were distinguished in their learning

by the way they incorporated these strategies into their learning. Student A incorporated some teacher instructed strategies (watch the news and write about it in your learning diary; reflect on aspects of learning) as well as some of her own strategies such as use of phone applications to learn English. Whereas Student B revealed that she did not have any specific ways to learn through reading or listening to English on the bus on her way to university. This way of incidental learning has some effect, however there is clear evidence in relation to each student's motivations and learning outcomes that Student B who takes more a passive approach to learning has not progressed to the extent that Student A has. This would attribute to the fact that Student A has greater awareness of the strategic relations between the self-study process and learning outcomes. Additionally, each student's self-efficacy beliefs in their ability to successfully integrate strategies and perform tasks attribute to their success or failure. Higher self-efficacy beliefs lead to an increase in performance and it was clear that Student A had more confidence in achieving her goals than Student B, who at times was a little over ambitious in goal setting. Ideally, self-regulated learners are able to set short and long-term goals and can manipulate multiple strategies to suit various learning situations. These skills can be acquired over time, depending on an individual's learning capacity. It is the responsibility of teachers, to make students aware of them and encourage students to integrate them into their learning repertoire.

An additional autonomous learner trait is the capacity for detachment and reflection on one's learning. Through reflective practices teachers can create meaningful learning environments and experiences and students can develop their metacognitive abilities and evaluate one's own thinking about 'learning how to learn'. It seems that Student A values the benefits of reflecting on learning. On the other hand, Student B seems to lack the skills to reflect deeply on learning and fails to see the relationship of goal setting, performing and evaluation of one's aims. Student B thinks that by coming to class alone she can make progress. However, reflecting on learning also requires skill and through guidance and familiarity, we can help develop students' cognitive and metacognitive capacities and in turn hope that they become more motivated and autonomous learners. Despite the brevity of this case study, we can say that on the whole the activities of the English Workshop have contributed to the students' motivation and autonomous learning habits. The next stage of this research would be to investigate more deeply to what extent these research activities effect students learning and what can be done from both teachers' and students' sides to enhance these attributes?

Implications for Further Research

This is a mere cross sectional study to be used as a springboard for further research. It cannot be generalized that how effective the English Workshop in developing students' motivation and autonomous learning. However, one student who took the English Workshop in

the past semester reported that this class including the class activities, was effective in improving her English skills and she felt that she became more autonomous. Ito's (2009) research showed "the necessity of the repeated approaches and the practice to learners in order for them to expand their effective and eventual self-regulated learning" (2009, p. 123: translated by authors). It is necessary to recognize how we should reflect on the strategies which we present to students, how to intervene following the Self-Regulated Learning theory, and based on this, develop the necessary research methods which measure students' motivation. To this end, we can more deeply analyze how effective are the activities of the English Workshop in developing students' motivation and autonomous learning.

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Appendix 1 Student A Pre and post semester

	Student A April 24 th , 2014	Student A July, 3 rd 2014
Fluency	<p>Usually maintains flow of speech but uses repetition, self-correction and slow speech to keep going.</p> <p>Produces some speech fluently, but more complex communication causes problems.</p>	<p>Usually maintains flow of speech but uses self-correction and slow speech to keep going.</p> <p>Produces simple speech fluently, and also attempts more complex communication.</p>
Lexical	<p>Uses vocabulary with limited flexibility Attempts to paraphrase. <i>I retied one year ago</i> <i>I long to be a flight attendant</i></p>	<p>Use of vocabulary has increased and meaning is clear in spite of inappropriacies.</p> <p>Could take more of a risk to paraphrase more and try to use more complex vocabulary.</p>
Grammar	<p>Produces basic sentence forms and some correct simple sentences. Subordinate clauses mostly contain errors and at times there are some comprehension problems.</p> <p><i>When I was high school student... Club teacher was very strict I stopped club. I studied English actively I want to study English exactly. If I can, I want to study English, Korean, and Chinese My height is very short, so I have to study harder. For this four years, university, I want to study hard. And I want to go to study abroad. I want to Australia.</i></p>	<p>Attempts to use a mix of simple and complex structures, the latter with limited flexibility. Makes frequent mistakes with complex structures, though these rarely cause comprehension problems.</p> <p><i>When I look back this class, I could overcome to talk without being shy.</i></p> <p><i>I think my English is a little promote. But I couldn't read a lot of book, because I don't have time.</i></p> <p><i>I tried to learn English a lot more.</i></p> <p><i>I want to go to study abroad. But now thinking, 6 months or 1 year.</i></p>
Pronunciation	<p>Uses a range of pronunciation features with reasonable control. Can generally be understood throughout, though mispronunciation of individual words or sounds reduces clarity at times.</p> <p><i>I entered clam school</i></p>	<p>Uses a range of pronunciation features with reasonable control. Can generally be understood throughout, though mispronunciation of individual words or sounds reduces clarity at times.</p>

Adapted from IELTS Speaking Band Descriptors (public version)

Appendix 2 Student B Pre and post semester

	Student B April 24 th , 2014	Student B July, 3 rd 2014
Fluency	<p>Has limited ability to link simple sentences Gives only simple responses and is frequently unable to convey basic message.</p> <p>Doesn't say so much—short answers. Most questions coming from the teacher.</p>	<p>Cannot respond without noticeable pauses and speaks slowly with frequent repetition and self-correction to keep going.</p> <p>Did not rely on any Japanese this time. Attempted more complicated sentences, despite errors.</p> <p>A definite overall improvement. There was a greater willingness to speak.</p>
Lexical	<p>Has insufficient vocabulary to discuss topic of conversation and relies on Japanese at times.</p> <p>Uses simple vocabulary to convey meaning.</p> <p>Does not attempt to paraphrase</p>	<p>Produces some basic sentence forms with reasonable accuracy.</p> <p>Uses a limited range of more complex structures, but these usually contain errors and cause some comprehension problems.</p>
Grammar	<p>Makes numerous errors in simple sentences. Attempts basic sentence forms but with limited success and relies on familiar utterances.</p> <p><i>My weekend. It great.</i> <i>I went to watching movie in theater.</i> <i>On 3D, very tired.</i> <i>I saw Frozen. It's very interesting.</i> <i>The second time ち (ga), in English.</i> <i>Who did you go with ?</i> <i>Kawasaki.</i></p> <p><i>I'm went with Jimoto. (Jimoto refers to hometown friends).</i></p>	<p>Produces a small number of basic sentence forms with reasonable accuracy</p> <p>Uses a limited range of more complex structures, but these usually contain errors and may cause some comprehension problems. For example:</p> <p><i>I will go to wedding ceremony.</i> <i>I'm look forward to going to wedding ceremony. Because I never going to wedding ceremony.</i></p> <p><i>I'm going with my whole family. And on Sunday I will going to Gunma. My hometown.</i></p>
Pronunciation	<p>Uses a limited range of pronunciation features Attempts to control features but lapses are frequent.</p> <p>Mispronunciations are frequent and cause some difficulty for the listener. Heavily relies on kakatana English.</p>	<p>Pronunciation has improved from the first session, and relies less on Japanese.</p> <p>Uses a range of pronunciation features with mixed control. Shows some effective use of features but this is not sustained. Can generally be understood throughout, though mispronunciation of individual words or sounds reduces clarity at times.</p>

Adapted from IELTS Speaking Band Descriptors (public version)