

A faint, light blue world map is visible in the background of the slide. A thick, dark blue horizontal line is positioned near the top of the slide, above the first paragraph of text.

Parts of the findings, of the data, This presentation is related to research supported by JSPS Grant-in-Aid Kaken no. 20K00759

「アクションリサーチの手法を用いた言語教育改善:CEFRの教育理念を参考にして」 ‘Language education reform through action research: Consulting CEFR’s educational principles’.

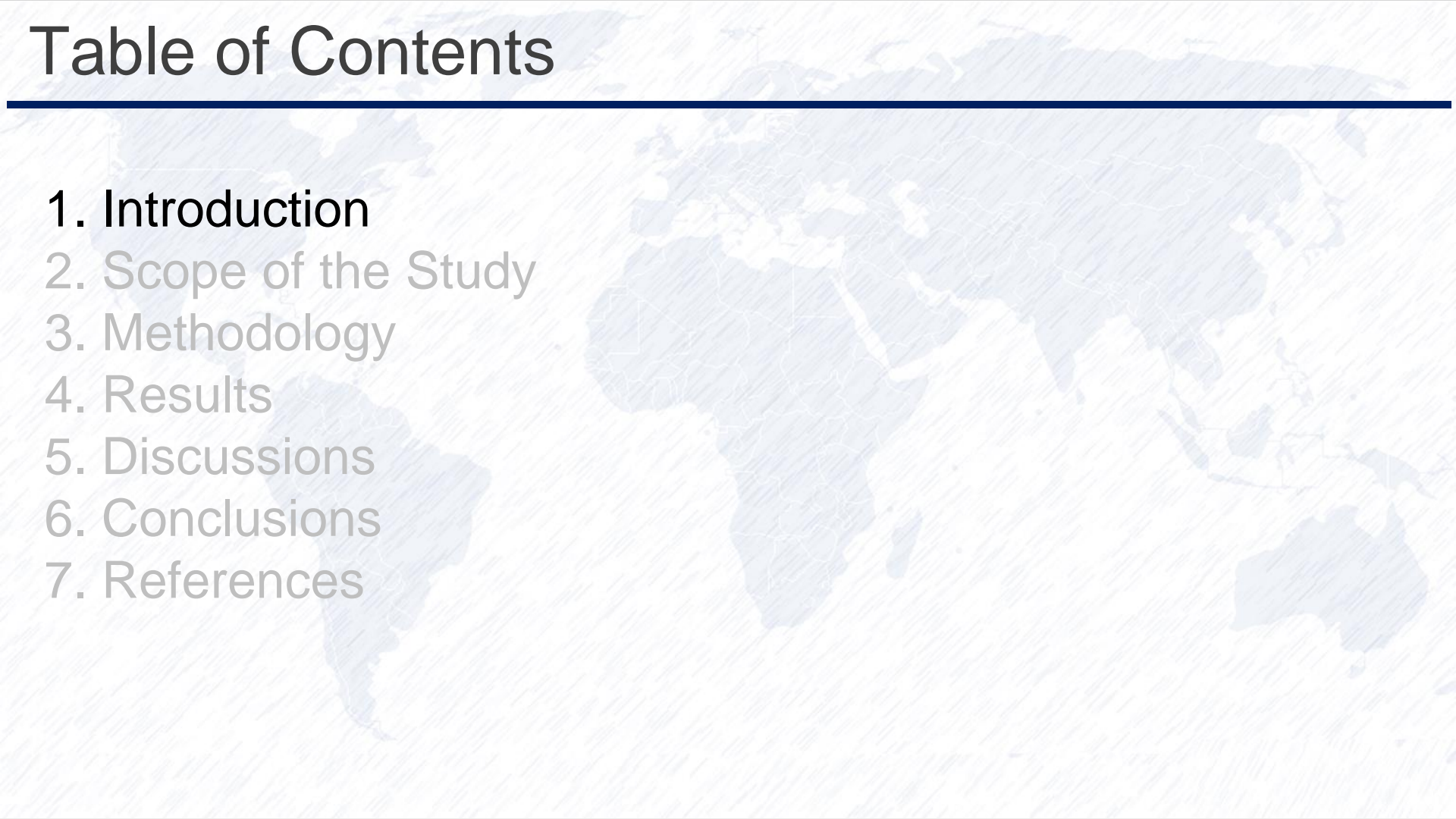


June, 2022

The relationship between university students' learner autonomy and their attitude towards the electronic portfolio

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- Soka University

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Literature review- Learner Autonomy

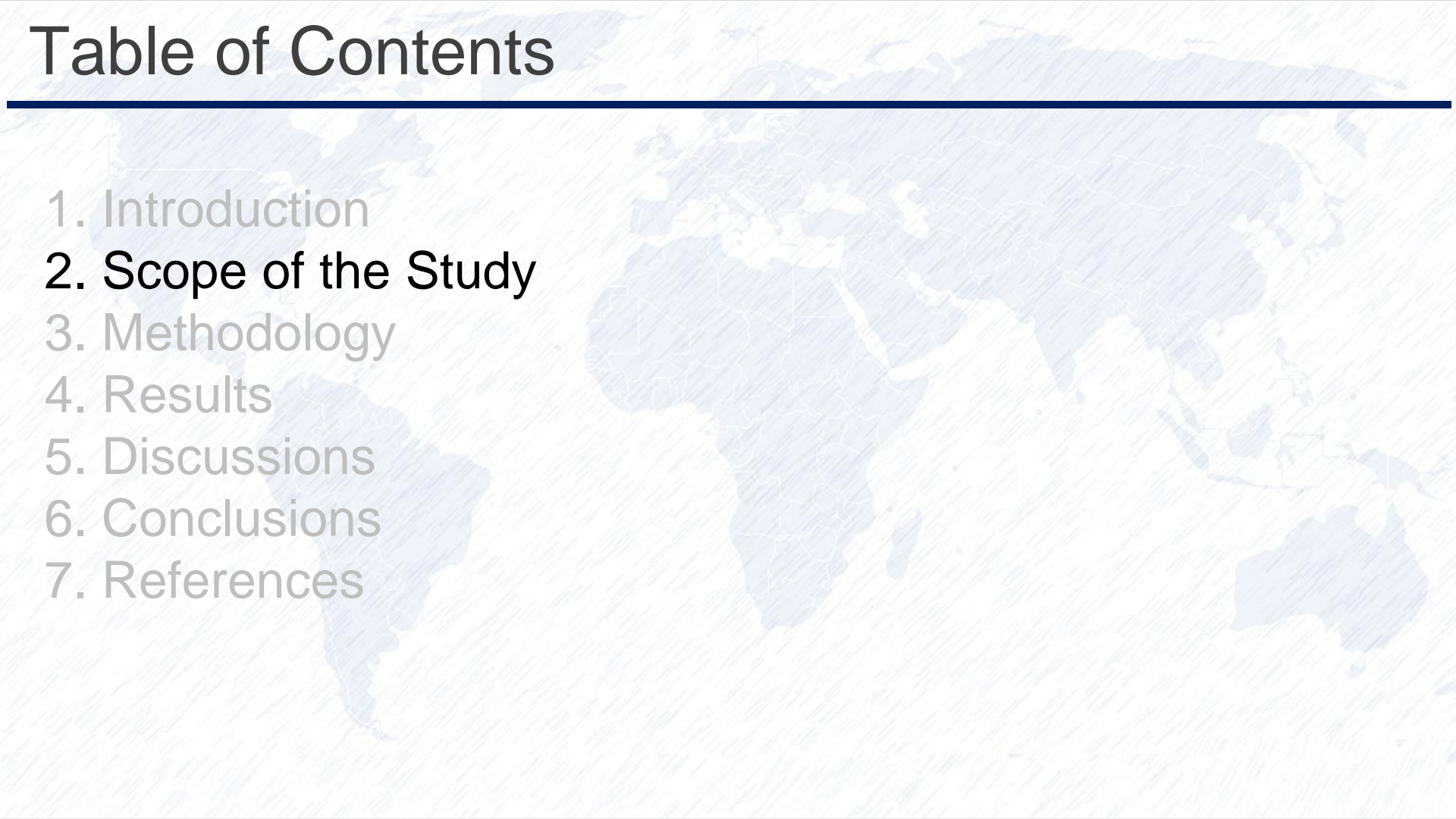
- “Autonomy is the ability to take charge of one’s own learning” (Holec, 1981).
- “Autonomy is a capacity for detachment, critical reflection, decision-making, and independent action” (Little, 1991, p 4).
- “Autonomy is the capacity to take control of one’s own learning” (Benson, 2013).

Literature review- European Language Portfolio (ELP)

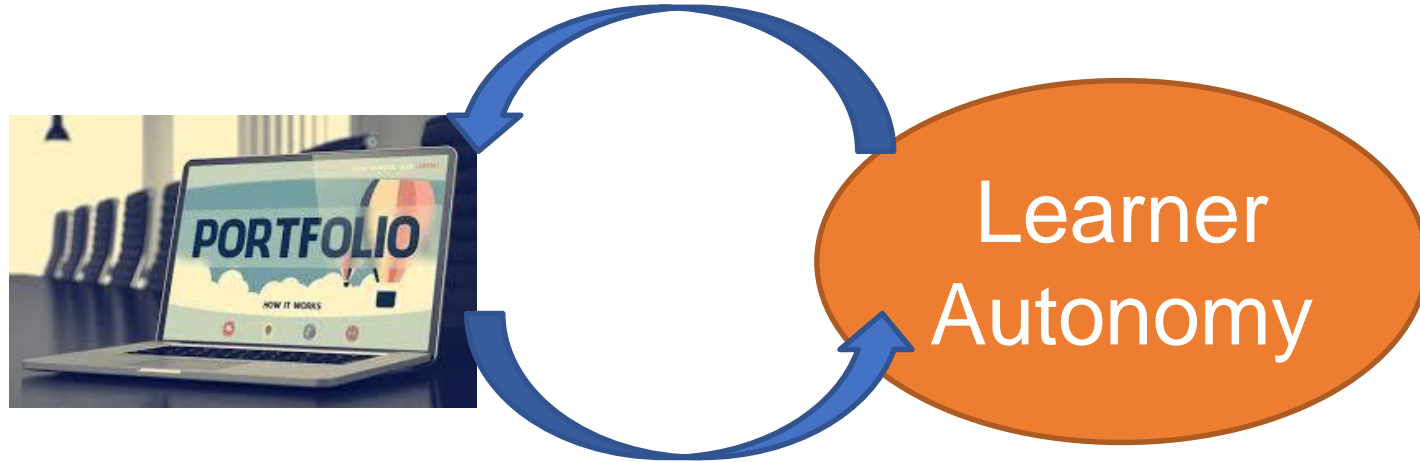


- The ELP is designed to mediate the CEFR's approach to language learners (Little, 2011).

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Purpose of the Research




Use of e-portfolio  Become an autonomous learner

Research Questions

1. Do the degree of learner autonomy and their attitude towards the e-portfolio correlate?
2. How effective is the e-portfolio to help university students become an autonomous learner?
3. What are the factors that interact with the students' positive or negative attitude towards the e-portfolio?

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Participant Profiles and Background

- 1st- year university students
- Basic English course (TOEIC: 280 ~ 485, CEFR A2)

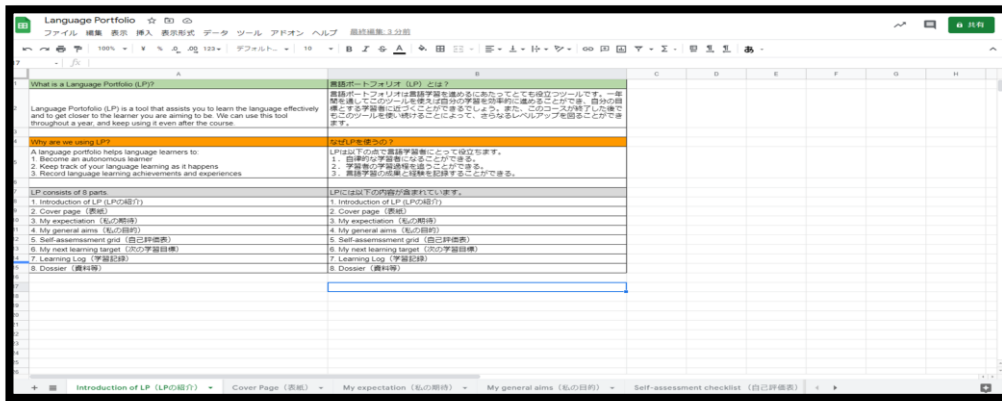
	Start of the first semester, 2021	End of the first semester, 2021	End of the second semester, 2022	Start of the first semester, 2022	End of the first semester, 2022
Survey	43	37	30	17	
interview		4	3		

Instruments

- Surveys
 - Autonomous Learning Scale (Macaskill & Taylor, 2010)
 - Independence of Learning
 - Study habits
 - Questions adopted from Scharer (2000: p.16) and open-ended questions
 - participants' attitude towards the e-portfolio
- Interviews
 - Questions formulated based on the participants' response on surveys

The material

How e-portfolio looks

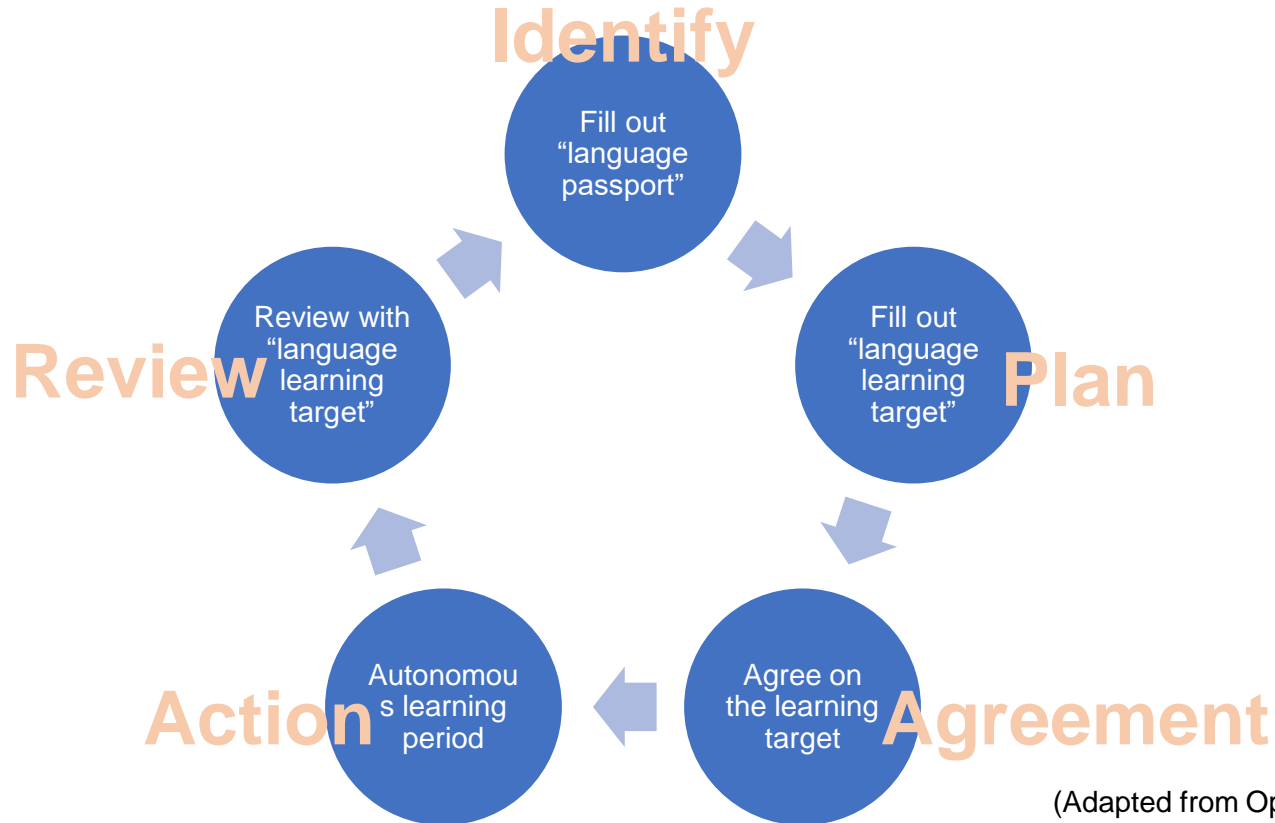


How to plan how to achieve it. When setting learning targets, you can use the textbook or the self-assessment checklists to formulate your learning target.

目標達成のための計画を立てましょう。学習目標を設定する際、教科書や自己評価チェックリストを使って目標を立てることができます。

The date of filling out	General learning area	Learning Target (Be specific)	When shall I begin?	When do I plan to finish?	Learning methods	Learning Time	Evaluation methods	Review
記入日	学習分野	学習目標 (具体的に!)	いつから始めるか?	いつ終わるか?	学習方法	学習時間 (日/週に)	評価方法 (For example, evaluation from others, by myself, taking a test, or completely other ways?)	振り返り
					1. Learning style 学習スタイル 2. Primary learning resources 主な学習教材	20 min / day	1. I will evaluate myself a vocabulary test.	1. I have achieved my target? (Totally / Mostly / Partly / Couldn't achieve it at all) 目標は達成したか? (完全に / ほとんど / 少し達成した、全く達成しなかった) 2. What was a good point and a point to be improved? 良かった点と改善すべき点は? 3. What have I learned this time? 今回、何を学んだか? 4. What am I going to do with what I have learned? これまで学んだことを今後どう活かすのか?
					1. Basically, I will study by myself. 2. Textbook and Eiken vocabulary book			1. Totally achieved 2. I studied constantly every day and learned more than 50 adjectives. However, I think I need spend more time for pronunciation. 3. I learned that some adjectives are necessary to describe jobs. Also, I learned that reviewing vocabulary is to memorize. 4. I'd like to use those adjectives when describing jobs to improve my learning method to make my learning should spend more time.

The cycle of the implementation



(Adapted from Open University, 2021)

Procedures

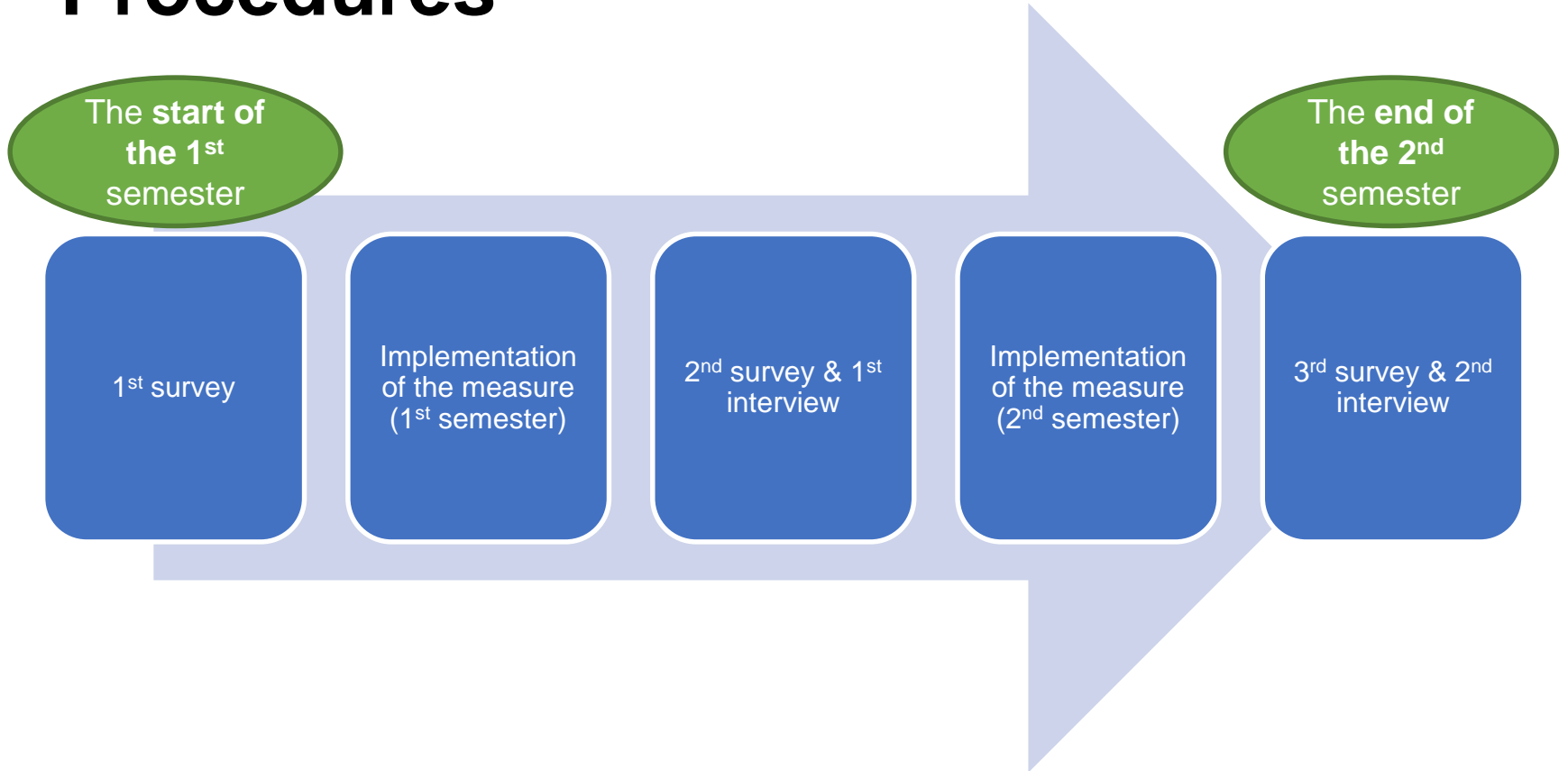
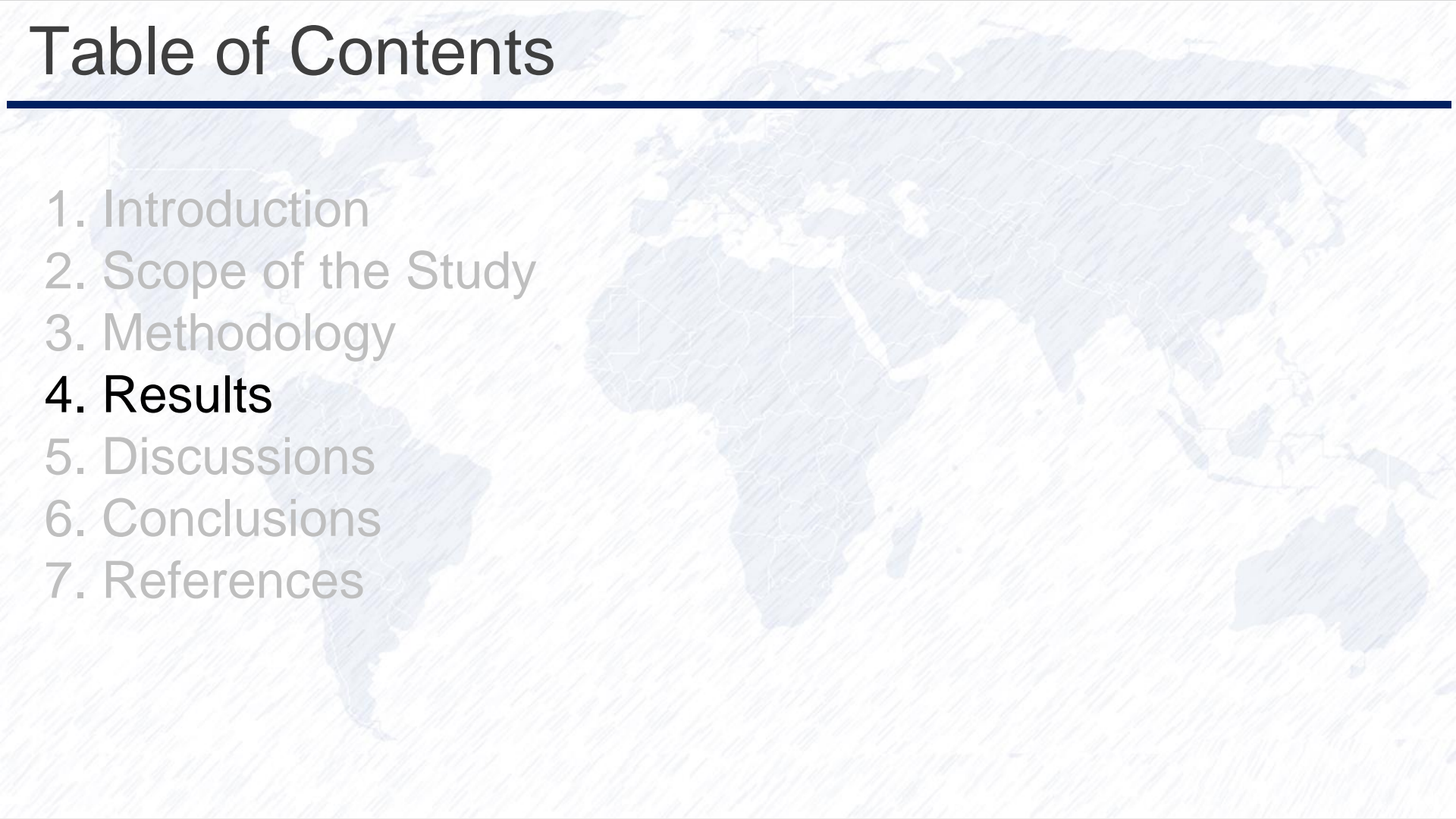


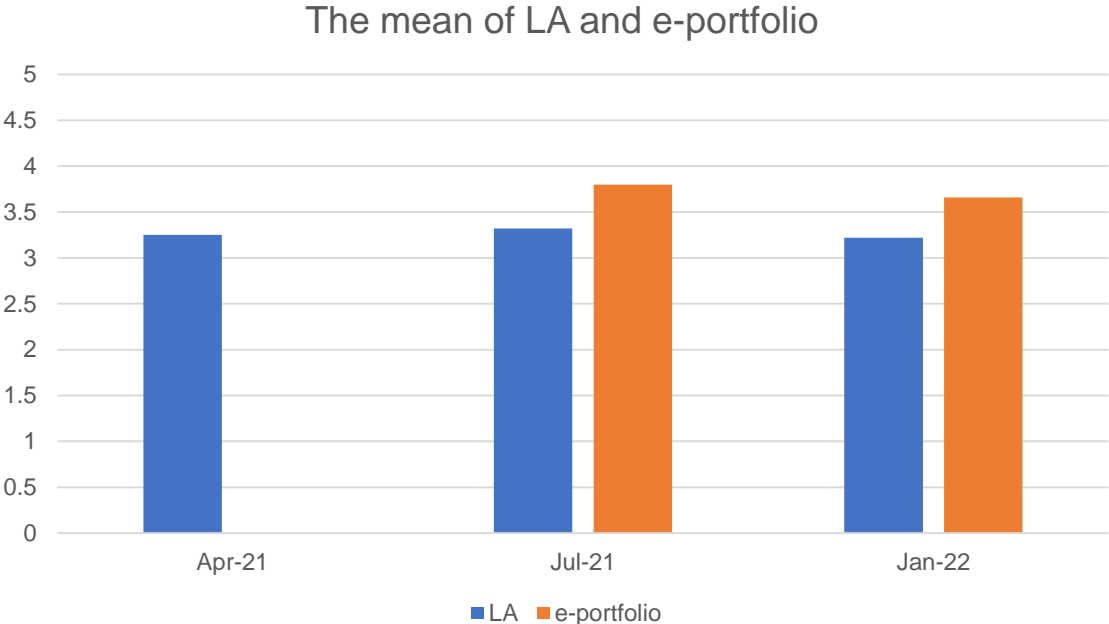
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Survey - The mean of the learner autonomy (LA) / the attitude towards the e-portfolio

Item	April (n=43)	July (n=37)	Jan (n=30)
Independence of Learning	3.35	3.40	3.45
Study habits	3.10	3.21	2.91
Overall mean Learner Autonomy (LA)	3.25	3.32	3.22
Overall mean The attitude towards the e-portfolio	-	3.80	3.66

Bar graphs – The mean of LA and e-portfolio

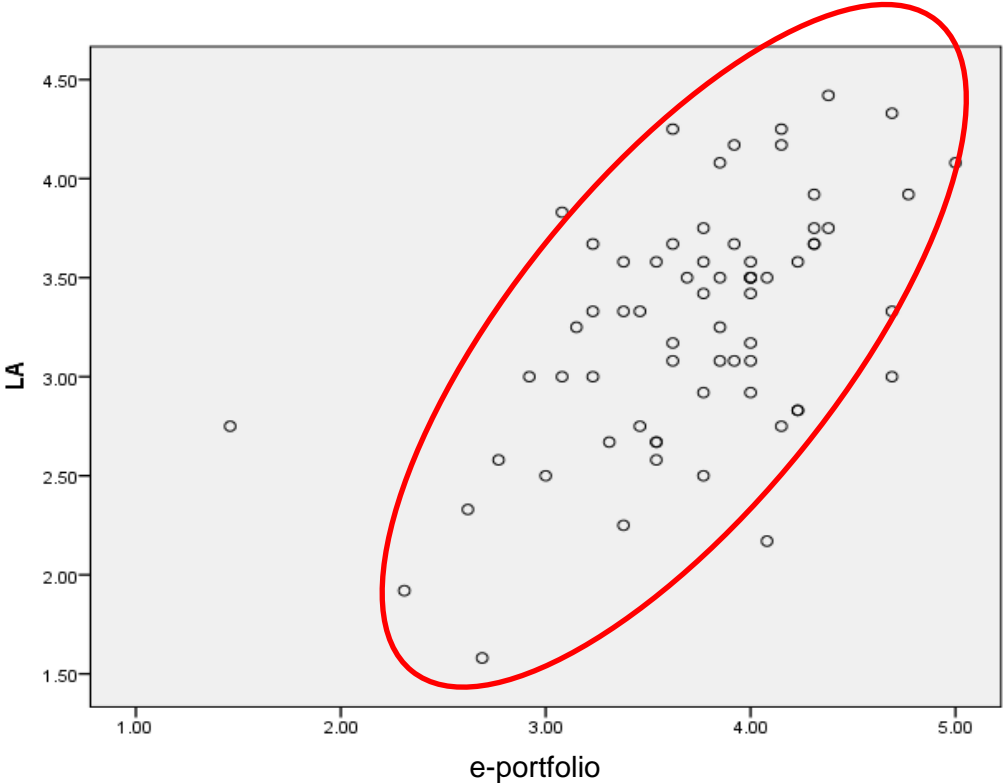


Correlations

Correlations			
		LA	e-portfolio
LA	Pearson Correlation	1	.539**
	Sig. (2-tailed)		.000
	N	67	67
e-portfolio	Pearson Correlation	.539**	1
	Sig. (2-tailed)	.000	
	N	67	67

** . Correlation is significant at the 0.01 level (2-tailed).

Scatterplot- Correlation between LA and e-portfolio



Strengths of correlations

$r = .539$

r value =	
+ .70 or higher	Very strong positive relationship
+ .40 to + .69	Strong positive relationship
+ .30 to + .39	Moderate positive relationship
+ .20 to + .29	Weak positive relationship
+ .01 to + .19	No or negligible relationship
0	No relationship [zero correlation]
- .01 to - .19	No or negligible relationship
- .20 to - .29	Weak negative relationship
- .30 to - .39	Moderate negative relationship
- .40 to - .69	Strong negative relationship
- .70 or higher	Very strong negative relationship

Survey (**July**, 2021) Open-ended questions

n=37

Q26. *What do you think are the good points in the LP?*

Category	The number of statements
I can reflect on my learning.	13
Goal setting	7
Learning log	4
Motivation	4

Survey (**Jan**, 2022) Open-ended questions

n=30

Q26. *What do you think are the good points in the LP?*

Category	The number of statements
I can reflect on my learning.	11
Goal setting	10
Learning log	5
Motivation	6

Survey (**July**, 2021) Open-ended questions

n=37

Q27. *What do you like least about your LP?*

Category	The number of statements
Filling out is hard	8
The design	6
Becoming negative	2
Others	5

Survey (Jan, 2022) Open-ended questions

n=30

Q27. *What do you like least about your LP?*

Category	The number of statements
Filling out is hard	10
Others	6

Interview

The number of participants

n=4, July 2021

n=3 (1), Jan 2022

Interview- Regarding Independence of Learning (LA)

Q: Were there any new learning experiences this semester? Did you enjoy it?

presentation (3)

discussion (3)

keep speaking without using Japanese

classes all in English

new culture

Q: Were there any difficult tasks? Did you try to stick with them?

Making slides for presentation (2)

Giving a presentation (2)

“I tried to stick with ER with high motivation and felt improvement in reading.”

“The quality of my assignments was bad due to the large amount of them. I couldn't spend sufficient time on each of them though I was able to handle more in the 1st semester because I had more free time.”

Q: Were you able to take responsibility for your learning experiences?

“I feel there is nothing we are not responsible for if we decide something by ourselves.”

“No. Because I didn't review what I learned and had less motivation to learn more about what I learned. “

Interview- Regarding Study Habits (LA)

Q: Were you able to plan your time for study effectively?

I was able to plan my time for study well as the assignments were set with clear deadlines. I used my schedule to be more efficient.

In the spring semester, I could do it, but not in the fall semester. So, I felt the necessity of making a study plan in fall because my motivation went down from November until the end of the semester.

Q: Did you feel happy working on your own?

Studying at the university is hard but rewarding because I can learn what I choose and like to learn. I was feeling that I was forced to study in high school. So, I had a negative image about studying.

Q: What is autonomous learning for you?

To set your goal by yourself and explore a variety of learning ways to approach the goal or what you want to achieve. This process itself is autonomous learning.

To be able to improve myself. I think I want to learn something when I feel that “I lack something” and “I want to improve this”. By learning something, I can get more into it and it is connected to my growth.

To look up words you don't understand and to have more interest in something. Not only working on what is decided but actively working on some other things.

I think it is to gain knowledge and improve a speaking skill and communication skills to be able to talk with several types of people. To improve your skills in general.

Interview- Regarding the e-portfolio

Q: How did you like using this portfolio in the class since April?

The length of three weeks cycle was effective.

I had more chances to type English.

I can clarify what I could do and could not do.

I can think about my goal, goals in the class, and what I lack using the time assigned to set my goal.

I appreciate the LP because I can share my goals with the teacher and focus on my study. I appreciate this environment.

We can record our study and use the record when making a next goal.

Q: Did the LP helps you clarify your goal and plan your study?

Yes. I can clarify what I couldn't achieve.

I can keep recording my study every day.

I can clearly see how effective I'm studying and how much I have done.

Q: Did the LP helps you see progress in learning?

Yes. I can refer to the previous learning target.

Not so much because I didn't set the same goal every time.

I had many chances to keep a learning log.

self-reflection on learning

Interview- Regarding the e-portfolio

Q: Did the use of LP motivate you to do a self-study outside of the class?

Answering questions, typing, expressing my opinions by myself

Think about what I couldn't do and what I want to improve, and I want to improve more what I can do now.

Q: Is there a change in your responsibility towards your own learning compared to yourself before using the LP?

A little. Setting my goals enabled me to clarify what I should do outside of the class. Without the LP or assignments, I'd have been lost for what I should do.

Q: Do you think the LP puts more responsibility on you as a learner?

Keeping a learning log, My vocabulary, the portions that should be regularly written make me feel more responsible.

Interview- Regarding the e-portfolio

Q: Was the time spent on keeping my LP time meaningful?

I would sometimes forget to write it but if I properly do it on a regular basis, the time would have been more meaningful.

I think I couldn't utilize the sections like the next learning target and learning log well.

Q: Do you think more learners should be encouraged to use the LP?

Yes. For those who tend to forget the learning target and have difficulty keeping the habit, it should be encouraged. If it is assigned to students with more rigid obligations, like from setting a target through the review part, the students might work on their learning more seriously.

Q: Do you think activities using the LP such as pair-share help you keep the LP?

I can refer to the targets, the methods that other students set, and know how much they achieved them. And I can improve my way of setting a target.

I actually set a similar target to the one made by the other student.

To share the LP with other students is useful for my own learning.

It leads higher motivation.

We are inspired by each other.

Interview- Regarding the e-portfolio

Q: What do you think are the good points in the LP?

Motivation

Learning log

My vocabulary, Review makes me confident

Q: Is there anything you learned from the use of the LP? What are they?

Setting learning targets enables me to find things to be improved.

The importance of reflection. We can think of how to improve our learning.

Q: Do you think you have changed your attitude towards the LP as compared to the spring semester? How did it change?

I've become able to write the LP on a regular basis.

I've become more motivated by sharing it with others.

I can find things to be improved.

I've become more positive toward the LP.

I want to change my current attitude towards it, which is, "I have to do this" to "I'd like to do this for myself."

The custom that we constantly need to work on the LP is vital, so I'd like to be able to get accustomed to using it by my own will. And I like to apply the custom to other things. It's all about my weak will. If I could establish my own system in which I can more constantly and consciously work on the LP, I think I can be stronger.

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Discussion

RQ 1: Do the degree of learner autonomy and their attitude towards the e-portfolio correlate?



They strongly correlate each other according to the result of the Pearson correlation coefficient.

Discussion

RQ 2: How effective is the e-portfolio to help university students become an autonomous learner?



It might be effective to some extent as some statements about the e-portfolio that are closely related to some of the learner autonomy elements were found.

Discussion

e.g. Students' statements in the interview

- “The Language Portfolio made me feel that I must study English every day”
→ **motivation.**
- “I feel motivated and want to do my best to achieve the goals I set. And, I can feel both my development and enjoyment when I accomplish the goals”
→ **motivation and gaining enjoyment from learning.**
- “Keeping a learning log, My vocabulary, the portions that should be regularly written make me feel more responsible.”
→ **responsibility for the own learning**

Discussion

RQ 3: What are the factors that interact with the students' positive or negative attitude towards the e-portfolio?



Based on the students' responses in open-ended Qs and interviews

- self-reflection, goal-setting => **positive**
- filling out the e-portfolio, the design => **negative**

Discussion

e.g. Students' statements in the interview

- **Positive**
 - Leads to motivation
 - I had to record a learning log and write a review later.
 - I've become more motivated by sharing it with others.
 - Goal setting
 - I appreciate the LP because I can share my goals with the teacher and focus on my study. I appreciate this environment.
 - Self-reflection
 - The importance of reflection. We can think of how to improve our learning.
 - Pair-share
 - I can refer to the targets, the methods that other students set, and know how much they achieved them. And I can improve my way of setting a target.
 - Being monitored by the teacher
 - If we were observed more often by the teacher, and reminded that it is graded constantly, it would make us feel that we should keep working on it more.
- **Negative**
 - Did the LP help you see progress in learning? =>Not so much because I didn't set the same goal every time.
 - Although I set my goal in the LP, I didn't try to do more.

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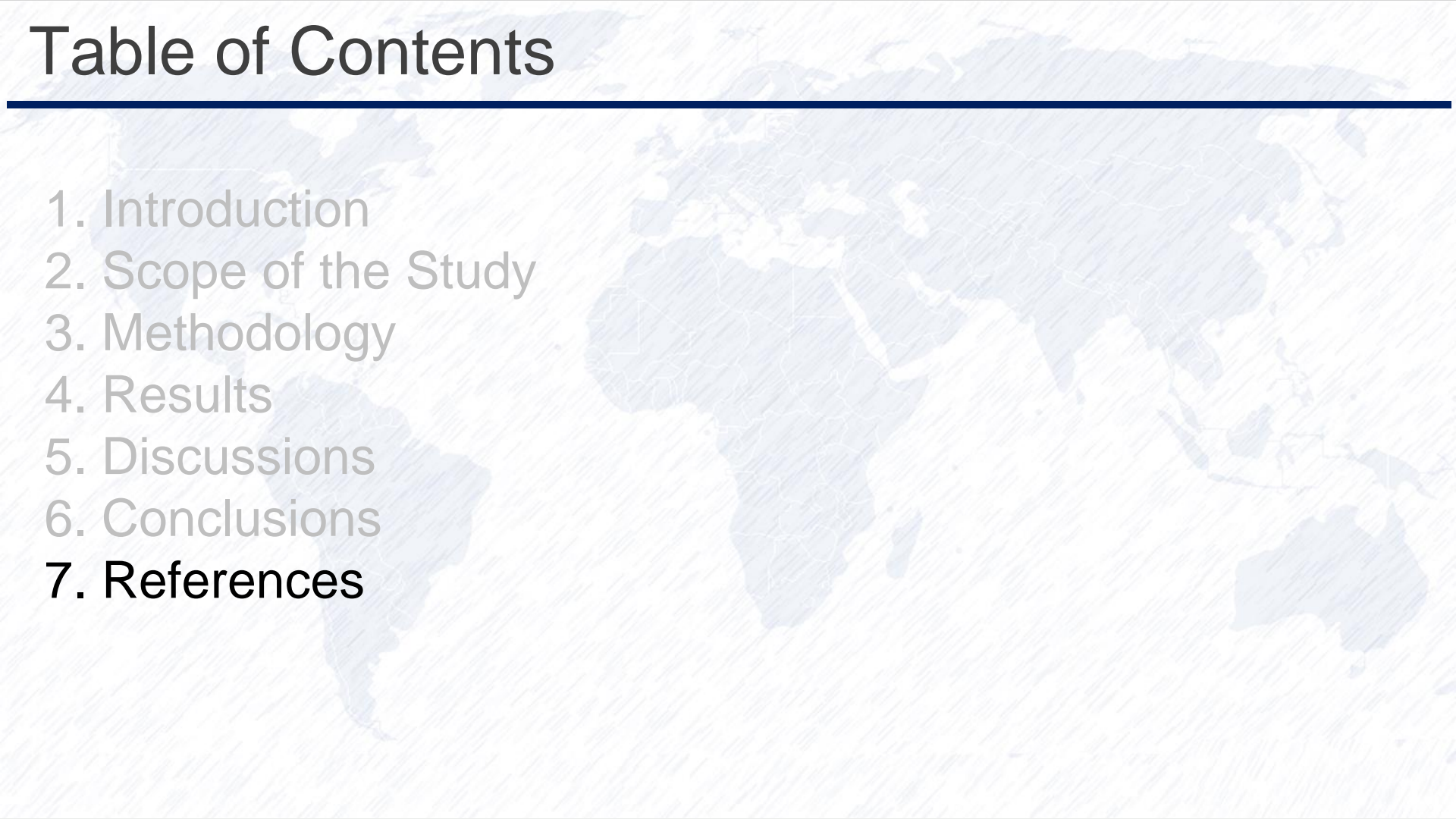
Conclusions

1. Students' learner autonomy in a university and their attitude towards the e-portfolio strongly correlate each other according to the result of the Pearson correlation coefficient.
2. The e-portfolio is effective for university students to become an autonomous learner to some extent.
3. Many students possessed a positive attitude towards the e-portfolio particularly in terms of self-reflection and goal-setting.
4. Filling out the e-portfolio can be the factors for students' negative attitude towards it.

Limitations

1. The freedom of choice for autonomous learning period might have affected the participants' response. (The length of autonomous learning period (3-4weeks) was set by the teacher at the beginning of the implementation)
2. Students were notified that the e-portfolio would be included as one of the course assessments.

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THANK YOU!

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Q & A

Any Questions?

Appendix A Autonomous Learning Scale

No.	Independence of Learning
1.	I enjoy new learning experiences. 私は新しい学習経験を楽しむ方だ。
2.	Even when tasks are difficult I try to stick with them. 私は課題が難しくてもやり通そうとする。
3.	I enjoy finding information about new topics on my own. 自分で新しい話題に関する情報を探すことは楽しい。
4.	I am open to new ways of doing familiar things. 私は身近なことに關して新しいやり方を受け入れる方だ。
5.	I take responsibility for my learning experiences. 私は自分の学習経験に対して責任感を持っている。
6.	I enjoy being set a challenge. 私は課題を設定されることを楽しむ方だ。
7.	I tend to be motivated to work until assessment deadlines. 私は課題
No.	Study Habits
1.	I frequently find excuses for not getting down to work. 私はしばしば、学習をしなくていように理由を探そうとする。
2.	I plan my time for study effectively. 私は効率的に学習計画を立てる方だ。
3.	I am good at meeting deadlines. 私は期限に間に合わせるの得意だ。
4.	My time management is good. 私はタイムマネジメントが得意だ。
5.	I am happy working on my own. 私は自主学習に喜びを感じる。

(Macaskill & Taylor,
2010)

Appendix B attitude towards the e-portfolio

No.	Language Portfolio
1	The LP allows me to show what I can do in English. 言語ポートフォリオによって英語で自分が出来ることを示すことができる。
2	The LP helps me clarify my goal and plan my study. 自分の目標や学習の計画を立てる上で言語ポートフォリオは役に立つと思う。
3.	The LP helps me see progress in learning. 学習の進み具合を把握する上で言語ポートフォリオは私にとって役に立つと思う。
4.	The LP helps me assess my competence. 語学力を把握する上で言語ポートフォリオは私にとって役に立つと思う。
5.	The LP stimulates me to participate more fully in the language learning process. 言語ポートフォリオは私を語学学習に対して積極的に取り組む気持ちにさせる。
6.	The LP helps me improve my understanding of self. 自分自身をよりよく理解する上で言語ポートフォリオは私にとって役に立つと思う。
7.	I feel the LP puts more responsibility on me as a learner. 言語ポートフォリオは私を、学習者として自分自身により大きな責任があると感じさせる。
8	I like the added responsibility for my own learning. 自分自身の学習に対し、そのような責任を持ちたいと思う。
9	The time spent on keeping my LP was time well spent. 言語ポートフォリオの記録は私にとって有意義だったと思う。
10	More learners should be encouraged to use the LP. 言語ポートフォリオの活用がより多くの語学学習者に勧められるべきだと思う。
11	Activities using the LP such as pair-share help me keep the LP. ペアで共有するなど言語ポートフォリオを使った活動は私にとって言語ポートフォリオの記録をするのに役に立つと思う。
12	Using the LP motivates me to do a self-study outside of the class. 言語ポートフォリオの活用は私を授業以外の自主学習に対して意欲的にさせる。
13	I want to keep using the LP even after finishing the course. 科目を修了した後も言語ポートフォリオを活用し続けたいと思う。
	Open ended questions
14	What do you think are the good points in the LP. 言語ポートフォリオの良いところは何ですか。
15	What do you like least about your LP? ポートフォリオで一番気に入らないところは何ですか。
16	Please tell us the points to be improved in this LP. Any information would greatly help. どんな些細な事でもよいのでこの言語ポートフォリオの改善点を教えてください。
17	Is there anything you learned from the use of the LP? What are they? 言語ポートフォリオの活用で何か学んだことはありますか。それは何ですか。

(Scharer, 2000)