

修士学位請求論文要旨

The Developmental Process of learner Autonomy and its Causalities

国際日本学研究科 国際日本学専攻 英語教育学研究領域

学生番号 : 4911145003

泉澤 誠

## **Background**

Since Holec (1981, p. 3) defined learner autonomy as “the ability to take charge of one’s own learning,” a number of studies on autonomy have been conducted. At the same time, the concept of autonomy as an educational goal is widely accepted. Nevertheless, there is no agreement on how it can be measured. Therefore, it is necessary to define autonomy and operationalize the definition in a quantitatively measurable way in order to investigate autonomy and generalize its results. A quantitative method enables researchers to examine not only the relation of autonomy and other variables or the construct of autonomy but also the development of autonomy through pedagogical interventions. Furthermore, the quantitative scale can be used as a criteria of autonomous learning in language classroom.

## **Literature Review**

### **Defining Learner Autonomy**

This study applies the definition by Benson (2011). He defines learner autonomy as “the capacity to take control over one’s own learning” (p. 61). His definition seems close to that of Holec (1981). However, Benson’s definition covers a wider range of the complexity of autonomy. Benson argues that the control has three dimensions: control over learning management, cognitive processes, and learning contents.

### **Operationalizing the Definition of Autonomy**

Given relevant theoretical studies (e.g., Candy, 1991; Deci & Ryan, 2002; Dickinson, 1995; Holec, 1981; Little, 1991; Oxford, 2011; Oxford & Scrawn, 2007 Rivers, 2001 Wenden, 1998), this study considers the constructs of learner autonomy are language learning strategies, metacognition, and motivation. In other words, the author operationalizes Benson's (2011) definition as the capacity to use strategies effectively, to activate metacognition, and to be intensively motivated.

### **Profiling Learners Based on Their Autonomy**

One of the characteristics of the present study is to profile learners according to their degree of autonomy. In this study, profiling means to classify learners who share a similar degree of autonomy into groups. If autonomy consists of learning strategies, metacognition, and motivation, there are possibly several patterns of the status of autonomy. The profiling perspective can provide more elaborated results than showing only the overall average.

### **Fostering Learner Autonomy**

In order to foster learner autonomy, it might be effective to implement strategy instructions/metacognitive trainings explicitly, to provide learners with the opportunities to work on reflective journal activities, and to enhance motivation by satisfying

learners' three basic psychological needs (i.e., the needs for autonomy, relatedness, and competence). One of the common ways to foster learner autonomy is to use a learning journal which explicitly instructs how to use strategies.

### **Pilot Study**

The objective of the pilot study is to develop a questionnaire, more specifically, to elaborate the items of metacognition ( $n = 19$ ). While items of language learning strategies and motivation are frequently seen in previous empirical studies (e.g., Oxford, 1990; Tanaka & Hiromori, 2007), items of metacognition were selected from conceptual studies by Oxford (2011) and Oxford and Schramm (2007). Through the factor analysis, the author obtained three factors: Strategy I: Monitoring (MIS,  $n = 6$ ), Metacognitive Strategy II: Planning (MSII,  $n = 5$ ), and Metacognitive Knowledge (MK,  $n = 4$ ). The following study uses the questionnaire with these factors.

### **Research Questions**

Based on the operationalization, the author conducts a longitudinal survey by using the questionnaire which measure learner autonomy quantitatively and the journal which aims to foster learner autonomy. The author addresses the following research questions (RQs).

RQ1: How can learners be profiled and divided in to groups based on the

operationalization of learner autonomy?

RQ2: What are differences among the groups?

RQ3: How does the learning journal promote the learners' autonomy?

RQ4: How are constructs of autonomy and English proficiency related to each other?

RQ5: How do learners actually learn autonomously?

## **Methodology**

### **Participants**

Participants were 100 Japanese EFL male third year high school students at a private high school in Tokyo. They were in four classes. The number of the participants slightly differs in each study because of missing data.

### **Instrument**

In order to collect data, the author used the questionnaire which was developed in the pilot study. The questionnaire consists of 36 seven-point Likart scale questions. The variables of the questionnaire are Strategy ( $n = 6$ ), Metacognitive Strategy I (MSI:  $n = 6$ ), Metacognitive Strategy II (MSII:  $n = 5$ ), Metacognitive Knowledge (MK:  $n = 4$ ), Motivation ( $n = 12$ ), and the self-evaluation of English Proficiency ( $n = 3$ ). The original version of the questionnaire is shown in Appendix. In addition to the questionnaire, the author also develops the learning journal as an intervention material. The journal aims

to foster the participants' strategy use, metacognition, and motivation by providing ten effective learning methods. A brief summary of the journal contents is listed in Table 1 below.

Table 1

*Contents of the Learning Journal: Ten Effective Learning Methods*

No.	Content
1	Planning/reflection, goals setting, and visualizing a learning progress
2	Raising strategic awareness in general English learning
3	Raising strategic awareness in reading and vocabulary learning
4	Motivation: Enhancing intrinsic motivation and higher extrinsic motivation
5	Monitoring I: Identification and analysis
6	Monitoring II: Evaluation during the task and prognosis
7	Promoting metacognitive knowledge
8	Visualizing a learning progress
9	Sharing learning methods with classmates
10	Overall evaluation

**Data Analysis**

The author uses *R* (R Core Team, 2015) version 3.1.3 to calculate the data.

**Study 1: Profiling the Participants**

The aim of study 1 is to address RQ 1 and 2. In other words, this stage discusses how the participants can be profiled and divided into groups and how different the obtained groups are. Using the questionnaire developed in the pilot study, the author conducted a survey with 100 Japanese EFL senior high school third year male students.

Out of 100, a full set of data was collected from 85. The author performed a cluster analysis to classify the participants into groups according to their degree of autonomy. Then, an analysis of variance (ANOVA) was implemented to testify the validity of the grouping. The author obtained three groups (Group A, B, and C) and named them according to their characteristics. Table 2 shows the descriptive statistics of the groups and Figure 1 visually represents the each group's degree of the variables.

Table 2  
*Psychometric Properties of the Group A, B, and C*

Variables	Group A ( <i>n</i> = 28) Low autonomous		Group B ( <i>n</i> = 25) Moderately autonomous		Group C ( <i>n</i> = 32) Highly autonomous		Total ( <i>n</i> = 85)	
	<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>
Strategy	3.77	0.84	4.78	0.88	5.15	0.78	4.59	1.01
MCSI	4.11	0.60	4.97	0.77	5.64	0.52	4.94	0.89
MCSII	3.47	1.09	3.21	0.86	5.07	0.79	4.00	1.24
MCK	3.77	1.21	4.25	0.49	5.09	0.91	4.41	1.08
Motivation	4.15	0.75	4.97	0.85	5.55	0.73	4.92	0.97
Proficiency	1.93	0.74	3.35	0.80	3.82	1.04	3.06	1.20

*Note.* MCSI = Metacognitive Strategy I, MCSII = Metacognitive Strategy II, MCK = Metacognitive Knowledge.

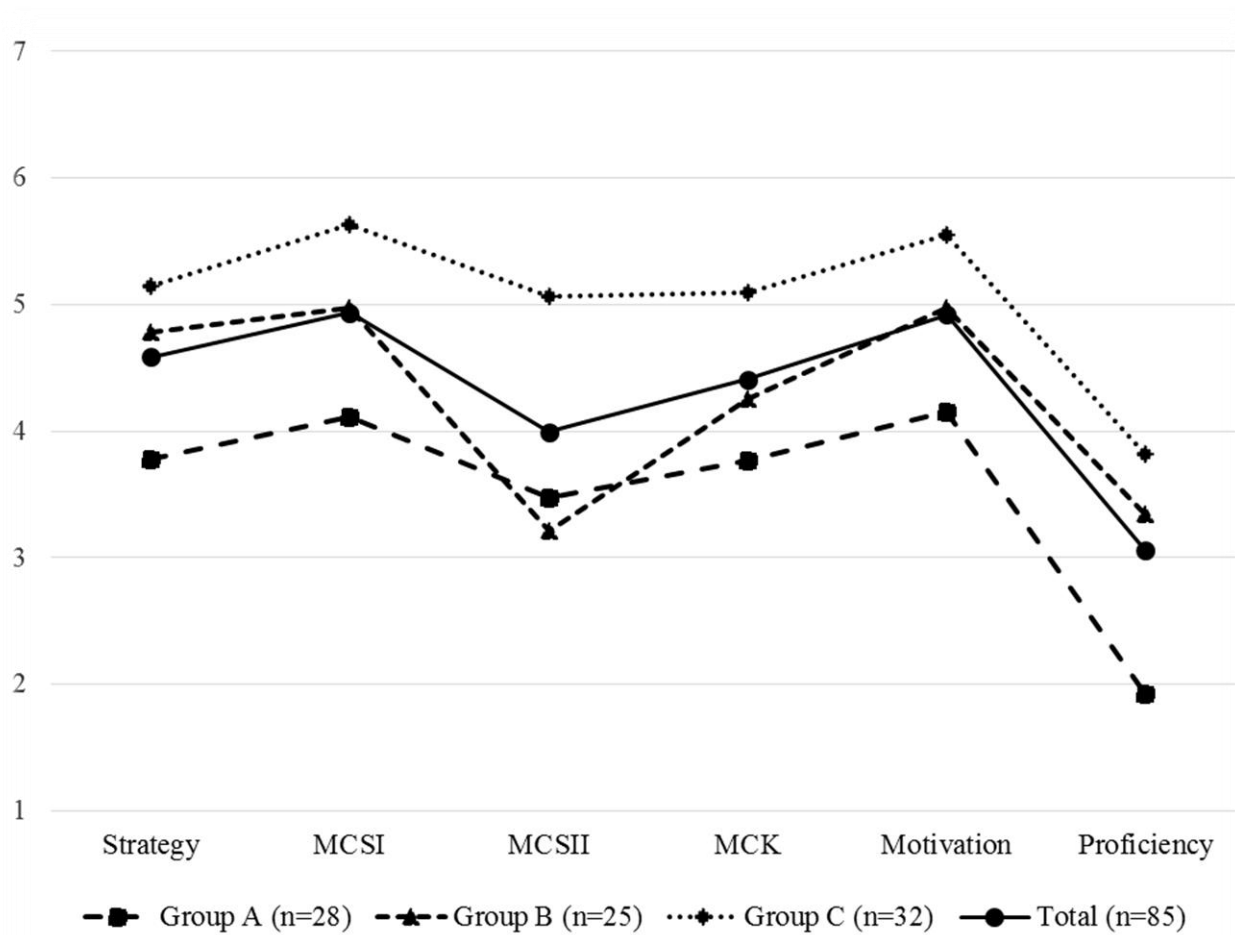


Figure 1. The difference of the groups. MSI= Metacognitive Strategy I (Monitoring), MSII Metacognitive Strategy II (Planning), MK=Metacognitive Knowledge.

Group A ( $n = 28$ ) was named the low autonomous group. Their scores of Strategy, MSI, MCK, Motivation, and Proficiency were the lowest in the groups. Group B ( $n = 25$ ) was named the moderately autonomous. Their scores of the variables, except for MCSII, are relatively close to the average scores. Group C ( $n = 32$ ) was named the highly autonomous group. Their constellation of components are well balanced at



higher level. Furthermore, they feel confident of their own English learning abilities.

Considering the differences of the groups, it is speculated that there might be multiple patterns to be autonomous.

### **Study 2: Investigating the Effect of the Journal on the Development of Autonomy**

The objective of Study 2 is to address RQ 3 and 4. That is, this phase examines the effect of the learning journal on the development of the participants' learner autonomy by comparing pre- and post-tests. Furthermore, the author also investigates the relationship of the variables by analyzing how the improvement of one variable affect other variables from the viewpoint of an overall picture and differences of the groups. Out of the participants, a full set of data of both pre- and post-tests can be collected from 76 (Group A:  $n = 24$ , Group B:  $n = 23$ , Group C:  $n = 29$ ).

In order to investigate the impact of the learning journal on the development of the participants' autonomy, the author performed a paired sample  $t$ -test to see the difference between pre- and post-tests. Tables 3 to 6 illustrate the results of the  $t$ -test in total and the groups.

Table 3  
Results of the Paired Sample *t*-test in Total (*n*=76)

Variable	Pre-test		Post-test		Difference (post-pre)	<i>t</i> (75)	<i>d</i>
	Mean	SD	Mean	SD			
Strategy	4.55	1.00	4.72	1.02	0.17	-1.57	0.17
MCSI	4.96	0.89	5.05	0.97	0.09	-0.95	0.10
MCSII	3.96	1.25	3.90	1.39	-0.06	0.42	0.05
MCK	4.40	1.10	4.88	1.07	0.49	-3.59***	0.45
Motivation	4.89	0.97	5.06	0.94	0.17	-2.37*	0.18
Proficiency	3.05	1.20	3.42	1.19	0.37	-3.54***	0.31

Note. MCSI = Metacognitive Strategy I, MCSII = Metacognitive Strategy II, MCK = Metacognitive Knowledge. \*\*\*  $p < .001$ , \*  $p < .05$ .

Table 4  
Results of the Paired Sample *t*-test in Group A (*n*=24)

Variable	Pre-test		Post-test		Difference (post-pre)	<i>t</i> (23)	<i>d</i>
	Mean	SD	Mean	SD			
Strategy	3.72	0.85	4.30	1.23	0.58	-2.78*	0.54
MCSI	4.13	0.59	4.54	1.00	0.42	-2.72*	0.51
MCSII	3.37	1.10	3.65	1.32	0.28	-0.96	0.23
MCK	3.76	1.29	4.53	1.15	0.77	-3.59***	0.63
Motivation	4.09	0.77	4.55	0.91	0.46	-2.37*	0.55
Proficiency	1.86	0.76	2.64	1.01	0.78	-3.54***	0.87

Note. MCSI = Metacognitive Strategy I, MCSII = Metacognitive Strategy II, MCK = Metacognitive Knowledge. \*\*\*  $p < .001$ , \*  $p < .05$ .

Table 5  
Results of the Paired Sample *t*-test in Group B (*n*=23)

Variable	Pre-test		Post-test		Difference (post-pre)	<i>t</i> (22)	<i>d</i>
	Mean	SD	Mean	SD			
Strategy	4.78	0.89	4.75	0.99	-0.03	0.16	0.03
MCSI	4.99	0.79	4.82	0.93	-0.17	0.82	0.20
MCSII	3.21	0.85	3.09	1.14	-0.12	0.57	0.12
MCK	4.23	0.48	4.71	1.22	0.48	-1.92	0.52
Motivation	4.98	0.87	5.13	0.91	0.15	-1.14	0.17
Proficiency	3.38	0.82	3.39	1.33	0.01	-0.07	0.01

Note. MCSI = Metacognitive Strategy I, MCSII = Metacognitive Strategy II, MCK = Metacognitive Knowledge.

Table 6  
*Results of the Paired Sample t-test in Group C (n=29)*

Variable	Pre-test		Post-test		Difference (post-pre)	<i>t</i> (28)	<i>d</i>
	<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>			
Strategy	5.06	0.76	5.05	0.73	-0.02	0.11	0.17
MCSI	5.63	0.53	5.67	0.61	0.03	-0.27	0.10
MCSII	5.05	0.79	4.75	1.18	-0.30	1.29	0.05
MCK	5.06	0.92	5.32	0.71	0.26	-1.48	0.45
Motivation	5.48	0.72	5.42	0.81	-0.06	0.66	0.18
Proficiency	3.77	1.02	4.08	0.76	0.31	-2.51*	0.31

Note. MCSI = Metacognitive Strategy I, MCSII = Metacognitive Strategy II, MCK = Metacognitive Knowledge. \*  $p < .05$ .

While the overall results indicated that the participants generally benefited from the journal, the impact of the journal differed in each group. First, Group A benefited the most from the journal activity. It is clear that the journal could successfully give them the rationales of the effective learning behaviors, including why the effective learning methods are so important and how they can actually practice such methods. Secondly, while Group A enjoyed the significant improvement in their learning process, Groups B and C could only show slight improvements in limited variables. It seemed difficult for those who has good learning habit to improve the habit further. Although it was not completely meaningless for them to work on the journal, there might be different kinds of the intervention which are particularly beneficial for them.

Next, in order to address RQ 4 (how are constructs of autonomy and English

proficiency related to each other?), the author performed a correlational analysis on the increase rate of the variables between pre- and post-tests. Tables 7 to 10 show the results of the correlational analysis in total and each group.

Table 7

*Correlation of Difference between Pre- and Post-Tests in Total (n=76)*

	Strategy	MCSI	MCSII	MCK	Motivation	Proficiency
Strategy	1.00					
MCSI	.50 <sup>***</sup>	1.00				
MCSII	.31 <sup>**</sup>	.44 <sup>***</sup>	1.00			
MCK	.26 <sup>*</sup>	.37 <sup>**</sup>	.35 <sup>**</sup>	1.00		
Motivation	.24 <sup>*</sup>	.45 <sup>***</sup>	.24 <sup>*</sup>	.20	1.00	
Proficiency	.34 <sup>*</sup>	.26 <sup>*</sup>	.04	.05	.28 <sup>*</sup>	1.00

Note. MCSI = Metacognitive Strategy I, MCSII = Metacognitive Strategy II, MCK = Metacognitive Knowledge. <sup>\*\*\*</sup>  $p < .001$ , <sup>\*\*</sup>  $p < .01$ , <sup>\*</sup>  $p < .05$ .

Table 8

*Correlation of Difference between Pre- and Post-Tests in Group A (n=24)*

	Strategy	MCSI	MCSII	MCK	Motivation	Proficiency
Strategy	1.00					
MCSI	.58 <sup>**</sup>	1.00				
MCSII	.28	.31	1.00			
MCK	.26	.22	.30	1.00		
Motivation	.09	.42 <sup>*</sup>	-.17	.15	1.00	
Proficiency	.31	.25	.05	.08	.12	1.00

Note. MCSI = Metacognitive Strategy I, MCSII = Metacognitive Strategy II, MCK = Metacognitive Knowledge. <sup>\*\*</sup>  $p < .01$ , <sup>\*</sup>  $p < .05$ .

Table 9

*Correlation of Difference between Pre- and Post-Tests in Group B (n=23)*

	Strategy	MCSI	MCSII	MCK	Motivation	Proficiency
Strategy	1.00					
MCSI	.39	1.00				
MCSII	.04	.58**	1.00			
MCK	.02	.48*	.48*	1.00		
Motivation	.05	.43*	.37	.15	1.00	
Proficiency	.25	.28	-.10	.06	.55**	1.00

*Note.* MCSI = Metacognitive Strategy I, MCSII = Metacognitive Strategy II, MCK = Metacognitive Knowledge. \*\*  $p < .01$ , \*  $p < .05$ .

Table 10

*Correlation of Difference between Pre- and Post-Tests in Group C (n=29)*

	Strategy	MCSI	MCSII	MCK	Motivation	Proficiency
Strategy	1.00					
MCSI	.45*	1.00				
MCSII	.41*	.44*	1.00			
MCK	.37*	.36	.25	1.00		
Motivation	.36	.47*	.48**	.17	1.00	
Proficiency	.27	-.05	-.01	-.19	-.09	1.00

*Note.* MCSI = Metacognitive Strategy I, MCSII = Metacognitive Strategy II, MCK = Metacognitive Knowledge. \*\*  $p < .01$ , \*  $p < .05$ .

The results illuminated that although the overall results showed the variables of the autonomy were generally correlated to each other, the strength of the correlation differed in each group. That is, while the correlation scores of the increase of the variables could be seen separately in Group A, those in Group C can be seen in more systematic manner. Such strong connections of the constructs of autonomy might

eventually lead to successful learning outcomes.

### **Study 3: A Qualitative Analysis on the Content of the Learning Journal**

Lastly, study 3 addresses RQ5: How do the participants learn autonomously? In order to address the question, the author analyzed the contents of the learning journal. The participants were 76 learners who gave a full set of data in both pre- and post- tests.

The interpretation of the learning journal revealed that the participants were actively engaged in their learning process with using strategies, activating metacognition, and motivating themselves. Furthermore, several descriptions of the journal implied the significance of the capacity to control over time and spaces in which learners work on their learning. It indicates an autonomous learning process requires not only 'how' learners learn, but also 'when' and 'where' they learn.

### **Conclusion**

Although several limitations, such as selection of participants, are still remained to be done, it can be said that this study largely contribute to the research and practice of learner autonomy. The profiling revealed that the participants could be divided into three groups, low, moderately, and highly autonomous groups. Given the intervention of the journal, the participants in each group developed their autonomy differently. It suggests there might be multiple pathways to be autonomous. When it comes to the

relationship of the variables of autonomy, while moderate correlation of each variable could be generally seen, the situation was different in each groups. More specifically, while variables in low autonomous group were correlated to each other separately, the variables were more systematically related to each other in moderately and highly autonomous groups. The interpretation of the journal suggested the capacity to control time and spaces was another key to autonomous learning.

The author expects the following researchers and language teachers to keep in mind that there might be multiple pathways to be autonomous and to seek for the way to realize learner autonomy in language education.

### References

- Benson, P. (2011). *Teaching and researching autonomy* (2nd ed.) London: Pearson Education Limited.
- Candy, P. C. (1991). *Self-direction for lifelong learning. A comprehensive guide to theory and practice*. San Francisco: Jossey-Bass.
- Deci, E. L., & Ryan, R. M. (Eds.). (2002). *Handbook of self-determination research*. Rochester, NY: University Rochester Press.
- Dickinson, L. (1995). Autonomy and motivation: A literature review. *System*, 23(2), 165-174.
- Holec, H. (1981). *Autonomy and foreign language learning*. Oxford: Pergamon Press.
- Little, D. (1991). *Autonomy: Definitions, issues and problems*. Dublin: Authentik.
- Oxford, R. (1990). *Language learning strategies: What every teacher should know*. New York: Newbury House.
- Oxford, R. (2011). *Teaching and researching language learning strategies*. London: Pearson Education Limited.
- Oxford, R., & Schramm, K. (2007). Bridging the gap between psychological and sociocultural perspectives on L2 learner strategies. In A. D. Cohen & E. Macaro (Eds.), *Language learner strategies: Thirty years of research and practice* (pp.30-



47). Oxford: Oxford University press.

R (Version 3.1.3) [Computer software] Vienna, Austria: R Foundation for Statistical Computing. Retrieved from <http://www.R-project.org/>.

Rivers, W. P. (2001). Autonomy at all costs: An ethnography of metacognitive self-assessment and self-management among experienced language learners. *The Modern Language Journal*, 85(2), 279-290.

Tanaka, H., & Hiromori, T. (2007). The effects of educational intervention that enhances intrinsic motivation of L2 students. *JALT Journal*, 29(1), 59-80.

Wenden, A. L. (1998). Metacognitive knowledge and language learning. *Applied Linguistics*, 19(4), 515-537.

## Appendix: The Contents of the Questionnaire

## 英語学習に関するアンケート（月 日）

年 組 番 文・理 氏名：

こんにちは。(研究者自己紹介)と申します。私は現在、「学習者がどのように英語を学習しているか」について調査をしています。そこで、皆さんに以下のアンケートへのご協力をさせていただきたいと思います。質問は全部で40問あります。そのうち、1から37の質問には以下の基準で答えていただけます。1~7の項目の中で、もっともよく当てはまるものに○を付けてください。

1: まったく当てはまらない 2: 当てはまらない 3: どちらかという当てはまらない

4: どちらとも言えない 5: どちらかといえば当てはまる 6: 当てはまる 7: かなり当てはまる

1. 新しいことを覚えたり、文章の内容を理解するために、文章を黙読するだけでなく、声に出す、図を描くなど、様々なやり方をする。	1・2・3・4・5・6・7
2. 新しいことを覚えたり、文章の内容を理解するために、すでに知っている知識と関連づける。	1・2・3・4・5・6・7
3. 新しいことを覚えたり、文章の内容を理解するときは、すでに知っている知識がその場合にも当てはまるか考える。	1・2・3・4・5・6・7
4. 新しいことを覚えたり、文章の内容を理解するときは、細かい点に注意し、具体例を想像する。	1・2・3・4・5・6・7
5. 新しいことを覚えたり、文章の内容を理解するときは、要点をまとめ、おおまかな全体像を把握する。	1・2・3・4・5・6・7
6. 新しいことを覚えたり、文章の内容を理解するときは、前後の文脈などを手掛かりに続きの内容を予想したり、知らない単語の意味を推測する。	1・2・3・4・5・6・7
7. 新しいことを覚えたり、文章の内容を理解するために、自分がどのような方法で勉強しているか、わかっている。	1・2・3・4・5・6・7
8. 授業を受けるときや、自分で学習するときは、多くのことを理解し、効率的に学習を進めるために集中するよう心がけている。	1・2・3・4・5・6・7
9. 新しいことを覚えたり、文章の内容を理解するために、注意深く読む、または聴くよう心掛けている。	1・2・3・4・5・6・7
10. 学習を始める前に具体的な目標を設定し、それを達成するための計画を立てる。	1・2・3・4・5・6・7
11. 設定した目標の難易度や、それを達成するために必要なことを考える。	1・2・3・4・5・6・7
12. 大きな目標を達成するため、途中で中間目標をいくつか設定する。	1・2・3・4・5・6・7
13. わからないことがあったら、参考書などの教材を参照したり、先生や友達に質問することで解決する。	1・2・3・4・5・6・7
14. 学習する時、考えたことや理解したことを頭の中で整理する。	1・2・3・4・5・6・7
15. 学習の前に立てた計画を、その通りに実行しようとする。	1・2・3・4・5・6・7
16. ある問題を解くときはどのような解き方をすればよいか効率的か考える。	1・2・3・4・5・6・7
17. 学習の途中で、「今何をしているか、ゴールまでの道のりのどこにいるか」を把握する。	1・2・3・4・5・6・7
18. 学習の途中で、「自分は今、集中できている、または怠けている」など、自分の状態を客観的にみる。	1・2・3・4・5・6・7

19. 学習の途中で、「自分は理解できている、またはできていない」というように理解度を確認する。	1・2・3・4・5・6・7				
20. 学習の途中で、「こうすればもっとうまくいくのではないか」という工夫の仕方とその結果を考える。	1・2・3・4・5・6・7				
21. 学習がある程度進んだ後で、今までやってきたことを振り返って自己評価する。	1・2・3・4・5・6・7				
22. 学習をするとき、「試験前だからいつもより頑張る」というように、いつ、どれくらい頑張るかを決める。	1・2・3・4・5・6・7				
23. 学習をするとき、「今日は一時間やる」、「難しいから2回読む」というように、長さや頻度を決める。	1・2・3・4・5・6・7				
24. 学習をするとき、「ここに書いてあることは大切だから注意して読もう」というように、何を優先すべきか決める。	1・2・3・4・5・6・7				
25. 学習をするとき、「ここは重要だからゆっくり読もう」、「予定より遅れているから急ごう」というように、ペース配分を決める。	1・2・3・4・5・6・7				
26. 英語の学習することは、たのしいと思う。	1・2・3・4・5・6・7				
27. 英語を学習することで、新しい知識が増えることや問題が解けるようになることは嬉しい。	1・2・3・4・5・6・7				
28. 英語を使って海外の人々とコミュニケーションを取ったり、洋楽や洋画を楽しみたいと思う。	1・2・3・4・5・6・7				
29. 英語の学習を続けるために、努力することは大切だと思う。	1・2・3・4・5・6・7				
30. 大学入試や将来に向けて、英語の学習をすることは重要だと思う。	1・2・3・4・5・6・7				
31. 将来は、英語を使った仕事をしたいと思う。	1・2・3・4・5・6・7				
32. 英語ができなければ不安だから、学習しなければならないと思う。	1・2・3・4・5・6・7				
33. 英語ができないと恥ずかしいから、学習している。	1・2・3・4・5・6・7				
34. 英語ができなければ、将来困ると思うから学習している。	1・2・3・4・5・6・7				
35. なぜ英語を学習しなければならないのか、わからない。	1・2・3・4・5・6・7				
36. 英語を学習しても、何も意味がないと思う。	1・2・3・4・5・6・7				
37. 英語の学習は、やりたくない。	1・2・3・4・5・6・7				
以下の 38 から 40 の英語力に関する基準について、あなたはどれくらい自信がありますか。以下の 1～7 の基準で当てはまるものに○をつけてください。 1:まったく自信がない 2:自信がない 3:どちらかという自信がない 4:どちらともいえない 5:どちらかという自信がある 6:自信がある 7:とても自信がある。					
38. 文法知識	1・2・3・4・5・6・7	39. 単語知識	1・2・3・4・5・6・7	40. 読解力	1・2・3・4・5・6・7

ご協力ありがとうございました。ここで得られた情報は、研究目的のためだけに使い、厳重に管理するのでご安心ください。