

The Self-Learning Log: A Tool for Aiding Learners' Autonomy, Confidence, and Motivation

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Abstract

Holec (1981) defines Autonomy as “the ability to take charge of one’s own learning”. With the sudden surge of COVID-19 pandemic and the consequent shift to online learning, more pressure is put on students to manage their learning time and style. However, some guidance is still needed for students to succeed in doing so (Litzler & Bakieva, 2017). This research, conducted at university levels during the academic year 2020–2021, introduces ‘Self-Learning Logs’, tools created to aid the development of learners’ autonomy. This research explores the use and effects of self-learning logs as well as how students perceived their usefulness. Hopefully, this tool will inspire more educators to introduce self-assessment tools in their classrooms.

INTRODUCTION

Today, due to the COVID-19 pandemic, we are all facing drastic changes in the learning environment without choice. It has been challenging for both teachers and learners at university to communicate and learn in L2 from home through the use of new functions such as Zoom and Google Classroom. Being

EFL lecturers at a Japanese foreign language university, we wished for such a challenge to turn into an opportunity to explore and develop the awareness of learners towards autonomy. We created a learning log called Self-Learning Log as a tool for learners to reflect on their individual learning both inside and outside of the “classroom”. The purpose of this study is to see the emic view of learners towards autonomous learning and the usefulness of the Self-Learning Log as a tool to develop autonomy.

LITERATURE REVIEW

Learner Autonomy

The most famous definition of learner autonomy was first introduced by Holec in a report by the Council of Europe, as follows:

To take charge of one’s learning is to have, and to hold, the responsibility for all the decisions concerning all aspects of this learning, i.e.: determining the objectives; defining the contents and progressions; selecting methods and techniques to be used; monitoring the procedure of acquisition properly speaking (rhythm, time, place, etc.); evaluating what has been acquired (Holec, 1981).

This concept was mainly for adult education and meant learners have complete control of their own learning. However, as Little (2007) pointed out, in the 1990s there was a shift in the meaning of autonomy associated with the effect of learner-centered theories and increasing national curricula by the name of “independent learning” or “critical thinking”. In fact, learner autonomy gained a broader definition as “a matter of learners doing things not necessarily on their own but for themselves” (Little, 2007, p.14). In other words, learner autonomy is “not a synonym for self-instruction”, “it is not limited to learning without a teacher” (Little, 1990, p.7, as cited in Benson, 2008). In order to understand the concept of learner autonomy, it is important to distinguish it from independence.

Deci (1996) clearly explained the difference between autonomy and independence as follows:

Independence means to do for yourself, to not rely on others for personal nourishment and support. Autonomy, in contrast, means to act freely, with a sense of volition and choice. It is thus possible for a person to be independent and autonomous (i.e., to freely not rely on others), or to be independent and controlled (i.e., to feel forced not to rely on others). (p.89)

Therefore, it is possible and reasonable for teachers to encourage learners' autonomy in institutional settings such as the case of this research.

Another issue is whether learner autonomy is a skill or an ability to be taught or not. In the area of social psychology, the ability of being autonomous is thought to be inborn. Deci, a social psychologist, described autonomy as one of the three basic needs that human beings have in terms of self-fulfillment, and indicated that humans become autonomous when "fully willing to do what [we] are doing and [we] embrace the activity with a sense of interest and commitment" (1996, as cited in Little, 2007, p.17). Salmon (1998) illustrated this inborn ability using an example of babies:

To parents, even babies seem to have a will of their own; they are hardly passive creatures to be easily moulded by the actions of others. From their earliest years, boys and girls make their active presence, their wilful agency, their demands and protests, very vividly felt. In every household that has children, negotiations must be made with young family members: their personal agendas have somehow to be accommodated (as cited in Little 2007, p.17).

If learners were autonomous as inborn, then, why has it been reported that they are often reluctant to learn in the classroom? Holec (1979) and Little (1991; 2004) have indicated that once learners are given the opportunity to take charge

of their learning, they are able to become aware and achieve autonomy. If they were only given passive roles and trained to follow the teacher's instructions, they may not be able to realize the autonomy within themselves. Rather, as it has been pointed out (Little, 2004; Benson, 2008), it needs to be developed through practice as a 'capacity'. Smith (2003) has well described recent autonomy in language learning as follows:

'The teacher' seems to be making more and more of an appearance in such discussions, partly as corrective to earlier misconceptions that 'learner autonomy' refers to a *situation*: that of learning without a teacher (at home, with a computer, in a self-access centre, etc.), and/or that it does away with the need for a teacher. Instead, it has been emphasized (Little, 1991) that learner autonomy needs to be seen as a *capacity* (for taking control of learning) which can be developed and deployed in a number of ways and situations, including in the classroom. Nowadays, more and more reports are appearing of classroom-based approaches to the development of learner autonomy, partly as a result of the incorporation of autonomy as a goal in national curricula in European countries and elsewhere (2003, as cited in Benson, 2008, p.23).

In summary, learner autonomy is not fully inborn but it is a capacity to take charge of one's learning which can be developed through practice. In this study, we explored promoting learner autonomy by giving the opportunity to keep using the target language outside of the classroom and to reflect on one's own learning through keeping Self-Learning Log as a tool of self-assessment.

Self-assessment and learning log

The effectiveness of self-assessment for autonomous learners have been claimed by various researchers (Dickenson, 1987; Thomson, 1996; Gardner, 2000; Badrinathan, 2015; Litzler & Bakieva, 2017) over the past four decades.

Gardner (2000) has claimed that “If, as Holec (1981, p. 3) suggests, “autonomy is the ability to take charge of one’s learning”, then self-assessment is a tool which supports those with that ability” (p.51). According to Gardner, self-assessment benefits learners on eight points -individualization, reflection, motivation, evaluation, monitoring, support (from teachers), accreditation, and justification. As autonomous learning is “individualisation of learning” (Gardner, 2000, p.51), self-assessment supports learners to monitor and reflect such individualized learning processes. In addition, when learners could demonstrate success even if it were small progress, it would promote their motivation and confidence. Furthermore, Gardner (2000) indicated that learners would be able to find out in which area they need support from the teacher through doing self-assessment as well as being supported by teachers through professional feedback.

Litzer & Bakieva (2017) have explained that learning journals, diaries and logs are “first person descriptions that record the writer’s experience learning or teaching a second language” (p.67) and have been used in various areas including psychology (Cisero, 2006), business (Pavlovich, Collins & Jones, 2007), education (Blaschke & Brindley, 2011), and foreign language learning (Bailey, 1991). According to Bailey & Ochsner (1983), it includes “affective factors, language learning strategies and his own perceptions” (p.189). Furthermore, Moon (2003) described the different purposes in each type as follows: learning journals are for “making explicit and recording the learning that occurs”, diaries for “reflection on an experience”, and logs for “a record of events that have happened (p.2, as cited in Litzer & Bakieva, 2017). In this study, a learning log, the shorter version of learning diaries or journals, was used as a tool of self-assessment.

Research Questions

In this study, two research questions were explored:

RQ1. What kind of beliefs do learners have towards autonomous learners?

RQ2. How does writing a Self-Learning Log affect learners?

These research questions explore emic perspectives of learners about the meaning of autonomous learning as well as effectiveness of the Self-Learning Log. Data were collected through a questionnaire answered by the learners. Details of the questionnaire will be further described in the questionnaire section below.

METHOD

Participants

Participants were all second-year university students majoring in British and American Studies and English Communication at a private foreign language university in central Japan. 77 learners between two teachers engaged in writing the Self-Learning Log for two semesters from April 2020 to January 2021. Out of the 77 learners, 15 volunteer participants answered the questionnaire at the end of the second semester.

Instruments and Procedure

Self-Learning Log. The self-learning log was originally created by us in the beginning of 2020 as classes were to shift completely online due to COVID-19 pandemic. Due to increased expectations on learners in terms of learner autonomy in such a change in learning environment, we decided to create this log as a tool to help learners. The self-learning log (Appendix A) mainly has two sections: the first section is to reflect in-class learning, and the second section is to reflect on what learners did outside of class to practice English. In addition to the main two sections, there is a grid where learners write down the number of the week. We also created a sample sheet to help learners understand the activity including both good and bad examples of reflection. As for good examples, each of us created different versions in order to encourage learners to try various types of learning styles. Since classes were thoroughly conducted online, the log was completed and collected online.

In the beginning of the semester, we explained the purpose and the contents

of this activity and the log. Participants wrote this log at home in their target language after each class and teachers collected the log through Google Classroom after the end of each textbook unit, four times in total each semester. Every time learners submitted the log, we read it through and returned with some comments, suggestions, praise, or even questions in case their reflections were unclear. Even though it was an ungraded assignment, 98% of the learners completed the log with details throughout the semesters. Learners kept editing their log, so at the end of the semester, they were able to see their learning path within their own reflections.

Learners' use of Self-Learning Logs. To give additional information on the content covered by learners in their Self-Learning Logs, a sample is provided in Appendix C. Although the sample does not provide a perfect example of all ways that the Self-Learning Log was used, it does offer some insights into several uses inside and outside of the classroom. Overall, the majority of learners used the in-class learning section to summarize and reflect on the content of the lesson, as well as to examine their L2 use in conversation. On the other hand, the outside-of-class learning section covered different ways students connected language learning to hobbies and activities, such as watching YouTube videos, movies and TV shows in the L2, making time to have a discussion with friends or family in the L2, using the target language to engage in games and online interactions, etc.

Questionnaire. Questionnaire was given to participants at the end of the second semester in order to explore their experiences with the self-learning log and its usefulness from their perspectives. The questionnaire asks mainly fourteen questions in three sections about their experiences of writing the self-learning log and two questions to ask permission about the use of their actual log for research (Appendix D). The first section focuses on how participants see themselves as

learners and how they think they have improved as learners. The second section explores how writing self-learning logs was effective in terms of their learning. Finally, the last section asks for their willingness to keep writing this log in the future as well as suggestions for its improvement. Out of fourteen questions, ten were closed questions or multiple choice. Responses to those questions were analyzed quantitatively. The individual comments on open questions were analyzed qualitatively and categorized through coding. The results of the data analysis will be shown in the following section.

RESULTS AND DISCUSSION

Survey Results and Discussion

Quantitative and qualitative questionnaire results will be discussed simultaneously considering that each open-ended question in the questionnaire was originally intended to follow a closed question in order to gather more detailed information. It would therefore be counterproductive to explain qualitative and quantitative results separately. The first section of the survey focused on students' reflections on their identity as autonomous learners and on their improvement since April. To answer the first research question, learners were first asked about how they defined the "ideal autonomous learner" and whether they considered themselves autonomous at all. Samples of student answers can be seen below:

"a learner who can set own goal in a learning by themselves"

"a lifelong learner"

"Learning with friends. Team Learning is ideal"

"learners who are not afraid to ask questions or make mistakes, and who do not leave things they do not understand."

When asked about their ideas in regards to what being an autonomous learner entails, student answers varied from being able to organize one's study time, as well as having the skills to learn with others, to having the curiosity and courage to not give up learning even when facing challenges. Thus, students were invited to think about whether they viewed themselves as autonomous learners.

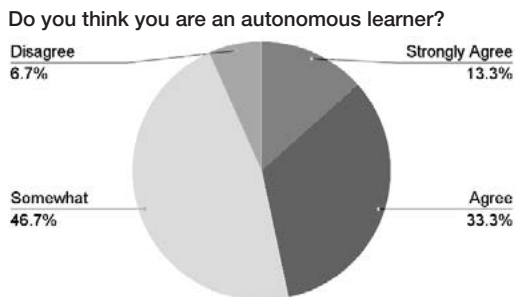


Figure 1. Students' self-identification as autonomous learners
(Source: Survey q.1, Section 1, n=15)

As shown in Figure 1, 93.3% of participants agreed to some extent that they viewed themselves as autonomous learners. When asked whether they thought they had improved as learners since the start of the school year, again an overwhelming 93.3% of students reported that they had (Figure 2). Whilst there is no certainty since responses were registered anonymously, it is possible that the same 93.3% who declared having improved is also the 93.3% who identified as autonomous learners.

Compared to yourself in April, do you think you have improved as a learner?

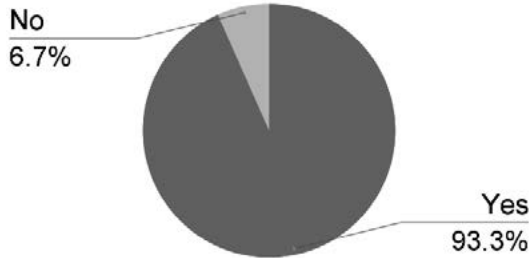


Figure 2. Students’ self-assessed improvement since April
(Source: Survey q.2, Section 1, n=15)

What is available, however, is an understanding of how students improved. Verily, participant answers were analyzed and categorized into four different types of improvement: 1) motivation; 2) learning skills; 3) online skills; 4) new opportunities. Table 1 below presents sample answers from student data for each of the four codes.

Table 1. Students’ improvements as a learner over a year.

Code	Student answers
Motivation	<p>“I had a heart that never gave up through this year, because while I had a lot of trouble with taking online classes, I didn’t give up to participate in class.”</p> <p>“I feel like I prioritize learning over free time lately.”</p>
Learning skills	<p>“I can plan what to learn every week and learn planned study.”</p> <p>“I can improve my English ability.”</p>
Online skills	<p>“I acquired a way to learn online, and it expanded my way of learning.”</p> <p>“Because I got better at online lessons.”</p>
New opportunities	<p>“We study online this year and the opportunity to learn by myself is increased. So I became a better learner.”</p> <p>“I used English a lot compared with before, so I could get a experience”</p>

In order to verify whether the possible reported improvements over the course of two semesters was in some way connected to the Self-Learning Logs, a question was added, and the results (Figure 3) showed that at least 86.7% of students agreed to some degree.

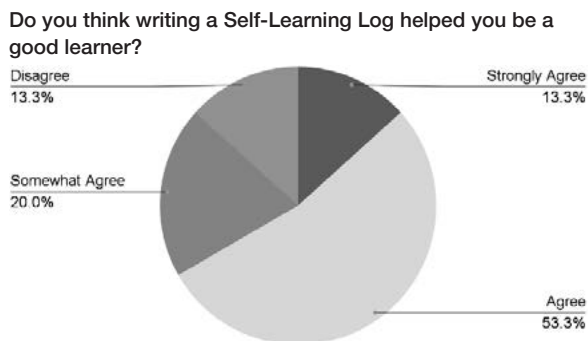


Figure 3. Students' self-assessed improvement since April
(Source: Survey q.3, Section 1, n=15)

While the number no longer matches the 93.3% of the previous two figures (Figures 1 & 2), 86.7% still proves that a large majority of student participants gave credit to the Self-Learning Log for their improvement as English learners.

Student comments from the first and second sections of the survey give insights into the different reasons why student participants found the Self-Learning Logs helpful for their learning. After analyzing the qualitative data, four codes emerged: 1) increasing and maintaining motivation; 2) improving learning skills; 3) reviewing; 4) reflecting on one's own learning style. The table below (Table 2) presents samples of student answers for each of the four codes. For the sake of readability, all Japanese comments have been translated into English and all English comments have been adjusted to remove idiosyncratic elements of speech (Ochs, 1979; Roberts, 1997).

Table 2. Examples of student comments on the Self-Learning Logs’ usefulness.

Code	Student samples from Survey answers
Increasing/ Maintaining motivation	“To write the Self-learning Log, I watched movies or researched something. It was a good opportunity.” “It made me keep learning outside of the classroom too.” “It gave me the motivation to do something outside of class.”
Improving learning skills	“When I did not know how to express myself, I used an electronic dictionary and checked the words. I think this process is useful for English learners.” “I can improve that which I was not good at before.”
Reviewing	“We were able to review our class, what we learned, how my attitude in class was, etc... So the log can help well.” “I can remember what to learn.” “I was writing down what I had learned, so it was also a review.”
Reflecting on one’s own learning style	“There are opportunities to reflect by myself and to learn English outside the classroom.” “When I looked back, I was able to look back on the study methods I did.”

The qualitative results presented in Table 2 are further supported by quantitative evidence gathered from questions three and four in section two of the survey.

Do you think writing the log helped you use/practice English outside of the classroom?

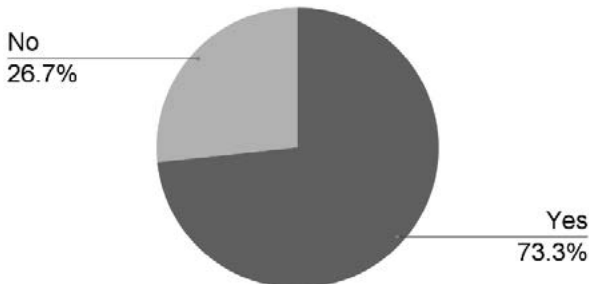


Figure 4. Students’ opinions on how much the self-learning logs helped use/practice English outside of the classroom. (Source: Survey q.4, Section 2, n=15)

Do you think writing the log helped you remember what you learned in the class?

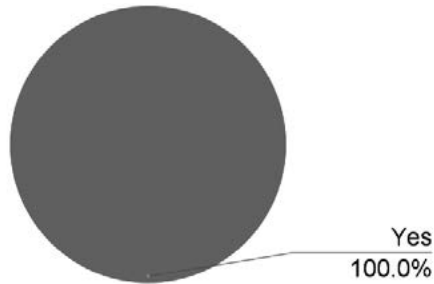


Figure 5. Students' opinions on how much the self-learning logs helped remember what was learned in class. (Source: Survey q.3, Section 2, n=15)

As demonstrated in Figure 4, approximately $\frac{3}{4}$ of the student participants believed that the Self-Learning Logs helped them engage in using English outside of the classroom, therefore supporting the comments in regards to the Self-Learning Log as a tool for maintaining motivation in using the L2. Moreover, Figure 5 shows that all student participants unanimously agreed that the Self-Learning Logs are useful for reviewing what was learned in the classroom, which was also one of the codes that emerged from students' qualitative results (Table 2). Finally, participants were asked whether they would continue writing the Self-Reflection Log in the future.

Would you keep writing this kind of log in the future?

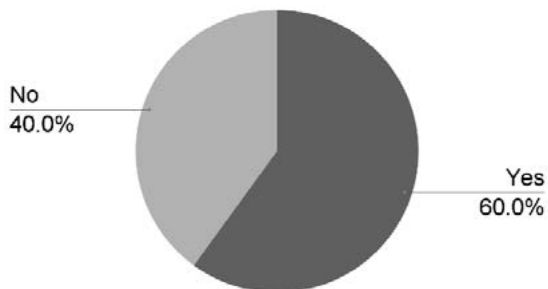


Figure 6. Students' decisions to continue writing self-learning logs in the future. (Source: Survey q.5, Section 2, n=15)

According to quantitative data, 60% of student participants expressed wanting to continue writing Self-Reflection Logs in the future, whilst the remaining 40% prefer to discontinue. In order to fully understand both perspectives, the most frequent answers from qualitative results have been analyzed and categorized in the table below (Table 3).

Table 3. Students’ reasons for wanting to continue/discontinue writing Self-Learning Logs.

Would you keep writing this kind of log in the future?	Why/Why not?
Yes	<p>“I feel that logging with English is a very useful way to improve my English, so I will try to continue this custom.”</p> <p>“Because what I learned becomes apparent, I believe I become more confident. Therefore, I’d like to continue if I can make time”</p> <p>“It will tell me path like what I have learned, It is going to be guide”</p> <p>“Because I could remember what I did last week when I look back at my reflection. And writing will also be remembered.”</p> <p>“It makes me want to continue studying English.”</p>
No	<p>“I think I would not do that spontaneously.”</p> <p>“I’m too lazy to continue.”</p> <p>“It was a little hard for me.”</p> <p>“I think it is a good way to remember what I learned, but I think I cannot continue when it is not an assignment.”</p> <p>“It is very hard and troublesome.”</p>

From student answers, one can gather that the biggest reasons not to continue writing the Self-Learning Log are related to one’s level of intrinsic motivation, particularly noticeable in the use of the words “spontaneously”, “lazy”, and “troublesome”. Moreover, some students recognized its usefulness yet admitted that if it is not a graded assignment, they might not continue it, highlighting a connection to students’ extrinsic motivation too. A small percentage of students

also confessed that it was a difficult task for them, yet did not specify in what way. On the other hand, students who chose to continue writing the Self-Learning Log gave reasons that reconnect to the four codes previously mentioned (Table 2), with the addition of aiding students' confidence.

Ultimately, data analysis shows that the majority of students found some use in Self-Learning Logs, and that it was not limited to developing learner autonomy. Whilst results were not unanimous, more than half the participants reported having improved as English learners, and that they would continue to write this type of learning log in the future. One can therefore conclude from student survey data that the Self-Learning Logs not only achieved their original goal of developing learner autonomy, but exceeded it and provided students with opportunities to improve reflection skills, review skills, motivation, and confidence.

Limitations

Despite the overall progressive results of this research, there are numerous limitations. Firstly, the number of participants who took the survey does not reflect the number of students who used the Self-Learning Logs during the year. The reason for that being that the survey was made available on the online platform Google Classroom in the last week of classes, where many students were busy with final exams and either did not have the time to spare or forgot to complete it by the deadline. Moreover, even supposing that all students had answered the survey, the number of participants would have still been limited only to the members of four classes taught by two teachers. In order to avoid similar drawbacks, the next survey will be made available to all teachers making use of the log and uploaded when students are more likely to have the time to complete it. Furthermore, the only source of data for this research was the survey. Although there were volunteers for follow-up interviews, time constraints between the data collection and the preparations for the new school year made

it impossible to investigate the matter further and therefore it remains unnoted whether students really continued to use the logs. It is therefore imperative for the next phase of the research to allow time for follow-up interviews in order to provide insights not only on the perceived value of the Self-Learning Log, but also on its continuation outside the classroom.

CONCLUSION

In response to the first research question, students defined autonomous learners as learners who set their own learning goals, who can find the motivation and courage to keep learning, and admittedly a large portion of participants identified themselves as such. Furthermore, the educational implications of this study show that the Self-Learning Log is an efficient tool for helping students master learner autonomy, as well finding or maintaining confidence and motivation, especially during a time of confusion such as that caused by the Covid-19 pandemic and the resultant change of the learning environment. Whilst the number of participants was limited, the data gathered from surveys demonstrates an overall positive effect on student participants' learner identity and a promising implementation of the Self-Learning Log in their independent learning time. Research on the Self-Learning Log is ongoing, and the format is being adapted to match the HyFlex school system currently being employed at university level. Taking into consideration the limitations of this pilot study, the data collection for the new school year will be carried out by gathering evidence from all teachers using the tool, as well as adding follow-up interviews to the data collection methods. Through piloting self-learning tools in different learning environments (from online to HyFlex), it is our hope to be able to produce self-learning tools which are adaptable to the changes in the educational environment yet guarantee the same standards.

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APPENDIX A

Name: _____ Student# _____

 **Please keep a record of your learning inside and outside of class time.**

Please take a look at the example reflection below.

Week	In-class learning	Out-of-class learning
e.g. Week 1	<p>Reflect on what you learned during today/this week's class.</p> <p>Today we learned about nurture VS nature. I didn't know that in Japan people connect blood types to personality. I couldn't participate well in group conversation, but I enjoyed pair conversation. Next time I want to participate more actively in a group, maybe ask more questions.</p>	<p>Reflect on what you did outside of class to practice English.</p> <p>On Monday, I had a zoom chat in English with my classmate. Then, on Thursday, I watched a Hollywood movie in English with Japanese subtitles. Next time, I want to try watching it again without subtitles.</p>
Week 2	<p>Today we discussed how to cope with work stress through reading. I could relate myself to it because I used to have so much stress at a workplace where I worked part time. I could share my experience with my classmate so I felt happy. However, I couldn't concentrate on the class so much. I felt tired. I should have enough sleep everyday.</p>	<p>On Monday, I watched YouTube about how to exercise at home. I really enjoyed learning something new in English but sometimes it was so difficult for me to understand what the speaker was saying.</p> <p>New Expressions: -stay fit and active -burn calories</p> <p>Next time I want to learn how to cook in English.</p>

APPENDIX B

Student Sample of Self-Learning Log

Week	In-class learning Reflect on what you learned during today/this week's class.	Out-of-class learning Reflect on what you did outside of class to practice English this week.
1	<p>We thought about 'what is happiness'. I thought 8 habits happy people have <u>is</u> worth remembering. Among them, I like the choice of 'forgive'. To forgive ourselves is <u>really difficult</u>, but if we can forgive ourselves, it leads to forgive someone.</p>	<p>I read an interesting article on the internet. It talked about the immigration. According to the article, there are many obstacles to accept many immigrations. I thought the problem of immigration <u>doesn't</u> directly affect me, but I thought we should try to know that.</p>
2	<p>Today, we practiced the recording. That was really hard for me, because it is difficult to understand what <u>is the happiness</u>. We talked about 3 things which we felt happy, that was so peaceful time. I was glad to listen to small happiness.</p>	<p>I listen to the foreign songs. The song was 'closer' and 'Something Just Like This'. I knew the <u>chainsmokers</u> last year, because 'closer' was covered by <u>Mackenyu Arata</u>. I think their song is very cool and I like their song's lyrics. I would like to listen to other songs.</p>
3	<p>Today, we learn about #HASHTAG MOVEMENTS. I don't use Instagram, so I <u>didn't</u> know much. But I thought I should know and think about these problems. If many young people <u>take action</u>, our future might be better than this situation. I would like to keep researching these movements.</p>	<p>I studied for the TOFEL. I had a lot of part time job in this week, so I <u>couldn't</u> study a lot. I should use more time to practice listening and reading. I'll try to use my time more effectively!</p>

4	<p>Today, we learned the presentation skill. I thought it was more difficult than the previous presentation skill. But it's effective way to including the graphs, so I would like to remember and utilize that skill. Also, we watched the You Tube video, it was <u>really surprising</u> for me. I <u>wouldn't</u> like to join that kind of political movements.</p>	<p>I took the TOFEL test on Saturday. I thought it was difficult. Maybe my daily effort <u>wasn't</u> enough. So, I would like to make more effort toward a TOEIC. First, I try to expand my vocabulary for that test. I'll remember vocab bit by bit and continue small efforts. Also, I would like to practice reading skill. I'll do my best!</p>
5	<p>Today, we practiced the recording. I thought the topic of this time was <u>really difficult</u> to talk. We <u>have to</u> talk about them deeply, so I thought I should research social news and problems. I have much time to prepare, so I would like to prepare for not only the presentation but also the recording.</p>	<p>I would like to expand my vocab, so I decided to remember 10 words per day, 10 words is not many, but I try to remember them with derived words. Also, I think I will give up if I try to remember many words at one time. I would like to keep studying.</p>
6	<p>Today, we did the reading comprehension. I am interested in autonomous car, but I feel scary. It is very useful but if that computer has some tech issue, it will become dangerous car. If that make practicable, I would like to try it.</p>	<p>This week, I wrote the diary in English. It was a little difficult, but <u>really interesting</u>. I could write about my <u>memory</u> and I could talk about it in Core English class. I would like to continue to write the diary to expand my vocabulary.</p>
7	<p>Today, we did the introduction of Unit7. We thought about two pictures, and I <u>couldn't</u> come up with anything ideas. I was really surprised that the first picture was the refrigerator. Also, I would like to know much more technologies.</p>	<p>I read the story of William Shakespeare. That was <u>really really difficult</u> for me, so I had a difficult time with that... There was a lot of characters, and the story was complicated. I would like to read the story a lot and practice reading.</p>

APPENDIX C

Questionnaire about Self-learning Log

Throughout the academic year, you have kept writing “Self-Learning Log”. I’d like to know how it has been helpful for your learning and how it can be improved for future use. Your answers will NOT affect your grades so please let me know your honest feelings and ideas about the log. The results of this questionnaire might be introduced in a journal or a presentation for educational purposes; however, it is only limited to the anonymous answers of this questionnaire. Your actual self-learning logs will NOT be used in any type of research unless you give me permissions.

After you read the explanation above and consent to answer the questions, please go to the next page. If after you read the explanation above, you feel uncomfortable with answering the questions, you do NOT have to answer the questions at all.

Thank you in advance for your time and sharing your ideas and experiences with me.

Part 1: Please tell me about how you see yourself as a learner.

1. Do you think you are an autonomous learner? (NOTE: Autonomous learner means a learner who takes control of one’s own learning both inside and outside of the classroom)

(Strongly agree/Agree/Somewhat Agree/Disagree/Strongly Disagree)

Why do you think so?

2. Compared to yourself in April, do you think you have improved as a learner? (Yes/No)

Why?

3. Do you think writing a Self-Learning Log helped you be a good learner?

(Strongly agree/Agree/Somewhat Agree/Disagree/Strongly Disagree)

Why?

4. In the future, what kind of learner would you like to be? Please describe your ideal learner.

5. To be the learner you described above, what is one thing you can do from today?

Part 2: Please tell me how you kept writing the Self-Learning Log and how you felt about it.

1. How often did you write your log?

(Every after the class/Once a week/Once in two weeks/Just before the submission deadline)

2. How long did it take you to write your log (for one week)?

(Within 15 minutes/Within 30 minutes/Within an hour/More than an hour)

3. Do you think writing the log helped you remember what you learned in the class?

(Yes/No)

4. Do you think writing the log helped you use/practice English outside of the classroom?

(Yes/No)

5. Would you keep writing this kind of log in the future?

(Yes/No)

Why/Why not?

Part 3: Please let me know your ideas for improvements of the Self-Learning Log in the future.

1. Which type of the log do you prefer?

(Google Document/Word/Paper)

2. How often would you like to submit?

(Every week/Every after the Unit/ Twice in a semester/ Three times in a semester/ I do not wish to submit. I want to keep it personal)

3. Do you prefer to receive some comments from the teacher? (Yes/No)

4. If you have any suggestions or comments about the log, please feel free to write below.

5. Is it OK with you to use some part of your log as an anonymous example in my research paper/presentation in the future? If it's OK with you, can you write down your student number below?

6. If you are willing to answer a short online interview about your self-learning experiences, can you write down your email address below?
