

**JAPANESE STUDENTS' DEVELOPMENT OF SELF-REGULATED
LEARNING DURING THE TRANSITION TO COLLEGE**

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ABSTRACT

In this case study, I investigate the development of first-year Japanese students' self-regulated learning skills and the role of language learning advising in their transition to college. A great deal of research on the first-year experience has focused on a sense of belonging and the quality of friendships, but few researchers have investigated how learning habits influence first-year students' successful adjustment to college life. Meanwhile, research on language learning advising has largely focused on learner strategies, a framework that has been met with increasing criticism (e.g., Dörnyei, 2005). Accordingly, for this study I adopt Zimmerman's self-regulated learning (SRL) framework to examine the participants' ability to transition to independent learning during their first year at a junior college in Japan. Furthermore, I aim to investigate the relation between SRL and foreign language learning and explore how advising in language learning can help learners to self-regulate their learning.

The participants are 15 first-year students enrolled in a women's junior college in Japan. The data were collected by conducting interviews, recording advising sessions, and obtaining documents. A series of four semi-structured interviews were conducted with each participant over the course of eight months in their first year. Advising sessions with seven participants were also recorded. Each advising session lasted for half an hour and the number of advising sessions varied from one to eight times depending on the participant. Documents related to the college and materials relevant to the participants' self-study were also collected. In addition, key administrators and faculty members were interviewed. The data were analyzed using three coding methods in two cycles: Eclectic Coding, Hypothesis Coding, and Axial

Coding (Saldaña, 2013). Following this analysis, single-case and cross-case analyses were conducted (Yin, 2014).

The findings suggest that there was a great variance in the level of SRL skill development among the participants. Some learners had already developed some SRL skills prior to entering college and built on their skills in their first year in college. Others experimented with strategies and eventually developed skills based on their mistakes. However, there were many participants who were able to observe and emulate their peers' learning skills, but failed to utilize these skills independently in other contexts. These behaviors were observed more among the lower proficiency learners. It was also shown that the students who utilized effective SRL skills were good at managing their language studies. Several factors affected their SRL skill development. Emerging demands due to novel academic assignments, new living environments, and additional social obligations proved particularly challenging. Students with less developed self-regulated skills found themselves in a riskier position because in many cases it was difficult for them to understand the demands that new tasks presented. Consequently, they tended to take on more tasks beyond their abilities. The cases of two participants who visited the advisor repeatedly suggested that giving advice only on language learning strategies was insufficient, and pointed to the need for more SRL training. The rich description of the multiple cases in this study contributes to our understanding of the many challenges that students face in their transition to college, and the various strategies, some successful and some less so, that they use in their attempts to address these challenges. This study also provides insight into the processes of SRL development in the Japanese context. In particular, this study elucidates the

difficulties that lower proficiency students have in adjusting to college life and developing SRL skills. The importance of understanding the context is re-emphasized and more flexibility on the part of advisors is recommended in order to support the varying degrees of preparedness for self-regulated learning with which first year students come to college.

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CHAPTER 1

INTRODUCTION

The Background of the Issue

The transition to college poses numerous challenges to first-year students. To address these challenges, it is crucial for students to develop self-regulated learning (SRL) skills. This is especially true for foreign language learning because a great deal of self-study outside the classroom is required to acquire a foreign language and new college students need to adjust to a different learning style from high school. Language learning advising is a potential form of support for first-year students to develop SRL skills. Although SRL is essential for the successful adjustment to college life, research on the first-year experience has focused more on a sense of belonging and quality friendship. In terms of research on language learning advising, a great deal of discussion has revolved around management issues. As a result, more research is needed on the impact of advising. The framework of SRL, instead of language learning strategies, can be used to better understand the development process of learner autonomy through advising. In this study, I investigate how first-year Japanese college students develop their SRL skills during the transition to college. Further, I investigate the extent to which language learning advising can help develop these SRL skills.

As a language learning advisor for ten years, I have worked with over 1,000 students. Throughout this time, I have noticed that there are at least three types of learners. The highly independent learners, who know the direction they want to go, can

plan their study and manage their learning on their own in order to reach their goals with minimal help. The second type, which is the majority, is independent learners “in-progress” who need assistance initially; however, they eventually acquire the ability to learn by themselves. The last type is highly dependent learners who cannot trust themselves and who tend to depend on professional advice until the end...or they give up. What differentiates these three types of learners is my long-term question as a language learning advisor. Exploring how advisors can best assist those who need the most help, especially first-year students during the process of transition to college, is my personal motivation to conduct this study.

The issue of transition to college has been discussed over 40 years in UK and US contexts because retention has been a major issue in universities. In addition, the need to support a diversifying student population, such as minority, first-generation students, and adult learners has been increasing (Harvey, Drew, & Smith, 2006). In contrast to American or European universities, the dropout rate is not high in Japanese universities. The dropout rate in Japan was 10% in 2011, whereas it was 47% in the United States and an average of 32% in the Organization for Economic Co-operation and Development (OECD, 2013). Unlike the US and UK situations, attrition is not much of a problem in Japanese universities, in part because of different academic expectations regarding coursework. However, entering universities is competitive and preparation for university entrance examinations is considered to be one of the most important events in a Japanese student’s life. In order to pass the entrance examinations of prestigious universities, parents, teachers, and tutors cram high school students with

tasks such as drill practice and rote memorization. Therefore, entering university is considered to be more difficult than graduating from the university in Japan.

Whereas retention is not as much of an issue, there is a growing need for academic support for an increasing diverse population of students in Japan. Although the population of 18-year olds is decreasing in Japan, a larger percentage of high school graduates is attending college. According to the *Japan Times* (Matsutani, January 2012), the population of 18-year olds declined from 2 million in 1991 to 1.2 million in 2012, but the number of young people entering college remained at 500,000-600,000 each year. This trend has led to increased diversity, such as more females, more first-generation students, and more students with lower proficiency, among incoming university students. Concurrently, universities are admitting more individuals who are less prepared for higher education than previously.

An increasing number of students are less prepared for university studies for a number of reasons. First, first-generation university students have disadvantages because of greater home/school differences. For example, the use of question-answer in conversations at home by well-educated parents has been shown to affect children's language development and academic performance at school (Heath, 1982). Students from well-off families tend to receive more structured preparation studies from parents, tutors, and teachers in cram schools in order to pass the entrance exams (Stevenson & Baker, 1992). On the other hand, students who enter college by high school recommendation tend to spend less time studying on their own and have less developed skills in areas commonly tested on entrance exams (e.g., English). Changes in the

university student population have increased the variance in cognitive abilities among the students; consequently, universities are facing the need to respond to the specific needs of a wide range of students. As a result, many universities have been trying to find effective ways to provide more academic support, such as first-year seminars and support for students with special needs (The Japan Association for Developmental Education, 2012).

In addition, English plays a major role in Japanese universities. Historically, the problem of the transition to English-medium tertiary institutions has also been one that has faced many EFL and ESL learners in countries such as Hong Kong (e.g., Evans & Morrison, 2011). In Asian countries such as Mainland China, Korea, and Japan, a need for English for employment due to the trend of English as a global language has also impacted educational policies (Nunan, 2003). In Japan also, the government has been pushing for the internationalization of universities under projects such as Global 30 and Super Global (The Japan Times, September 2013). While more English-medium instruction is offered in Japanese universities, students perceive adjustment difficulties because of the need for different learning styles than those commonly used in high school (Taguchi & Naganuma, 2006).

English is something that many Japanese students cannot escape from. After passing an entrance examination, university students' next major goal is to graduate, and this means that they must pass required English courses. Moreover, if they want to study abroad, one of the selection criteria for exchange programs is a certain level of English language proficiency, as assessed by examinations such as the TOEFL (Test of

English as a Foreign Language) and IELTS (International English Language Test System). If students want to be employed by an international company or organization, English is a requirement for selection, as English-language skills are now a necessity in this global society. Indeed, many Japanese companies require applicants to submit their TOEIC (Test of English for International Communication) score for selection. Also, if junior college students want to transfer to a four-year university, English is often required. Therefore, studying English tends to be a large part of many Japanese students' lives.

Moreover, students in junior college, where this study is conducted, face additional challenges during their transition to college. The students in two-year colleges need to decide their career path, for example to find employment, transfer to a four-year university, or enter a professional school, at a rather early stage in their college life (mostly at the end of their first year) compared to four-year university students. Thus, their curriculum is usually fully packed with required courses and extracurricular activities for career support taking place early and intensively in the second semester. Thus, two-year college students are required to have a more focused mindset regarding the career decisions they make and have to handle their busy schedules, which include a large number of required courses. Developing good self-regulation skills is crucial. It is a challenge for students to develop good skills without effective support and the individual strong willpower needed to persist.

While language learning advising is being increasingly practiced around the world (Carson & Mynard, 2012), it is still a relatively new component of university

support systems, particularly in Japan. However, according to the website of the Japan Association for Self-Access Learning (JASAL, n.d.), an increasing number of universities in Japan have started running self-access centers and providing students with language advising. Advisors are usually in a language learning self-access facility on campus and they assist students in developing personal goals and in planning their study. Faculty members, who are mainly foreign language teachers, occasionally serve as language learning advisors. The ultimate goal of advising is to help students become autonomous learners who are able to plan and manage their own learning with minimal assistance (Carson & Mynard, 2012; Gardner & Miller, 1999). Language learning advising is a relatively new approach to assist students with their English study, and it is important to investigate for its connections to SRL.

Statement of the Problem

Developing SRL skills is essential for a successful transition to college. However, very few researchers have looked at how first-year students' ability to regulate their learning impacts their adjustment to college. In addition, there are few investigations of how SRL skills relate to language learning, especially focusing on low proficient learners. While language learning advising is a relatively new form of support, little is known about if or how language learning advising can help learners effectively develop SRL skills. Furthermore, more research needs to be conducted on how first-year students adjust to college in the Japanese context.

Although many factors have been posited as negatively affecting the transition to college, very few have been framed theoretically and specifically with regards to first-year students' ability to regulate their own learning. Many researchers have reported that external or personal factors such as residence on campus and building new friendship early, influence first-year students' sense of belonging to the university, and thus better adjustment to college life (Freeman, Anderman, & Jensen., 2007; Palmer, O'Kane, & Owens, 2009; Pittman & Richmond, 2008; Wilcox, Winn, & Fyvie-Gauld, 2005). Others have claimed that having supportive friends and family is also affecting successful transition to college (Lee, Hamman, & Lee, 2007; Takahashi & Majima, 1994). While some researchers argue that a sense of belonging and quality friendship influence students' academic achievement (Freeman et al., 2007; Pittman & Richmond, 2008), very few researchers have looked at how self-regulation skills impact first-year students' adjustment and learning, nor have they looked at how new friends and family impact self-regulated learning skills (however, see Reaume & Ropp, 2005 for how effective strategy use affects successful first-year medical school students).

The second problem addressed in this study is that behaviors and attitudes specific to self-regulation in language learning have not been empirically investigated. A number of studies have been conducted on language learning strategies (See Oxford, 2011 for a review); however, the concept of language learning strategies has some problems. Language learning strategy research has been criticized for the ambiguity of the construct for being more focused on frequency of strategy use rather than quality, and a lack of consideration of the context (Dörnyei, 2005; Wray & Hajar, 2014). The

SRL model proposed by Zimmerman (1990, 2000, 2004, 2011) provides a framework in which learning is regarded as a dynamic process rather than an outcome. Moreover, it incorporates the multidimensional nature of proactive learning. Although there have been some attempts to develop a questionnaire of SRL in language learning (Tseng, Dörnyei, & Schmitt, 2006; Wang, Hu, Zhang, Chang, & Xu, 2012; Wang, Schwab, Fenn, & Chang, 2013), SRL and its relation to language learning has not yet widely been researched. Other researchers have looked at SRL strategy use and its relation to the academic achievement of L2 learners (Garrido-Vargas, 2012; Inan, 2013; Lin & Gan, 2012; Mahjoob, 2015; Sardareh, Saad, & Boroomand, 2012; Somaye & Shahla, 2016). However, they are mostly correlational studies with small numbers of participants, and almost none have been focused on low-proficiency language learners.

The third problem addressed in this study is that there is lack of empirical studies of effective language learning advising focused on the transition and development of self-regulated behaviors. Language learning advising is a relatively new form of support; there has been more interest in management issues (Gardner & Miller, 1999; Karlsson, Kjisik, & Norlund, 2007; Mozzon-McPherson, 2007; Reinders, 2007) and advising skills (Hobbs & Dofs, 2015; Kelly, 1996; Pemberton, Toogood, Ho, & Lam, 2001; Stickler, 2001). To examine advising skills, researchers have conducted discourse analyses and analyzed learner-adviser roles and how advisor talk impacts learner as well as advisor reflection (Ciekanski, 2007; Kao, 2012; McCarthy 2012, 2016; Mozzon-McPherson, 2012). In addition, a few researchers have investigated the impact of advising. However, more research is needed on how advising is effective at

helping learners to become self-regulated (See Mozzon-McPherson, 2012 and Navarro & Thornton, 2011 on the impact of advising).

A fourth gap addressed by this study is that while much has been written about the transition to college in the American and British contexts, little is understood about how first-year students adjust to college in the Japanese context. Many researchers have investigated what contributes to better adjustment and retention to college in the United States and United Kingdom (Freeman et al., 2007; Palmer et al., 2009; Pittman & Richmond, 2008; Wilcox et al., 2005). For example, Chemers, Hu, and Garcia (2001) found that students' self-efficacy is one variable that influences their academic performance and better adjustment to college life in California. Similarly, Hirose, Wada and Watanabe (1999) reported that self-efficacy is one important indicator of successful adjustment in college among Japanese students. However, there is comparatively little known about how students make the transition to their tertiary studies and about the process through which they increase their ability to self-regulate their learning.

To summarize this section, my aim is to address four areas in need of further investigation. The first is the question of how SRL develops during the transition to college. The second is related to the relationship between SRL and language learning. The third is about the effectiveness of language learning advising on developing SRL skills, and, the fourth is on the process of transition to college in the Japanese context.

Purposes and Significance of the Study

There are four purposes of the study. The primary purpose is to investigate how first-year Japanese students develop their SRL skills during the transition to college. Few previous researchers have focused on academic skills as factors affecting transition to college. Moreover, how students develop their SRL skills over time has not been investigated. By investigating how incoming students adjust to college longitudinally, I hope that the study can contribute to a better understanding of the process of college transition and development of SRL skills.

The second purpose of this study is to investigate the relation between SRL and language learning. There have been some attempts to develop SRL measures in language learning, but this area is in need of more investigation, particularly through qualitative methods. In addition, little is known about the SRL of lower proficiency English language learners. By focusing on lower proficiency L2 learners, this study helps to fill the gap in the literature on SRL and language learners, especially lower proficiency learners.

The third purpose is to investigate how language learning advising can promote first-year students' development of SRL in language learning during their transition to college. Although guidance aimed at developing general SRL skills may assist students in their coursework across the curriculum, the focus of this study on developing SRL skills related specifically to language learning and on the role that language learning advising can play in promoting these skills. Previous studies have focused largely on advising skills and advising issues, but more empirical studies on effects of advising are

needed. In EFL contexts such as Japan, where language learning comprises a notable portion of required courses for college freshmen, it is important for incoming students to develop SRL skills and strategies. For advisors, and administrators, it is imperative to better understand how language learning advising can help students develop the SRL skills necessary for their language classes. With this in mind, one of the purposes of this study is to propose a potential model of effective language learning advising.

The final purpose is to provide a better understanding of the transition process to college in the Japanese context. While considerable research has been conducted on the transition to college in the British and American contexts, there are few studies on the transition to college in the Japanese context. By understanding the transition process in the Japanese context, I hope that the study can help improve educational policy and help university administrators design a meaningful induction program to support first-year university students in Japan.

The Audience for the Study

The present study is intended for four groups. First, researchers interested in the areas of transition and self-regulation will benefit from this study by understanding more about how first-year students develop SRL skills during the transition period. This study also helps to illuminate the relation between SRL and foreign language learning. Furthermore, researchers will gain a better understanding of how incoming students adjust to their first year in college and develop their SRL skills in the Japanese context.

Second, language learning advisors will especially benefit from the results of this study given that the study is an investigation of what happens to incoming students during their transition to college classrooms. The study will be beneficial in deepening the understanding of the transition process and the development of SRL skills both in general studies and foreign language learning. Language learning advisors can utilize the results to better understand their advisees' situations and to provide effective advising in assisting them to become more independent learners.

Third, the results of the study will also be useful for teachers who are keen on helping students to become lifelong independent learners. Teachers can utilize the information from this study in their classroom, or in their first-year seminar programs if their university offers them. University faculty members who provide academic advising can directly use the results of this study when they help incoming students adjust to college learning.

Finally, the results will be beneficial for policy makers and university administrators. In this study, I investigate what trajectories the incoming students take during the transition to college. In relation to that, I examine how these trajectories might mitigate access to university support services. The results can be useful when university administrators plan effective systems to support first-year students both in and outside the classroom.

Delimitations

This case study is an examination of the processes of transition to college as experienced by 15 female students, with a particular interest in how students develop SRL skills both in general studies and their English studies. This study focuses on a specific context, a junior college in Japan, with a rigorous academic focus. For some participants, coming to this college was a second choice, because they did not pass or reach the passing line of the entrance exam to a four-year university. Therefore, some participants' goal was to transfer to the affiliated university. Other participants wanted to get a job immediately after graduation. Others had not decided what they wanted to do in college. In this way, students in a junior college not only face an immediate need to make important decisions about what they will do following graduation, but they also have to devote considerable time to preparing for these future directions (e.g., studying to get certificates, studying for language proficiency exams, applying to the affiliated university, job hunting). In this regard, first year junior college students often have more demands on their time regarding matters that directly affect their future than their counterparts in four-year universities. As will be seen in later chapters, the intensity of the junior college experience is one mitigating factor in students' ability to develop SRL skills and strategies. Accordingly, the distinguishing features of this professionally oriented women's junior college should be taken into consideration when applying the findings of this study to other contexts.

The women's college in this study places an emphasis on academic skills especially business and English, different from other junior colleges that focus on

professional skills such as childhood education or nursing. The college requires 68 credits to graduate in two years, in addition, it offers Saturday courses to support preparation for certificate exams that give students advantages when job hunting. The college also puts an emphasis on English education, which requires three class meeting hours (which is 4.5 hours per week) even for business major students. The English test preparation course is strictly test driven (TOEIC) and demands students to study hard outside classroom. Thus, the demands of the program are not necessarily unique to this college, but they do help distinguish the program from many other less professionally and academically oriented junior colleges.

Although the context and participants are rather specific, the case study approach allows for a descriptive richness of the processes by which these individuals make the transition to their tertiary studies. It is also the goal of the study to document how the participants develop their SRL skills overtime. Through the detailed accounts of the participants' first year in college, it is my intent to provide a sense of the challenges that first year students at this women's college face in managing their time and approaches to their studies, and to offer some insight into the types of support that they need most. Ideally, readers will be able to draw on the descriptive and longitudinal nature of this study to best judge the degree to which the findings reported can be transferred to their own setting and students, and to pass judgment on any theoretical generalizations (Yin, 2014) that might emanate from the study with regards to transition to college and SRL.

Definition of Key Terms

In this section, I define some of the key terms used in this study: self-regulated learning (SRL), forethought phase, performance phase, self-reflection phase, and motivational strategies.

Self-Regulated Learning (SRL)

Self-regulated learning (SRL) is defined as “self-regulated thoughts, feelings, and actions that are planned and cyclically adapted to the attainment of personal goals” (Zimmerman, 2000, p. 14). In order to achieve their goals, metacognitively, self-regulated learners plan, set goals, organize, self-monitor, and self-evaluate their learning. Motivationally, self-regulated learners show high self-efficacy, self-attributions, and intrinsic task interest. Behaviorally, self-regulated learners select, structure, and create environments that optimize their learning (Zimmerman, 1990). In this way, highly efficient learners monitor their cognitive and affective states, adjust learning processes strategically, structure environment to improve learning. Thus, SRL involves an interaction of personal, behavioral, and environmental processes (Zimmerman, 2000). Furthermore, in his social cognitive model, Zimmerman (2000) states that SRL occurs in three cyclical phases: the forethought phase, the performance phase, and the self-reflection phase. SRL skills associated with each phase based on Zimmerman (2000) are described below.

Forethought Phase

In the forethought phase of SRL, learners analyze tasks, set goals, and plan strategies. Highly self-regulated learners organize goals hierarchically and process sub-goals. In addition, learners decide methods that are appropriate for the task and the setting. They constantly adjust their goals and strategies. In this study, I discuss the extent to which the participants set goals and planned strategically, or developed the ability to do so, in the forethought phase of learning.

Performance Phase

In the performance phase, self-regulated learners utilize a variety of strategies. They self-instruct, such as solve a math problem or memorize a formula, use imagery (forming mental pictures), and organize a task by breaking it into parts. They focus attention in order to improve concentration. Self-regulated learners also observe their own performance and the surrounding conditions. They try to structure environment that optimize their learning. They monitor and record their own learning so that they can provide evidence of progress. In addition, self-regulated learners experiment with ways to improve their learning, based on reflective observations of their previous learning experiences. In this study, I discuss whether the participants utilized or developed various strategies that involved with the self-instruction during the performance phase of learning.

Reflection Phase

In the reflection phase, self-regulated learners judge their performance and attribute causes to internal and external factors. They evaluate self-monitored information with a criterion in mind. There are four types of criteria: mastery, previous performance, normative (social comparisons with the performance of others), and collaborative (team endeavors in terms of fulfilling a particular role). Perceptions of learners' own performance greatly affect the forethought phase in the next learning task. In this study, I discuss how each participant analyzed their performance and attributed causes to internal and external factors.

Motivational Strategies

In this study, I use motivational strategies as they are introduced in Zimmerman (2011). In the forethought phase, students' goal orientation influences their goal setting. For example, students who believe that they can improve their intellectual ability by making efforts (i.e., See Dweck, 2008 for a discussion of growth mindset) tend to be more effective in SRL. Moreover, self-efficacy and interest influences choice of activities, effort, and persistence. In the performance phase, self-regulated learners use strategies to focus their concentration and control their emotional state. They also set rewards to enhance their motivation to study (self-consequences) and structure their environments to make their surroundings more conducive to studying (environmental structuring). In the self-reflection phase, causal attribution is essential. How learners attribute their results to their own efforts or use of strategies, or uncontrollable factors

(such as low ability) can either increase or lower the motivation to learn. In this study, I discuss motivational strategies as the learners used in the performance phase of learning.

Organization of the Study

In Chapter 2, I review literature on transition to college, language learning advising, and SRL. At the end of the chapter, I describe the gaps in the literature, the purposes of the study, and the research questions. In Chapter 3, Methods, I describe the setting, participants, data collection, and the analyses used in the study. In Chapters 4, 5, 6, I present the findings of the single-case analysis of the higher proficiency group, lower proficiency group, and advisee group. In Chapter 7, Discussion, I present a cross-case analysis based on two major themes: trajectories of SRL skills during transition to college and the impact of language learning advising. In Chapter 8, Conclusion, I summarize the results, discuss the limitations of the study, make suggestions for future research, and provide concluding comments.

CHAPTER 2

REVIEW OF THE LITERATURE

This study investigates the trajectories of first-year students' development of SRL through their transition to college. By doing so, I aim to explore how we can best support first-year students with their development of SRL skills through language learning advising. In this chapter, I review the literature on four areas germane to this purpose: transition to college, language learning strategy research, language learning advising, and SRL.

Transition to College

In the past 40 years, there has been an interest in how college students' first-year experience can be facilitated in ways that promote success in college life. Upcraft, Gardner, and Barefoot (2005) stated that the narrow definition of the success in the first year means that the student completes courses taken in the first year and continues enrollment into the second year. However, they argued that there is a broader definition of the success in the first year and it includes a number of aspects. They illustrated that first-year experience includes the processes of developing intellectual ability, establishing interpersonal relationships, exploring identity development, deciding on a career, maintaining health and wellness, considering faith and the spiritual dimensions of life, developing multi-cultural awareness, and developing civic responsibility. As students start making progress on these areas in life, first-year experience could be quite

challenging when they face academic demands in college, developing new social relationships, adjusting to a new living environment and dealing with increased stress. First year in college is a making progress of becoming a truly educated person, not just earning a good grade point average.

In an extensive review of literature on the first-year experience, Harvey, Drew, and Smith (2006) reported that the majority of researchers have focused on the performance and retention of first-year students and have attempted to examine factors predicting success in college. Factors identified include the degree of community involvement, prior experience (such as prior knowledge and work experience), entrance examinations, aptitude tests, study skills, external or personal factors such as residence on campus, stress and health issues, and personal traits affecting successful adjustment such as goal-orientation and self-efficacy. Harvey et al. also found that many researchers have investigated cognitive and metacognitive development in the first year, and the effectiveness of institutional skill development support, such as first-year seminars. Harvey et al.'s review suggested that the majority of studies have been focused on the prevention of attrition or the lowering of dropout rates, so the results were mostly reported with university administrators in mind. As a result, very few studies have been focused on individual students' personal experiences.

One dimension of students' personal experience, the ability to develop a sense of belonging, has been an important focus of recent studies on the transition to college. A sense of belonging to the university and quality of friendship were reported to positively influence students' academic standing. For example, Pittman and Richmond

(2008), based on results from a self-report survey, suggested that positive changes in a sense of belonging to the university were related to positive changes in scholastic competence and social acceptance. They also found a positive correlation between a sense of belonging and quality of friendship. In another study, Freeman, Anderman, and Jensen (2007) examined whether a sense of belonging in a specific class contributes to identification with the university. While there was little support for their hypothesis, the researchers claimed that a sense of belonging was more related to social acceptance from peers and instructors. Although the study did not include any interview data, the researchers suggested that a sense of belonging was enhanced when the instruction was well designed and implemented, and when the instructor encouraged more interaction and participation from students. Thus, the academic side of students' life can help promote a sense of belonging.

Researchers have also reported that developing friendship can promote a sense of belonging, and that critical events early in the first year can inhibit the ability to fit in. For example, Wilcox et al. (2005) conducted narrative interviews with students who completed the first year and those who dropped out. The researchers identified that having a few good friends was critical to adjusting to a new life in college and living in a dormitory helped students feel more included. A related study suggested that key turning points in students' first semester can either promote or constrain a students' sense of belonging. Palmer, O'Kane, and Owens (2009) reported that university structural practices for inclusion, such as freshman orientation week, can become a seed for exclusion. In this study, one student was injured due to an accident, which caused

the student to be late for freshman orientation. This situation made it even more difficult for the student to make friends during the orientation and feel included in the beginning of the first year. Although these studies highlight the importance of critical events to the first-year experience, one limitation of these studies is that they are based on cross-sectional data.

Family closeness is another factor that influences school adjustment. Drawing on the results of a regression analysis of self-report surveys, Lee, Hamman, and Lee (2007) showed that family closeness had a significantly positive effect both on self-regulation and school adjustment. The researchers concluded that students who have closer bonds with their family tend to have higher confidence, utilize study methods, manage their time wisely, study in places that help concentration, and seek help from teachers and peers. However, because the data were collected solely through self-report surveys, it is unknown whether other factors such as residential status (e.g., living in a dorm or at home) were intervening variables in the study.

A related report indicated that while it is important for first-year students to have supportive friends and family, relying too heavily on pre-established relationships can interfere with making good new friends (Takahashi & Majima, 1994). Drawing on both self-report instruments and interview data, Takahashi and Majima showed that students coped with the new environment according to their pre-established social framework. Students who used to rely on peers consulted more with new peers in college. On the other hand, students reliant on their families reported greater difficulty making the transition. While this study provides useful insight into the role of family

and peer support, it did not include a discussion of the academic aspect of transition into college. It would be beneficial to investigate how students' social network affects the academic side of the transition.

To summarize this section, transition to college is a problem that has justifiably attracted a lot of attention. A great deal of research has been conducted on what affects successful transition to college. Having a quality friendship is reported to relate to a sense of belonging and to positively influence academic performance. Some researchers illustrated how making good friends early influences first-year student retention. Others suggested that friendship as well as family support affects success in transition, but there is an argument that relying on pre-established relationships too heavily can interfere with successful transition. Although researchers have reported on the importance of support from peers and parents, few researchers have given attention to the role of learning styles in adjusting to college. More specifically, very little research on the problem of attrition from university has been focused on self-regulation, and almost none has been conducted in the Japanese context.

Language Learning Strategy Training

The transition to college presents particular challenges for second language learners. Students are required to employ different strategies for language learning and need to be autonomous in college than in secondary school. Advising in language learning is a potential area that can help first-year students become more autonomous in language learning, facilitating their ability to find and try appropriate language learning

strategies. However, there have been problems in research on language learning strategies. I argue that SRL is a more inclusive and concrete framework than the language learning strategies framework to understand students' process of becoming autonomous. The use of the SRL model has the potential to enhance the effectiveness of language learning advising to promote learner autonomy. In the following sections, I discuss the problems of language learning strategy research, and review literature on advising in language learning, SRL, and its relation to autonomy.

Language Learning Strategy Measurements

Researchers have long been interested in predicting students' academic success, and defining the characteristics of good language learners. Research on language learning strategies began in the 1990s with the initial focus on describing good language learners and on identifying the strategies they use (e.g., Naiman, Frölich, Stern, & Todesco, 1978; Rubin, 1975). Later, Oxford (1990) proposed a taxonomy of learning strategies that includes six typologies: cognitive, memory, metacognitive, compensation, affective, and social. The Strategy Inventory for Language Learning (SILL), which was developed by Oxford based on her taxonomy, is the most frequently employed instrument for assessing language learning strategies. Other instruments, such as the Motivated Strategies for Learning Questionnaire (MSLQ) (Pintrich, Smith, Garcia, & McKeachie, 1991) and the Language Strategy Use Inventory and Index (LSUII) (Cohen & Chi, 2002), have also been developed and used for general subjects and foreign language learning.

In his review of research on language learning strategies, Dörnyei (2005) criticized the ambiguity of the learning strategy construct, stating that the definition of language learning strategies was problematic because it conflated methods, behaviors, and thoughts into a single notion. For example, an item “I notice if I am tense or nervous when I am studying or using English” seems to be more like a feeling or thought rather than a strategy. According to Dörnyei, the language learning strategy surveys were developed without careful investigations into the reliability and validity of the construct. He pointed out that rather than clarifying the construct theoretically, research was focused more on teaching the strategies.

Problems with Language Learning Strategy Research

Another question is whether more strategy use means improved learning (Dörnyei, 2005). Controversy on this topic has led to a criticism of the SILL, which calculates the mean score of the frequency each strategy is used and does not necessarily consider the quality of strategy use. According to Dörnyei, the same question arose in the field of educational psychology in the 1960s. There was an interest in learning strategies in the 1960s and many attempts to theorize them were made in the 1980s. Researchers gradually started to focus on learners’ proactiveness and treated the concept of self-regulation as a process rather than an outcome. Self-regulation came to be viewed as a dynamic and multidimensional construct involving a number of micro-processes. Rather than seeing it as an outcome, as seen from the perspective of most language learning strategy research, Dörnyei argued that viewing self-regulation as a

process allows for the dynamic inclusion of cognitive, behavioral, motivation, and environmental aspects that learners use to enhance their academic environment.

Dörnyei claimed that strategic learning was a far more complex issue than previously thought and that the process-oriented view would advance this area of research.

In response to the criticism, Oxford (2011) proposed the Strategic Self-Regulation (S²R) Model of language learning. This model consists of strategies in three major dimensions: cognitive, affective, and sociocultural-interactive. The major difference from her previous model (Oxford, 1990) is that each dimension has its controlling meta-strategies. Oxford claimed that underlying the use of these meta-strategies there are six types of metaknowledge, such as person knowledge and group or culture knowledge. In addition, strategies are used in sequence by task phases (before the task, during the task, and after the task), and each strategy has tactics depending on the situation. Tactics are the specific manifestation of a strategy or a meta-strategy used by a particular learner in a given situation. For example, “Ileana decides to review her new Slovak vocabulary in carefully spaced intervals” (p. 33). This is an example of a tactic of a strategy planning. Rather than simply listing language learning strategies, this model included many dimensions of learning and attempted to embody dynamic nature of language learning. However, some have claimed that this concept is rather confusing and “does not seem to be an empirical testable proposal” (McDonough, 2012, p. 254).

In another review of language learning strategy research, Wray and Hajar (2014) stated that there are four major criticisms of this line of research. First, they claimed that the questionnaire items can be interpreted differently by participants. In addition, those

items represent learners' strategy preferences rather than their actual strategy use. Third, as Dörnyei (2005) pointed out, most strategy questionnaires tend to focus on the frequency of strategy use rather than attitude and efficiency. However, the biggest claim Wray and Hajar made is that strategy questionnaires tend to be context-insensitive and fail to capture the dynamic nature of learners' strategy use, which can vary in accordance with both sociocultural settings and different learning settings. Oxford's SILL has been translated into over 20 languages and used by approximately 10,000 learners in the world (Oxford, 2011). This line of research has significantly contributed to understanding the trait and static aspect of learners' strategy use. However, some researchers have advocated that a more qualitative approach should be taken by taking the importance of contextual variation and task influence into consideration (Wray & Hajar, 2014).

To summarize this section, language learning strategy research can potentially be advanced by adopting a framework and research methods that more fully take into account the dynamic and context-sensitive nature of learning. Researchers have long been interested in what makes good learners good and what learning strategies they use. Accordingly, a number of learning strategy inventories have been developed and administered widely. However, this line of research has been criticized for the ambiguity of the construct, more focus on frequency of strategy use rather than quality, and the lack of consideration of context variation. Self-regulation, a concept used in educational psychology, has come into focus lately for being more inclusive, more sensitive to processes than outcomes, and better suited to capture the dynamic and

multidimensional nature of proactive learning. In this study, I use self-regulated learning as a conceptual framework, instead of merely focusing on strategy use, in the context of language learning advising.

Advising in Language Learning

Although my focus in this study is the development of self-regulated learning skills in adjusting to college, which skills can be applied to all disciplines and facets of college life, I will first review the literature on language learning advising in this section. Traditionally, language learning advising has been in the form of personalized strategy instruction. The advisor and student collaboratively plan their language learning to help the student to develop self-regulatory skills and become a more autonomous learner (Karlsson, Kjisik, & Norlund, 2007; Mozzon-McPherson, 2007; Reinders, 2007; Rubin, 2007). The following sections are devoted to a discussion of language learning advising and how SRL can be fit in supporting with developing learner autonomy.

A language learning advisor is defined as “an educator who works with (usually) individual learners on personally relevant aspects of their language-learning development” (Carson & Mynard, 2012, p. 4). The advisor’s central goal is “the development of learner autonomy which includes fostering the ability in learners to identify language needs and personalize the learning experience by selecting appropriate resources, planning, monitoring, and evaluating ongoing language learning” (p. 14). In order to accommodate the variety of learner needs, and to provide learning resources, some universities have started self-access centers, where students can engage

in self-directed learning with available language learning resources. However, creating self-access centers does not automatically enable learners to self-direct their learning. Therefore, there is a need to have professional support with independent learning from trained advisors (Kelly, 1996; Mozzon-McPherson, 2001). I believe that this is a potential area where first-year students can be supported in their efforts to develop their SRL skills while adjusting to college.

Research on Advising in Language Learning

According to Mozzon-McPherson (2001), there have been five main areas of research on language learning advising. The first area is research on advising skills. A number of researchers have identified and proposed the skills necessary for language learning advising. Second, some researchers have investigated the impact of advising on learning, but this area needs to be examined more. The third area, management research, has been much discussed because there has been increasing interest among university administrators in establishing self-access centers and language learning advising systems to support students' language learning outside the classroom. Some researchers have also conducted research on the fourth area, discourse analysis, to analyze learner-advisor talks. The last research area, cultural studies, has been investigated by a few researchers; in this area the notion of advising is regarded as culturally bounded.

Research on advising skills. Some researchers have discussed specific skills that language learning advisors need to have. Language learning advisors need to be

well acquainted with the resources available in the learner's environment and have basic expertise on language learning strategies. In addition, language learning advising requires specific skills. Kelly (1996) proposed two sets of skills that advisors need to have. Macro-skills of language learning advising, which she calls *counseling*, include initiating, goal-setting, guiding, modeling, supporting, giving feedback, evaluating, linking, and concluding. Micro-skills of advising are attending, restating, paraphrasing, summarizing, questioning, interpreting, reflecting feelings, emphasizing, and confronting. Gardner and Miller (1999) explained that those skills, especially macro-skills, are somewhat overlapping with those of teachers; however, they are also distinct. For example, while teachers often make use of display questions where teachers already know the answer, advisors often deal with referential questions to which advisors also do not know the answers. Thus, teachers are considered leaders of the whole class who follow a prescribed syllabus, whereas advisors are facilitators who negotiate learning pathways with individual learners. Pursuing Kelly's interest in micro-skills, Stickler (2001) argued that advisors should employ skills from psychological counseling theory. Stickler proposed that respect or unconditional positive regard allows learners to feel accepted. Reflective skills such as mirroring, paraphrasing, summarizing are effective skills to make learners feel heard. Stickler suggested that language learning advisors should practice these skills to facilitate learner-centered advising. Also focusing on the micro level, Pemberton, Toogood, Ho, and Lam (2001) collected data from advising sessions of four advisors with postgraduate students in Hong Kong in two years and devised a list of 26 advising discourse strategies. These strategies are divided into four

major classifications: asking questions, clarifying, advising, and motivating. Example strategies include eliciting, requesting clarification, helping to analyze needs, and encouraging. McCarthy (2012, 2016) further looked into advisors' inner dialogue. Advisors were interviewed immediately after an advising session, and while listening to a recording of the session, the advisors were asked about their feelings and reasons for certain actions, such as why the advisor suggested a certain strategy. McCarthy (2012, 2016) claimed that factors such as L2 communication issues and prior knowledge affected the advisors' decision-making process. She also found that experienced advisors were good at building rapport by using small talk and open questions effectively. However, novice advisors tended to lack flexibility, and used a limited number of set strategies in their advising. Furthermore, Hobbs and Dofs (2015) argued that as technology continues to develop, advisors need to be competent in using it. In addition, advisors also need to be creative in their approach because in some cases they might not even meet with learners face-to-face (e.g., online advising and distance learning). Language learning advising requires specific skills in addition to familiarity with and knowledge of learning resources and language learning strategies, in order to solicit learner needs, promote learner's reflective skills, and motivate learners.

Research on the impact of advising. Few researchers have discussed the impact of advising. In a case study, Navarro and Thornton (2011) showed that learners' beliefs reflected their actions and these beliefs changed over time especially through interactions with advisors. Through oral and written interactions with their advisor,

learners became aware of their learning needs and a lack of a balance in their learning plans. Navarro and Thornton illustrated how advising helped learners reflect and reinterpret their learning actions, which led to a change in their beliefs. In another study, Mozzon-McPherson (2012) analyzed how advisors' use of language impacted learners' reflection based on excerpts from learner-advisor talks. Mozzon-McPherson argued that self-reflection is essential for learner autonomy, and in order to encourage self-reflection, advisors need to interact with learners with empathy, respect, and genuineness. Advisors can use language and conversation as a tool to promote self-reflection, and skills such as mirroring and echoing are effective approaches to do so. She pointed out that a successful advisor is one who encourages learners to self-reflect. Thus, "the correlation between our actions and the achievement of the final goal on the part of the advisee may not be part of our 'reward' structure" (p. 57, emphasis in the original). Therefore, she implied that advising might not always directly relate to achievement of learners' study goals. In the introduction chapter of a special issue on advising in *SiSAL Journal (Studies in Self-Access Learning)*, Yamashita and Mynard (2015) called for more research on how advising dialogue is effective at helping learners to succeed. Yamashita and Mynard encouraged advisors to record advising sessions, analyze learners' reflective journals, collect learner responses, and note learners' achievement such as passing exams. Although it might be difficult to relate the impact of advising with learners' goal achievement as Mozzon-McPherson argued, many researchers, advisors, and administrators are interested in how advising can contribute to learners' achievement of their goals and autonomous learning.

Management research. Management issues of self-access centers and advising have been discussed and published more widely compared to other research areas on advising. Researchers and administrators have been interested in this topic because establishing self-access centers and language learning advising systems is relatively new and they are still viewed as untraditional forms of language learning. Gardner and Miller (1999) argued that although hiring language-learning advisors, which they call *counselors*, is often considered an expensive luxury, it can reduce problems that learners have in the long run. They point out that basic issues to consider when starting advising are: when to advise, where to advise, and who advises. With regard to the timing of advising sessions, Gardner and Miller recommended two types of sessions: appointments and drop-ins. In addition to scheduled advising, it is ideal if advisors are available whenever learners need assistance. They also pointed out that if an advisor's desk is located in the self-access center, it would be easier for learners to initiate contact. With regards to the meeting location, a private room is necessary for learners to feel comfortable talking. In terms of advisors, their working conditions can take various forms, such as full-time advisors, or teachers devoting some hours to advising. Gardner and Miller stated that teachers most likely take some of their time to advise. In that case, teachers need to be aware of the different roles that teachers and advisors have. A number of articles have been published on institutional practices of advising. For example, Karlsson, Kjisik, and Nordlund (2007) described their credited self-directed language learning module that integrates advising at Helsinki University. Reinders

(2007) reported on how his institution developed and utilized an online self-directed learning system where students can access self-study materials and reflect on their learning. The system is used by self-access center staff and advisors when the student visits the center. Mozzon-McPherson (2007) described how their language learning center collaborates with graduate students in a master's program on advising at the University of Hull. Researchers have also discussed the benefits and challenges of introducing peer advising systems (Ishikawa, 2012; Kao, 2012). Other researchers reported on their institutional challenges to improve accessibility of advising services (Ogawa & Hase, 2015). Through these studies, journals, and an increasing number of conferences, more opportunities for advising practitioners to share and exchange ideas on management issues have been created.

Discourse analysis. In addition to the skills for advisors discussed above, learner-advisor talk has been analyzed in order to investigate the nature of interactions, the impact of advising, and the role of advisors. Ciekanski (2007) analyzed four advisors' talks with learners and showed that advising talk mostly consists of three kinds of sequences: pedagogical, organizational, and conversational. Pedagogical sequences represented 40 to 60% of the advising time and these include an analysis of learner needs and actual learning, and feedback and evaluations by the advisor. Organizational sequences represent 25 to 40% of the advising time and here negotiations about resources, work, and appointments take place. Conversational sequences are personal conversations that often appear at the end of the session and fill

2 to 25% of the advising time. Ciekanski also showed that advisors frequently switch between roles of advising, tutoring, teaching, and accompanying. She argued that the concept of “educational reciprocity” (p. 124) can help researchers and advisors better appreciate the dynamic nature of advising, in which both learner and advisor collaboratively exchange information, negotiate, and construct knowledge in order to foster learner autonomy. Mozzon-McPherson (2012) analyzed recorded learner-advisor talks and described how advising skills such as mirroring and echoing can encourage learners’ self-reflection, which is essential for learner autonomy. Kao (2012) looked into peer advising sessions and extracted nine peer advising skills. These peer advising skills were used effectively and the researcher observed that both the advisor and the advisee developed a sense of learner autonomy through a course of peer advising. These researchers have suggested that discourse analysis can be an effective training and research tool for both new and in-service advisors.

Cultural studies. As a fifth area of research on language learning advising, Mozzon-McPherson (2001) introduced cultural studies, which investigate advising as a culturally-bounded practice (Esch, 1997; Kelly, 1996; Koul, 1995; Pemberton, Li, Or, & Pierson, 1996). More recently, how cultural aspects impact advising have also been studied in the context of Japan. For example, Ishikawa (2012) pointed out that when a student advisor assists peers, underclassmen feel more comfortable when upperclassmen advise underclassmen because in Japan the hierarchical system where underclassmen respect upperclassmen is strong. Further, Takeuchi (2015) investigated

how the use of formal Japanese (*keigo*) influenced interactions and academic success in peer advising. Takeuchi noted that learners felt more comfortable using *keigo* with their tutors if they were in upperclassmen-underclassmen relationship, and the advising sessions tended to go more smoothly. In this way, it is important to keep in mind that advising is largely impacted by cultural aspects such as social structures and conventions regarding the use of language registers in the culture.

Learner Autonomy in Language Learning Advising and Self-Regulated Learning

The central goal of language learning advising is fostering learner autonomy (Carson & Mynard, 2012, p. 5). The concept of autonomy originally appeared in the field of politics and moral philosophy in Europe in 1970s. Since Holec (1981) defined learner autonomy as the ability to take charge of one's learning, it has been widely discussed in language learning contexts. Although widely discussed in the area of self-access learning as well, learner autonomy tends to be regarded as a mere slogan and a construct that is difficult to assess (Benson, 2011; Murray, 2014; Nakata, 2014).

Referring to Benson's argument, Murray proposed that the concept of SRL helps lead to a better understanding of learner autonomy. Murray argued that SRL research is focused on cognitive and metacognitive processes of learning, and further attention could be given to social dimensions using the SRL framework, in order to understand learner autonomy. Nakata also argued that the ultimate goal of developing SRL is to foster learner autonomy. In order to achieve this, Nakata suggested that teachers should monitor students' readiness for autonomy and provide necessary scaffolding assistance

according to their readiness. Carson and Mynard (2012) also pointed out that it is important for learning advisors to be aware of the varied proficiency level and readiness of autonomy of each learner, and skilled advisors should be able to provide the appropriate support according this variance. However, reliable measures of the readiness for autonomy have yet to be created and our understanding of how to promote it is still limited.

To summarize this section, research on language learning advising should be investigated more in the framework of SRL. Advising skills and management issues have received considerable attention. Some research studies have analyzed learner-advisor talk and other studies have been focused on cultural aspects of advising. However, very few studies have been conducted to examine the impact of advising (selected studies in each area are summarized in Table 1).

Table 1. Studies on Advising in Language Learning

Research area	
Advising skills	Gardner & Miller (1999); Hobbs & Dofs (2015); Kelly (1996); McCarthy (2012, 2016); Pemberton, Toogood, Ho & Lam (2001); Stickler (2001)
Impact of advising	Mozzon-McPherson (2012); Navarro & Thornton (2011)
Management issues	Gardner & Miller (1999); Ishikawa (2012); Kao (2012); Karlsson, Kjisik, & Nordlund (2007); Mozzon-McPherson (2007); Ogawa & Hase (2015); Reinders (2007)
Discourse analysis	Ciekanski (2007); Kao (2012); Mozzon-McPherson (2012)
Cultural aspects	Esch (1997); Ishikawa (2012); Kelly (1996); Koul (1995); Pemberton, Li, Or, & Pierson (1996); Takeuchi (2015)

Although the central goal of advising in language learning is the development of learner autonomy, some researchers have argued that learner autonomy tends to be a mere slogan and it is a construct that is difficult to measure. They have also proposed that the development of SRL can serve as a scaffolding for learner autonomy and SRL can lead to a better understanding of learner autonomy. Therefore, this study aims to investigate the impact of advising in the framework of SRL.

Self-Regulated Learning

There are a number of conceptual models of SRL. SRL researchers have drawn from major educational theories, from operant to constructivist, to develop their SRL hypotheses. In this section, I will first briefly introduce each theory and then make a comparison with the social cognitive view I have adopted for this study. Zimmerman and Schunk (2001) summarized major theories that exist in the literature on SRL and discuss strengths and controversies (see Table 2). According to Zimmerman and Schunk, operant theorists emphasize self-monitoring or self-recording. Self-regulation involves learners' response to delayed or immediate rewards and time intervals between them. However, critics question whether self-reinforcement can enhance learning to the extent that external reinforcement can. In phenomenological views, self-perception is important because learners' identities influence the goals that they set and the study methods that they choose. However, there are controversies over how to define, measure, and validate self-identities. Information processing models describe self-monitoring processes in terms of feedback loops. In this perspective, learners react to

negative feedback by comparing with self-evaluative standards and continue efforts until the negative discrepancies are resolved. Zimmerman and Schunk argue that if positive control loops are included, it can expand the usefulness of feedback loops, because learners can also set more challenging goals in reaction to feedback. Volitional theorists have focused on explaining persistence and on how students control their volition in resisting distractions and structuring the environment. However, Zimmerman and Schunk argue that the benefits of separating volition from motivation are not clear. In Vygotskian views, self-directed speech can improve one's learning and also enhance group participatory learning. However, there are different interpretations regarding how self-verbalization is viewed. On the one hand, it is seen as a cognitive behavioral regulatory technique. On the other, dialogue is conceptualized as a co-regulative regulatory technique. Finally, cognitive constructivists focus on learning strategies, such as metacognitive strategies. Constructivist theories have traditionally been portrayed as being cognitive in form. However, researchers have begun to view the situational context as a primary source of constructive activities. These points are summarized in the Table 2.

Although some of the above theories' concepts are relevant and applicable to the present study, I will mainly focus on the social cognitive framework, which has been developed by Zimmerman (2000). Unlike the theories discussed above which place little attention to social factors, social cognitive views emphasize the situational context. Social cognitive theorists focus on reciprocal processes of learning, especially in relation to social processes, such as environmental factors and modeling. The social

cognitive framework is especially suitable to this study, because I focus on the SRL skill development in a specific context (transition to college). How social factors in college, such as peers, teachers, staff and advisors, affect students' development of SRL is also an important focus of this study. Zimmerman's social cognitive model of SRL is discussed in detail in the following sections.

Table 2. *Strengths and Controversies Associated With Major Theories of Self-Regulated Learning* (Zimmerman & Schunk, 2001, p. 290)

SRL Theories	Strengths	Controversies
Operant	Delay of gratification	Nature of self-reinforcement
Phenomenological	Role of self-identities	Defining, measuring and validating self-identities
Information Processing	Self-monitoring feedback loops	Negative versus positive feedback loops
Social Cognitive	Cognitive goals & expectancies Social modeling	Self-efficacy: redundant or limited in scope
Volitional	Persistence and attention	Separation of volition from motivation
Vygotskian	Self-verbalization and social dialogue	Self-verbalization versus co-construction
Constructivist	Personal theories and strategies	Role of cognitive conflict versus situational context

Note. SRL=Self-Regulated Learning

General Definition of Self-Regulated Learning

According to Zimmerman (1990), while there are some differences based on different researchers' orientations, there are three common aspects with regard to how learners regulate their learning: metacognitive, motivational, and behavioral.

Metacognitively, self-regulated learners plan, set goals, organize, self-monitor, and self-evaluate during the process of learning. Motivationally, self-regulated learners show

high self-efficacy, self-attributions, and intrinsic task interest. Behaviorally, self-regulated learners select, structure, and create environments that optimize learning. Zimmerman suggested that definitions of SRL should include a discussion of how students use SRL strategies, how they react to feedback (i.e., change perceptual processes or change their strategies), and how and why students choose to use a particular strategy in order to achieve their goals.

Early Stages of Self-Regulated Learning Research: 14 Categories of Self-Regulated Learning Strategies

Prior to proposing the general definition described above (Zimmerman, 1990), Zimmerman and Martinez-Pons (1986) developed a structured interview to assess SRL strategy use and investigated how strategy use is related to academic achievement. Based on previous research (e.g., Bandura, 1982; 1986; Schunk, 1984; Thoresen & Mahoney, 1974; Zimmerman, 1983), Zimmerman and Martinez-Pons developed 14 categories of SRL strategies (Table 3). Results of statistical analysis of interview data with high school students showed that a high achievement group reported significantly greater use of SRL strategies and used more *seeking information, keeping records and monitoring*, and *organizing and transforming* strategies. Low achievement students reported more *non-self-regulated* responses, such as *I just work harder* and *I just do what the teacher says*. The results also showed that SRL strategy use was a better predictor for the Metropolitan Achievement Test both in English and mathematics subjects, than gender and socioeconomic status. The study contributed to the

understanding of student use of SRL strategies in naturalistic settings, as opposed to carefully controlled experiments that had been conducted previously (Bandura, 1982; Mischel & Mischel, 1983; Schunk, 1984). In addition, the study confirmed that high achievers rely more heavily on social sources of assistance, such as peers and teachers. Zimmerman and Martinez-Pons concluded by stating that students' use of strategies needs to be validated by their actual performance in naturalistic settings.

Further Development of the Self-Regulated Learning Model by Zimmerman

In a subsequent discussion of his model of SRL, Zimmerman (2000) defined self-regulation as “self-regulated thoughts, feelings, and actions that are planned and cyclically adapted to the attainment of personal goals” (p. 14). Self-regulation involves an interaction of personal, behavioral, and environmental processes. Furthermore, this process is triadic: behavioral self-regulation, environmental self-regulation, and covert-self-regulation. To elaborate, in behavioral self-regulation, learners observe themselves and strategically adjust performance processes. In environmental self-regulation, learners observe and adjust their environmental conditions or outcomes. In covert-self-regulation, they monitor and adjust cognitive and affective states. These three factors are constantly changing during the course of learning and performance, and the feedback from prior performance is used to adjust the next performance (See Figure 1).

Table 3. *Self-Regulated Learning Strategies* (based on Zimmerman & Martinez-Pons, 1986, p. 618)

Categories of strategies	Definitions
Self-evaluation	Statements indicating student-initiated evaluations of the quality or progress of their work (e.g., "I check over my work to make sure I did it right.")
Organizing and transforming	Statements indicating student-initiated overt or covert rearrangement of instructional materials to improve learning (e.g., "I make an outline before I write my paper.")
Goal-setting and planning	Statements indicating student setting of educational goals or subgoals and planning for sequencing, timing, and completing activities related to those goals (e.g., "First, I start studying two weeks before exams, and pace myself.")
Seeking information	Statements indicating student-initiated efforts to secure further task information from nonsocial sources when undertaking an assignment (e.g., "Before beginning to write the paper, I go to the library to get as much information as possible concerning the topic.")
Keeping records and monitoring	Statements indicating student-initiated efforts to record events or results (e.g., "I kept a list of words I got wrong.")
Environmental structuring	Statements indicating student-initiated efforts to select or arrange the physical setting to make learning easier (e.g., "I isolate myself from anything that distracts me." "I turned off the radio so I can concentrate on what I am doing.")
Self-consequences	Statements indicating student arrangement or imagination of rewards or punishment for success or failure (e.g., "If I do well on a test, I treat myself to a movie.")
Rehearsing and memorizing	Statements indicating student-initiated efforts to memorize material by overt or covert practice (e.g., "In preparing for a math test, I keep writing the formula down until I remember it.")
Seeking social assistance [peers, teachers, adults]	Statements indicating student-initiated efforts to solicit help from peers, teachers, and adults (e.g., "If I have problems with math assignments, I ask a friend to help.")
Reviewing records [tests, notes, textbooks]	Statements indicating student-initiated efforts to re-read tests, notes, and textbooks (e.g., "When preparing for a test, I review my notes.")
Other	Statements indicating learning behavior that is initiated by other persons such as teachers or parents, and all unclear verbal responses (e.g., "I just do what the teacher says.")

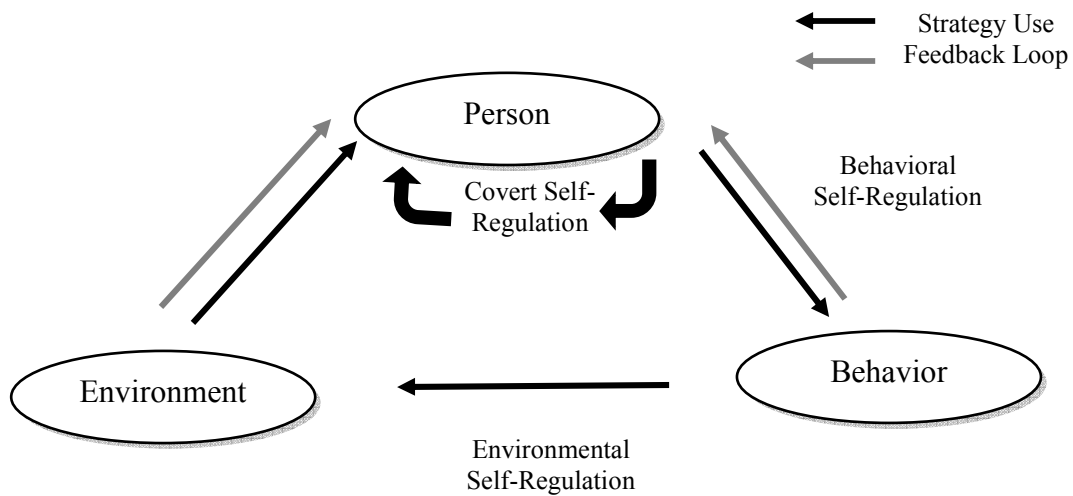


Figure 1. Triadic forms of self-regulation (Zimmerman, 2000, p. 15).

From a social cognitive perspective, according to Zimmerman (2000), self-regulation also involves three cyclical phases: the forethought phase, the performance or volitional control phase, and the self-reflection phase (See Figure 2). In the forethought phase, task analysis, such as goal setting and strategic planning takes place. Underlying forethought processes, self-motivational beliefs, such as self-efficacy, outcome expectation, intrinsic interest or valuing, and goal orientation, play an important role. In the performance or volitional control phase, learners engage in self-control (e.g., self-instruction, imagery, attention focusing, and task strategies) and self-observation (e.g., self-recording and self-experimentation). In the last, self-reflection phase, self-judgment and self-reactions take place. Learners self-evaluate themselves by comparing self-monitored information with a standard or goal based on four types of criteria: mastery, previous performance, normative, and collaborative. Learners' perceptions of (dis)satisfaction and associated affect regarding their performance and their conclusions

about how they need to change their self-regulatory approach greatly affect the forethought phase. Thus, the processes are considered cyclical.

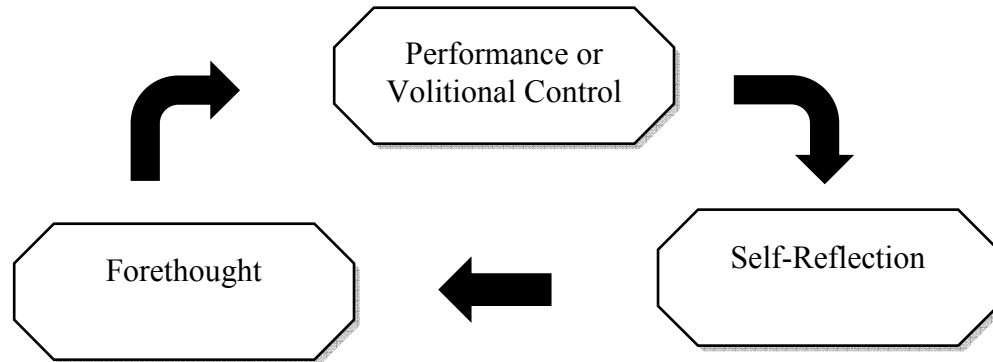


Figure 2. Cyclical phases of self-regulation (Zimmerman, 2000, p. 16).

Self-regulation is a process, not a trait or state, so there is no absence of self-regulation. According to Zimmerman (2000), when forethought and performance control techniques are ineffectively conducted, it might be considered dysfunction in self-regulation. Dysfunctions in self-regulation are likely caused when students do not have social learning experiences, or when students are apathetic or disinterested. Moreover, mood disorders, such as mania or depression, or learning disabilities are considered sources of dysfunction in self-regulation.

Furthermore, there are four levels in the development of self-regulatory skills: observation, emulation, self-control, and self-regulation (See Table 4). At the observational level, learners induce the major features of the skill or strategy from watching a model. At the emulation level, learners exhibit the general strategic form of the model. At the self-controlled model, learners master the use of a skill in a structured setting outside of the model. At the self-regulated level, learners can systematically

adapt their performance to their contextual conditions. Learners best develop self-regulatory skills by learning progressively from levels 1 to 4 (Zimmerman, 2000).

Table 4. *Developmental Levels of Regulatory Skill* (Zimmerman, 2000, p. 29)

Level	Name	Description
1	Observation	Vicarious induction of a skill from a proficient model
2	Emulation	Imitative performance of the general pattern or style of a model's skill with social assistance
3	Self-control	Independent display of the model's skill under structured conditions
4	Self-regulation	Adaptive use of skill across changing personal and environmental conditions

In addition, Zimmerman (2004) discussed sociocultural influences on students' development of academic self-regulation from a social-cognitive perspective. Proactive and reactive learners differ significantly in the forethought phase. In the forethought phase, proactive learners often organize their goals with key sub-goals and create specific strategies when encountering difficulties, whereas reactive learners tend to express only vague intentions. Thus, this difference also influences the following phases. Further, proactive learners tend to attribute their errors to strategic processes that are controllable. On the other hand, reactive learners tend to attribute failures to uncontrollable factors such as their (lack of) ability. This influences their motivational beliefs, and therefore impacts the next forethought phase. It has been shown that parenting and other social modeling and feedback impact children's development of self-regulated competence (e.g., Grolnick & Ryan, 1989; Martinez-Pons, 1996;

Zimmerman & Rosenthal, 1974). For example, on the observational level, learners are more likely to attend to the model if the model is perceived as similar to the learners. Also, learners are more motivated to perform the modeled behaviors if models show their struggles and persistence when encountering problems, rather than models in which learners are flawless. Observers often have difficulty in emulating modeled behaviors, but feedback can improve their use of self-regulatory strategies. Joint efforts such as help from teachers, tutors, and peers are also effective in improving students' academic self-regulation. However, even if learners attain the highest level of self-regulation of the four developmental levels at one task, they do not adhere rigidly to the same level because self-regulatory skills are task-specific.

Zimmerman's Model of Motivational Sources Related to Self-Regulated Learning

In a more recent article, Zimmerman (2011) looked closely at how motivational sources relate to each phase of SRL. First, he stated that learners' motivational beliefs can increase motivation for SRL, choice of a task, effort, and persistence. There are many motivational constructs in relation to SRL. In the forethought phase, students' goal orientation involves their motivational feelings. There are two types of goal orientation: performance and learning goal orientations. The purpose of a performance goal is to gain positive judgements of personal competence, whereas the purpose of a learning goal orientation is actually to increase one's competence (Zimmerman & Schunk, 2008, p. 6). Research has shown that a learning goal orientation reflects a growth mindset and is based on an incremental assumption (e.g., intelligence is

malleable) (e.g., Dweck, 2008; Dweck & Leggett, 1988). Thus, having a learning goal orientation helps make SRL effective. Self-efficacy beliefs play a major role in motivating choice of activities, expenditure of effort, and persistence (Bandura, 1997; Pajares, 2008). Interest in or the valuing of tasks, similar to intrinsic motivation, also influences the forethought phase (Hidi & Ainley, 2008; Reeve, Ryan, Deci & Jang, 2008; Wigfield, Hoa, & Klauda, 2008). In the performance phase, highly self-regulated students use volitional strategies that enable them to focus their concentration and control their emotional state and environmental distractions (Corno, 2008). They also use many motivational strategies, such as self-consequences (setting rewards or punishment), environmental structuring (setting more attractive surrounding for task completion), self-instruction (enhancing own learning goal orientations), and interest enhancement (converting a difficult task into a challenge). In the self-reflection phase, causal attribution plays a major role (Schunk, 2008; Weiner, 1992). Attributing an error to uncontrollable aspects (e.g., low ability) can lower the motivation to learn.

Studies on the Transition to College and Self-Regulated Learning

In relation to transition processes and SRL, there are few investigations of the SRL behaviors of the first-year students (See Lee et al., 2007 and Reaume & Ropp, 2005 for the relation between SRL behaviors and first-year experience). As described above, family closeness was reported to have a positive influence on first-year students' self-regulation and adjustment to college (Lee et al., 2007). Results from a questionnaire administered to female college students in Taiwan showed that students

who reported having a closer relationship with family tend to utilize study methods effectively, and tend to have higher scores for school adjustment. In another study, first-year medical students reported that the effective use of strategies is essential (Reaume & Ropp, 2005). The data were collected through email responses and the results of the analysis showed that students felt workload was a key issue in medical school and the volume of workload required effective coping strategies. The data showed that medical students used SRL strategies effectively. However, the survey was conducted by email and the original purpose for collecting the data was to obtain feedback for program improvement. Thus, although the study provided valuable information about how first-year medical students used their SRL skills to cope with the situation, the focus of the study was not on the development of SRL. The development of SRL skills has been discussed in terms of parenting and social modeling among pupils in childhood (e.g., Zimmerman, 2004), little attention has been given to how college students build on SRL skills in order to respond to the academic demands in college. In short, although SRL is an important factor for successful adjustment to college, I have not been able to find any studies that investigated how first-year students develop their SRL skills.

Studies on Self-Regulated Learning in Second Language Acquisition

SRL and its relation to foreign language learning has not yet widely been researched. Garrido-Vargas (2012) conducted a study using the Motivated Strategies for Learning Questionnaire (MSLQ) (Pintrich et al., 1991). She found that SRL is related to the academic achievement of the second language learners (Hispanic students in

America). Sardareh, Saad, and Boroomand (2012) also used the MSLQ with EFL high school students in Iran. The results indicated that the students who scored better in an English test used more SRL strategies. Wang and his colleagues have developed the Questionnaire of English Self-Regulated Learning Strategies (QESRLS) and investigated Chinese college students' SRL in language learning (Wang, Hu, Zhang, Chang, & Xu, 2012; Wang, Shwab, Fenn, & Chang, 2013). They administered the questionnaire for Chinese students who learned English in China and German students who learned English in Germany. They found that the use of SRL strategies and English test scores were positively correlated for Chinese students, but when they administered the survey to German students, the relation was negative. The researchers suggested that the survey was more suitable for Chinese students, whereas German students might use different types of SRL strategies in language learning. Another possibility is that language learning might be approached quite differently in the two cultural contexts. They suggested that there might be a cultural difference in the use of SRL strategies in language learning. Using the QESRLS, the researchers also found that Korean students with higher self-efficacy used more SRL strategies in language learning compared with students with low self-efficacy (Kim, Wang, Ahn, & Borg, 2015). In another line of research, Tseng, Dörnyei, and Schmitt (2006) attempted to develop a valid SRL questionnaire. The researchers considered language learning to be too broad and decided to focus on vocabulary acquisition as a domain, and developed a measurement called the Self-Regulating Capacity in Vocabulary Learning Scale (SRCvoc). This test

has been administered and adapted in a Japanese EFL setting by Mizumoto and Takeuchi (2012).

There have been other smaller scale studies conducted utilizing SRL measurements developed in unpublished dissertations. They are mostly correlational studies and few included lower proficiency learners. Inan (2013) examined the relationship between SRL strategy use and GPA of university students in an ELT program in Iran. It was found that the top two reasons for success were high interest in the field and being sensitive about grades; on the other hand, unsuccessful students did not like their fields and had low interest levels. Mahjoob (2015) conducted a study with 60 students from an Iranian language institute using the IELTS speaking test. The result showed that there was only a weak relationship between SRL strategy use and speaking proficiency. Lin and Gan (2012) found that learners' metacognitive awareness in listening was closely linked to their SRL. Somaye and Shahla (2016) utilized the Metacognitive Strategy Questionnaire by Item Type (MSQIT) (Purpura, 1999) and Self-Regulated Learning Strategy Questionnaire (SRLSQ) (Zimmerman & Martinez-Pons, 1988) and concluded that high achievers used more metacognitive and SRL strategies. These studies have indicated that there are some relationships between language learning and SRL. However, these studies were conducted cross-sectionally and lower proficiency learners were not included.

In addition, SRL is often discussed in connection to distance and online learning; and Kondo et al.'s (2012) study is one such example. Kondo and her colleagues used a mobile English study device and investigated students' self-study

behavior. The results showed that using a mobile device helped students to improve their English test scores and their self-efficacy improved. However, once teachers' instruction stopped, most students did not continue their self-study outside classroom. Thus, it was difficult to develop SRL habits. In short, there have been some attempts to understand SRL and foreign language learning. However, they are mostly correlational studies. Also, few investigated SRL among lower proficiency learners. As Collett (2014) pointed out, the research on SRL and language learning should use more qualitative methods in order to capture the dynamic nature of these constructs.

Methodological Issues in Self-Regulated Learning Studies

While there has been increasing interest in studies on SRL, several methodological issues have been pointed out. The first issue is that the boundaries of SRL are not well defined. For example, Winne and Perry (2000) argued that SRL has dual qualities as an aptitude and as an event. Measures of SRL as an aptitude include self-report questionnaires, for example, the Learning and Study Strategies Inventory (LASSI) (Weinstein, Husman, & Dierking, 2000; Weinstein, Schulte, & Palmer, 1987), and the Motivated Strategies for Learning Questionnaire (MSLQ) (Pintrich et al., 1991). There are also self-report surveys in relation to English study such as the Questionnaire of English Self-Regulated Learning Strategies (QESRLS) (Wang et al., 2012) and the Self-Regulating Capacity in Vocabulary Learning Scale (SRCvoc) (Tseng et al., 2006) as discussed in the previous section. Other measures of SRL as an aptitude include structured interviews and teacher judgments (Zimmerman & Martinez-Pons, 1986).

Example methods that measure SRL as an event are think aloud protocols (Pressley & Afflerbach, 1995), error detection tasks (Baker, 1979), trace methodologies (Howard-Rose & Winne, 1993), and observations of performance (Perry, 1998; Turner, 1995). Given the various approaches and research interests, Winne and Perry (2000) proposed that for any measurement, the targets and boundaries of constructs to be measured should be clarified. Moreover, because SRL events are dynamic processes, more longitudinal observation of changes should be conducted. They called for three improvements for the future research of SRL: more longitudinal research on SRL as an event; triangulation across measurement protocols such as process data, outcome data, self-report data, and time tags (Winne, 2005); and research on a variety of populations, such as young learners, adult learners, and college students (Winne & Perry, 2000). This case study attempts to address these issues by interviewing college students longitudinally and investigating the process of SRL development.

Another methodological problem has been the overuse of decontextualized questionnaires. To address this issue, especially in studies of motivational sources related to SRL, Zimmerman (2011) suggested using event measures, such as computer tracking, think-aloud protocols, structured diaries, direct observations and microanalytic measures. These measures enable researchers to obtain real-time forms of data. Zimmerman argued that more detailed research is needed to understand more about how learners motivate themselves to engage in SRL.

Using qualitative methods, including interviewing, observation, and discourse analysis, would enable researchers to better understand the relations between the

context and learner behaviors, and to study SRL as it occurs in real contexts and in real time (Perry, 2002). In one mixed-methods study, the analysis suggested that what students when being observed is not necessarily consistent with what they report in surveys and interviews (Patrick & Middleton, 2002). The researchers argued that multiple qualitative methods are suitable for understanding the construct in the context by providing rich and contextualized description. Including interviews especially can enhance the understanding how contextual factors influence learning (De Groot, 2002). De Groot discussed advantages and disadvantages of three types of interview approaches—structured, semi-structured, and in-depth interviews—and concluded that despite varying challenges, interviewing methods can contribute to investigations of the important role of context in motivation and self-regulation.

Addressing the need for more qualitative studies, other researchers have taken a case study approach and illustrated the importance of cross-case comparisons (Gynnild, Holdstad, & Myrhaug, 2008; Hadwin, Boutara, Knoetzke, & Thompson, 2004). In Hadwin et al.'s (2004) study of eight undergraduate students, the results of within-case and cross-performance group analyses showed that high and improved performers adopted approaches for the deeper processing of study materials. In addition, high and average performers seemed to be able to assess and adapt the accuracy of their self-assessment. On the other hand, low and improved performers apparently judged themselves inaccurately. Low performers tended to overestimate their ability and improved performers' self-assessment tended to be inconsistent. Similarly, in another case study of eight undergraduate students, Gynnild et al. (2008) found that successful

students exhibited a high degree of responsibility for learning and that they did not reach out to the tutor for help. The researchers suggested that highly self-regulated learners need minimal external help; thus, a tutor might assist students who display a lack of self-regulated learning by providing awareness training. While successfully illustrating how a case study approach provides an in-depth understanding of the relation between the context and students' SRL behaviors by using multiple qualitative methods, a limitation of these studies is that the data were collected only for a few weeks in a semester.

In summary, the social cognitive model of SRL incorporates dynamic and multi-dimensional aspects of learning. While there are several conceptual models and theories of SRL, Zimmerman and his colleagues focused on social cognitive aspects of SRL. Zimmerman has developed a model that is made up of metacognitive, motivational, and behavioral aspects of self-regulated learning. SRL happens in three cyclical phases: forethought, performance, and reflection. In each phase, self-regulated learners utilize motivational sources to help them persist in learning. SRL is also related to social aspects in which learners learn from models, and receive feedback and learn from others, such as peers, teachers, parents and tutors. SRL evolves in four developmental phases: observation, emulation, self-control, and self-regulation. However, even though learners attain the highest level self-regulation in one task, they do not adhere to one level because SRL is task-specific.

In terms of empirical studies, there are few studies on SRL during transition to college and on SRL and foreign language learning, and more qualitative research is

needed in this area. Although a few researchers have reported on SRL during transition to college, little is known about how first-year students develop SRL skills. In the area of foreign language learning, there have been some attempts to develop and validate surveys on SRL in language learning. Almost none have investigated lower proficiency learners. Thus, the understanding of language learning and SRL is still limited. Winne and Perry have argued that a great deal of research has been conducted using self-report questionnaires out of context, and these surveys treat SRL as a trait. They call for more longitudinal research on SRL as an event in order to capture the dynamic nature of SRL. Perry recommended qualitative methods to better understand SRL as it occurs in real contexts and in real time. De Groot argues interviewing can enhance the understanding of the role of context in motivation and SRL. Some researchers used a case study approach and provided in-depth understanding of the relation between context and SRL by closely looking at each case and conducting cross-case analyses. In this study, using social cognitive model of SRL as a framework, I aim to study how SRL skills develop and relate to language learning in the context of transition to college.

Preliminary Study

I conducted a preliminary study in order to explore the experience of first-year students' transition to college as part of a course project (Ishikawa, 2014). The case study was conducted using interviewing in order to gain an in-depth understanding of the participants' experience. Specifically, the focus was on how first-year students' experience affected the (dis)continuing use of the advising service provided by the

college. The participants were three first-year students who visited the advisor in their first semester multiple times, but discontinued their visits in the second semester. Semi-structured interviews were conducted at the end of their first year, at the end of January and the beginning of February in 2013. The interview data were transcribed and analyzed for emerging themes. The results suggested that two of the three participants' focus in college life shifted from their self-study to other activities. For them, taking part in club activities and taking a leadership position in the dormitory became more important, and their self-study goal became a low priority in their college life. Therefore, they did not continue using the advising service for their self-study. In their first year, taking an active role in their student community allowed them to adjust to college life and develop their sense of belonging to the college. Another student, whose goal was to transfer to a university in the United States, found help outside the college. This student found that her neighbor, who graduated from an American university, was more helpful and accessible for her self-study of the TOEFL. All three of them suggested that the summer break and preparation period for the college festival became a turning point. The summer break seemed to give them a short break from a sense of burnout they experienced in the first semester, then the beginning of the second semester (a few weeks before the college festival) gave them opportunities to take a new role, such as taking leadership positions in student community functions. Thus, their focus on adjusting to college study style changed slightly. This preliminary study helped me realize that for students, many events happen outside their academic life in college. In the present study, I would like to put more emphasis on first-year students' academic

adjustment in college; at the same time, I would also like to note that events happening outside academic courses cannot be neglected because these events might affect first-year students' academic behaviors. For example, shifting personal goals affects the forethought phase in the SRL model. Seeking help and setting priorities affect the performance phase of the SRL. While this study provided some insights into the first-year students' trajectories in their transition to college, there are still four gaps in the literature, which are described in the following section.

Summary and Gaps in the Literature

The review of previous research suggests four gaps in the literature. First, although a great deal of research has been conducted on factors affecting successful transition to college, few researchers have investigated how learning habits influence successful adjustment. Many studies focused on a sense of belonging as a key factor for successful adjustment to college and having a quality friendship early have been reported to have positive influence (Freeman, Anderman, & Jensen, 2007; Palmer, O'Kane, & Owens, 2009; Pittman & Richmond, 2008; Wilcox, Winn, & Fyvie-Gauld, 2005). Reaume and Ropp (2005) reported that medical students perceived SRL is a key factor for success in the first year. Lee, Hamman, and Lee (2007) reported family closeness relates to SRL skills and a successful transition to college. However, little is known about the development processes of SRL skills and how SRL affects the transition to college.

The second gap concerns the relationship between SRL and language learning. The research on good language learners has led to the development of various learning strategy inventories and many studies have been conducted on strategy use (Cohen & Chi, 2002; Oxford, 1990, 2011; Pintrich et al., 1991). However, research on language learning strategies has been criticized for the ambiguity of the construct, more focus on the frequency of strategy use rather than quality, and the lack of consideration of the context variation (Dörnyei, 2005; Wray & Hajar, 2014). The concept of SRL has been proposed as a better model and a number of researchers started developing and validating surveys on SRL in language learning (Kim et al., 2015; Mizumoto & Takeuchi, 2012; Tseng et al., 2006; Wang et al., 2012, 2013). However, there is still little understanding of how SRL relates to language learning. Moreover, some researchers have looked at the relation between SRL and achievement among L2 learners (Garrido-Vargas, 2012; Inan, 2013; Lin & Gan, 2012; Mahjoob, 2015; Sardareh, Saad, & Boroomand, 2012; Somaye & Shahla, 2016). However, they are mostly correlational studies with relatively small numbers of participants, and almost none have focused on lower proficiency learners.

The third gap is that more research is needed on the impact of language learning advising. Although advising in language learning is still a relatively new area of research (Carson & Mynard, 2012), many researchers have discussed advising skills (e.g., Kelly, 1996) and management issues (e.g., Gardner & Miller, 1999). Other researchers have analyzed advisor-learner talk (e.g., Ciekanski, 2007) and studied how cultural aspects influence advising (e.g., Ishikawa, 2012; Takeuchi, 2015). On the

impact of advising, Mozzon-McPherson (2012) illustrated how an advisor's talk influenced learner reflections and Navarro and Thornton (2011) investigated how advising impacted learner beliefs. However, more empirical studies should be conducted to investigate the impact of language learning advising on learners' development of SRL skills.

Fourth, few researchers have investigated the college transition processes in the Japanese context. A great deal of research has been done in the British and American contexts on the first-year experience because retention is a major issue (Harvey, Drew, & Smith, 2006). Although retention is a minor problem in Japan, a more diverse population has been entering Japanese colleges because the population of 18-year-olds is decreasing. Thus, there is more interest in remedial or developmental education in Japan recently as well (The Japan Association for Developmental Education, 2012). Although there have been discussions on the difficulty of adjusting to different English teaching styles in college from high school (Holthouse, 2005; Taguchi & Naganuma, 2006), little research has been conducted on the role of SRL in the transition to college in the Japanese context.

Purposes of the Study

There are four purposes of the present study. The primary purpose of this study is to investigate longitudinally how first-year Japanese students develop their SRL skills during the transition to college. I interviewed eight participants during their first year in a two-year college. They were interviewed four times a year: in the middle and end of

the first semester and the beginning and end of the second semester. By interviewing the participants longitudinally, I aim to investigate what process the first-year students take to develop their SRL skills.

The second purpose of this study is to investigate the relation between SRL and foreign language learning. In order to explore how and if the students' SRL skills differ depending on their proficiency level, four participants were selected from the students who scored relatively high on a placement test and four participants were selected from the students who scored relatively low on the test. In addition, among those eight participants, four students were selected from the business department and four were selected from the English department in order to investigate whether the students' major would impact their SRL in English study. Furthermore, I analyze the data focusing on whether SRL skills in general study transfer or relate to English study.

The third purpose study is to investigate how language learning advising affects first-year students' development of SRL during their transition to college. In addition to the eight participants mentioned above, seven additional participants were interviewed. These seven participants were selected from the first-year students who visited the language learning advising room during their first semester in 2015 and 2016. All of my advising sessions with the participants were recorded. In addition, interviews were conducted in the end of the first semester and the beginning and end of the second semester. The data were analyzed to investigate how and whether language learning advising impacted the participants' development of SRL skills.

The final purpose of this study is to provide a better understanding of transition process to college in the Japanese context. While much research has been conducted on the transition to college in the British and American contexts (e.g., Harvey, Drew, & Smith, 2006), there are few discussions on the transition to college in the Japanese context. In the interviews, the participants were asked about their high school classes and entrance exam experiences, which might be related to their development of self-regulation in learning. By conducting the study in a Japanese college, I hope to contribute to the knowledge of transition process in the Japanese context.

Research Questions

The three research questions investigated in this study are as follows:

Research Question 1: What trajectories do first-year Japanese students take in their development of SRL skills?

Research Question 2: How do SRL skills in general studies impact first-year Japanese students' language learning?

Research Question 3: What is the impact of language advising on first-year Japanese students' development of self-regulated language learning?

CHAPTER 3

METHODS

In this chapter, I describe the methods used in this study. I first write about case study research. Next, I describe the research setting and participants. After that, data collection and analyses are described. The chapter concludes with sections about positionality and ethical issues.

Case Study Research

According to Yin (2014), case study research is suitable when the main research questions are “how” and “why” questions and the purposes of the study are to explain, describe, or illustrate some social phenomenon in depth.

Yin (2014) has proposed a twofold definition of case studies. The first part addresses the scope of a case study:

A case study is an empirical inquiry that

- investigates a contemporary phenomenon (the “case”) in depth and within its real-world context, especially when
 - the boundaries between phenomenon and context may not be clearly evident.
- (p. 16)

The second part of the definition relates to the features of a case study:

A case study inquiry

- copes with the technically distinctive situation in which there will be many more variables of interest than data points, and as one result
- relies on multiple sources of evidence, with data needing to converge in a triangulating fashion, and as another result

- benefits from the prior development of theoretical propositions to guide data collection and analysis. (p. 17)

Merriam (1998) stated that case study research focuses on process rather than outcomes. In addition, a case study offers a means of investigating complex social units and enables an in-depth understanding of the situation under investigation. According to Merriam, the investigators are the primary instrument of data collection and analysis, thus, they should be aware of the potential for bias. Yin (2014) recommended that investigators constantly employ rival hypotheses when analyzing the data in order to minimize this bias. Duff (2008) also noted that case study research is subject to criticism for the lack of representativeness and generalizability. However, she argued that a well-conducted case study can outweigh these possible weaknesses by offering complete, in-depth analyses, and providing evidence for changes or transformation longitudinally.

In terms of case study design, Yin (2014) explained that there are four types (2 x 2) of case study research: single-case or multiple-case study x holistic or embedded designs (see Figure 3). In this study, a case is defined as a transition process experienced by a first-year student. I investigated the trajectories of 15 participants and they all belonged to the same college. Therefore, I consider them as multiple cases embedded within the larger case of the college where they were studying. Although my main focus is on SRL skills and language learning, my interests also include their transition experience in this college as a whole. Thus, my study employs a multiple-case holistic design (Type 3 in Figure 3). Although 15 participants cannot represent the college as a whole nor all colleges in Japan, by investigating the 15 participants'

development process of SRL skills longitudinally, this study can provide an in-depth understanding of the situation in context (transition to college).

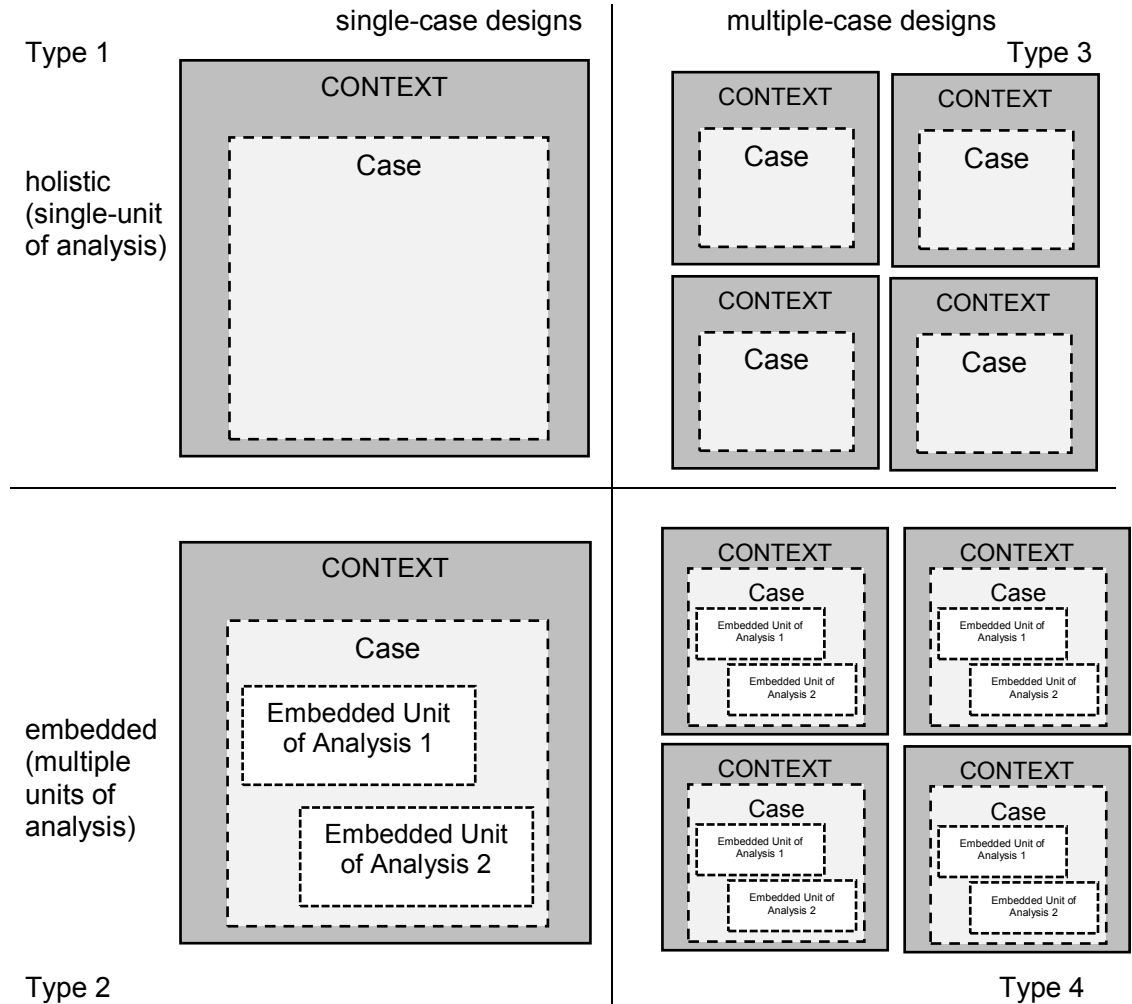


Figure 3. Basic types of designs for case studies (Yin, 2014, p. 50).

The Setting

In this section, I describe the research context. First, the history, location and educational curriculum of the college are described. Next, I write about the entrance

examination system of the college. I then briefly illustrate the current situation of decreasing 18-year-old population in Japan, which affects the administration of the college. Finally, I describe the support provided by the college to first-year students, and the challenges that many first-year students face during their transition to college.

History of Keinan Women's College (KWC)

Keinan Women's College or KWC (a pseudonym) is a two-year college for women. The student population is approximately 500 and there are two departments, Business and English. KWC was opened in 1985 as a division of Keinan Schools. The Keinan Schools were founded by a Buddhist organization. Although the schools do not provide any religious education, many students are from families who belong to the Buddhist organization. Keinan Schools consist of a coeducational university in Japan and a liberal arts university in America. In both the Kanto and Kansai areas, there is one high school, one junior high school, and one elementary school. There are kindergartens in Hokkaido, and other parts of the world.

Campus of KWC

KWC is located in the suburban area of a large metropolitan region in Japan. The college is located on the same campus with the affiliated co-educational university which was founded 15 years prior to KWC in 1971. KWC students can use all of the facilities on the larger campus, including libraries, cafeterias, and book stores (see Figure 4). However, male students from the university are not allowed to enter the

KWC buildings. Facilities unique to KWC include a gym, a clubhouse, and a main building that includes classrooms, a library, computer labs, faculty offices, administration office, and a cafeteria (See Figure 5).

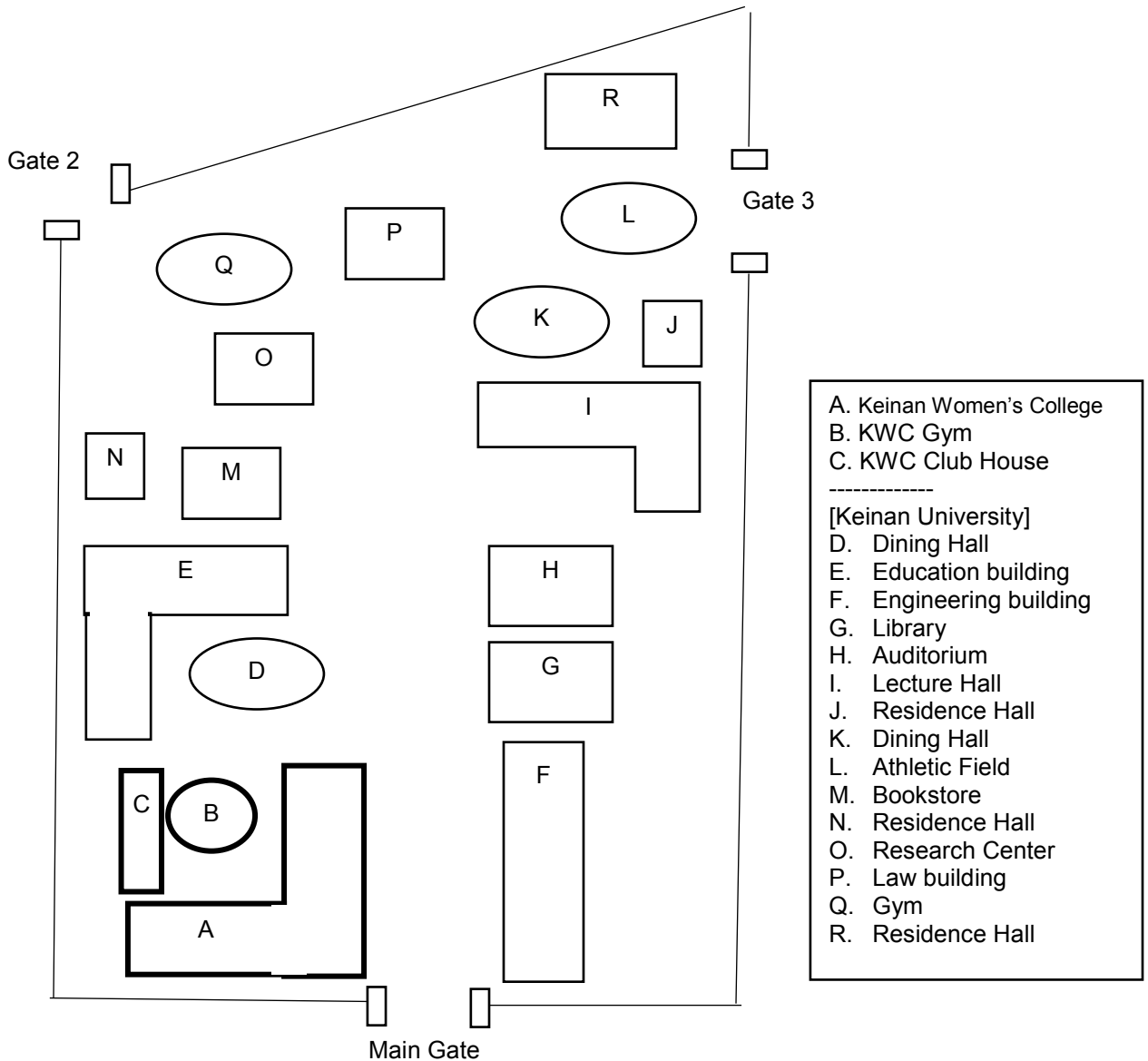


Figure 4. Keinan University campus map (simplified).

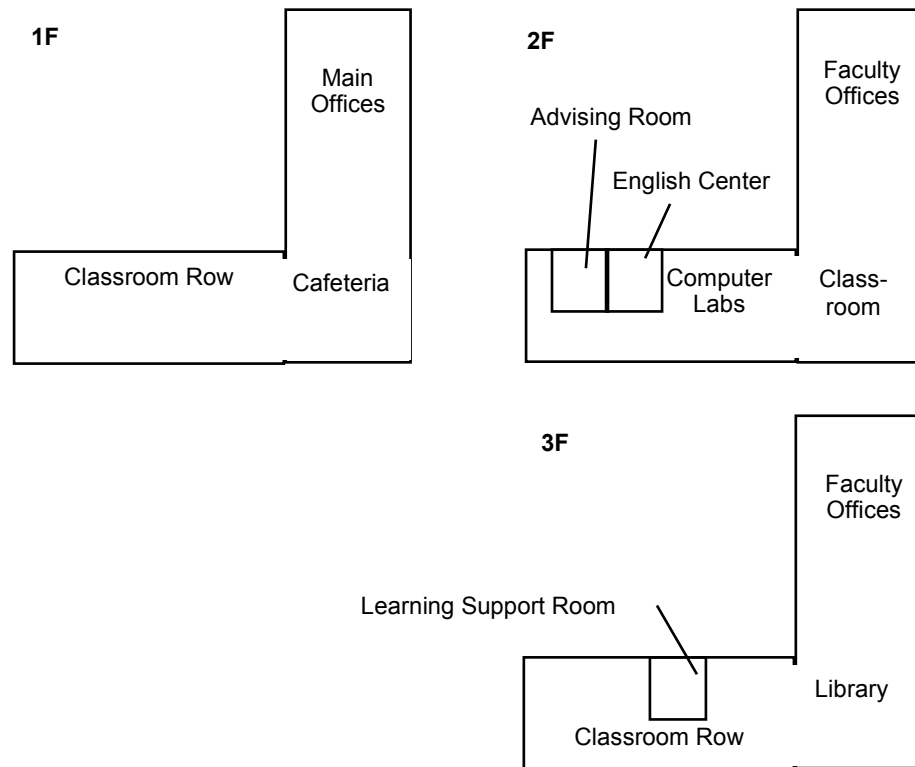


Figure 5. Floor plan of Keinan Women's College (simplified).

Curriculum

KWC is a two-year women's college. There is a business department and an English department, respectively enrolling 150 and 100 new students each year. Thus, the entire student population of KWC is approximately 500 students with 20 full-time faculty members. Students need to earn more than 44 credits from departmental courses and more than 24 credits from general education courses in order to graduate. The minimum requirement to graduate is 68 credits. In KWC, usually 1 or 2 credits are given for a course. A course meets once or twice a week and one class is 90 minutes long. Students usually take 13-15 classes per week (earning approximately 20 credits

per semester) in the first year and 9-11 classes per week (earning approximately 14 credits per semester) in the second year.

Business Department. The emphasis of the Business Department is on understanding contemporary business and acquiring business skills. In the first year, students are required to take courses such as introduction to contemporary business (where they learn about how companies are operated), and introduction to Information and Communication Technology (where students study how technology impacts on businesses and society). Students are also required to take skill courses, such as bookkeeping, computer skills, and business manners. The second-year students mostly take elective courses that vary from business theories related to strategic business, human resources, and marketing, to advanced computer skills, such as making websites. English courses such as business office work, presentation skills, and global business are also offered as electives. Seminars are offered as electives for second-year students and most students take a seminar course for a year. Seminars are usually conducted in a small group of approximately 15 students and students choose their professors. At the end of the second year, most students taking a seminar course write a graduate thesis.

English Department. The core courses of the English Department are focused on developing the four language skills and acquiring knowledge about world history and current global issues. For first-year students, four-skill courses are required: listening, reading, communication and composition. Computer courses are also

compulsory. In addition to these compulsory courses, in the first and second years, students are offered elective courses on history and current issues on Europe, America, and Asia. As electives, students can also choose to study advanced language skills such as academic writing, creative writing, and discussions on current topics. In order to prepare for work, courses such as business manners, office work English, and English for tourism are also offered. As in the Business Department, seminars are offered as an elective for second year students. Students write a graduate thesis, but it depends on the seminar if they write it in English or Japanese.

General Education. With the goal of fostering global citizenship, a wide variety of general education courses are offered. Students in both departments can choose courses such as global literature, arts, sports, women's studies, global issues and foreign languages. First-year students take a career course that orients students to their career options and job hunting. Also, it is notable that first-year students also have to take a course to learn about the school's history. In this course, lecturers such as college president, advisors, and graduates come to give talks about founding principles, history and memories of Keinan schools; however, it should be noted that the talks are not related to religious practice, so it is not the same as a mass in a Christian school, for instance. These career course and school history course are required courses, but other general education courses are electives.

First-year English courses. As part of the General Education described above, two English courses are required for the first-year students in both departments. These courses are test preparation and communication and designated as the English Core Course. There are a total of three class meeting hours per week.

One of the core courses is a test preparation course for the TOEIC (Test of English for International Communication). The TOEIC test was conceived in Japan and developed by the Educational Testing Service (ETS) (The Institute for International Business Communication, n.d.). The TOEIC Listening & Reading test consists of 200 multiple-choice questions and assesses listening and reading skills needed in the workplace. The listening parts (Part 1 to 4) consist of 100 questions and reading parts (Part 5 to 7) consist of 100 questions. The test score ranges from 20 to 990. According to the ETS (2016), the score of 945 corresponds to CEFR (Common European Framework of Reference for Languages) C1 level (proficient user), the score of 550 corresponds to CEFR B1 level (independent user), and the score of 225 corresponds to CEFL A2 level (basic user). The test scores have been used for placement purpose in many universities. In addition, many companies in Japan refer to the TOEIC score when recruiting new employers and giving promotions. In KWC, the TOEIC scores are used for placement purpose and also used when selecting students for recommendation for transfer to the affiliated university and study abroad programs. A test preparation course is offered as a requirement course in order to help students improve their scores.

This test preparation course meets twice a week. All first-year students (approximately 250 students in both departments) take the TOEIC-IP (Institutional

Program, administered by schools) test in April before the semester starts, and they are grouped into eight groups according to the test score from high to lower level. Each class consists of about 35 students, thus, the top 35 students are placed into the most advanced level class. This placement is done in order to provide instruction according to students' proficiency and minimize the gap such as vocabulary level between students. Five teachers, including myself, teach this course in the same time periods on Mondays and Thursdays. We used a TOEIC preparation textbook that consists of 12 units (*Very easy TOEIC*, Taylor & Byrne, 2007) in Spring 2015. In this course, the instructors give a vocabulary test for each unit and a review test for every three units. In addition, students take a mock TOEIC test for the mid-term exam and final exam. All teachers follow the same schedule, and use the same tests, and the same grading criteria. As shown in the course syllabus in Appendix A, the units in the textbook are organized by grammar features. The unit is designed to review grammar points and practice solving questions focusing on the grammar points in the TOEIC questions form in Part 1-4 (listening) to Part 5-7 (reading). Students are taught tactics to solve questions and are tested if they can use the tactics successfully in the review tests and mid-term and final exams. The first-year students again take the TOEIC-IP in September before the second semester starts, and are placed into eight new groups based on their test scores. The courses were conducted in the same manner as the first semester, but a different TOEIC preparation textbook was used in Fall 2015 (*Winning formula for the TOEIC test*, Akaida & Bruce, 2012).

The other core course is English communication. This course meets once a week on Tuesday. Again, students are grouped according to their TOEIC-IP score in April, but with this course, classes are separated by department. The Business Department has 11 groups and each group has approximately 15 students. *World English Intro* (Milner, 2015) was used as a textbook in the Business Department in 2015. The English Department has seven groups and each group has approximately 14 students. *Fifty-fifty* (Wilson & Barnard, 2007) was used as a textbook in the English Department in 2015. Ten native speakers of English, and I (a native speaker of Japanese), teach this course in English. The aim of this course is to develop basic English communication skills. A lot of repetitive practice of simple phrases is given. Students practice asking and answering questions on simple topics (such as family, friends, and daily activities) in pairs and groups. In addition to class practice, students are required to attend a conversation session with international students on campus four times in a semester (described in detail in the next section). Every semester, students are assigned to talk about four topics. For example, in the spring semester 2015, these four topics were: family, hometown, treasures, and future job. Students choose two topics and give a presentation in class. At the end of the semester, the students take an interview exam with the instructor based on the four topics.

In addition to the above required courses, first-year students in the English Department have to take four more departmental required English courses. These courses include listening and reading comprehension, composition, and communication. For first-year business students, an elective course, academic composition, is offered in

the fall semester. In the second year, there is no required English courses. Elective courses for English major students are more content based, for example, they study English for office work, tourism, and current topics. A TOEIC preparation course is also offered as an elective course. Students take approximately 6 or 7 English classes per week in the second year. For business major students, not many English courses are offered as electives and in the second year. These courses include business presentation skills, English conversation, and TOEC preparation. Not many business students choose to take English courses in their second year.

As described above, an emphasis is placed on English instruction, especially on TOEIC preparation in KWC. Because of the intensive test preparation, many students improve their TOEIC scores in the first semester. Even the participants in this study, who did not develop their SRL skills, improved their scores in the first semester. For example, Konomi improved her score from 240 in April to 450 in September, Nana improved from 220 in April to 345 in September. They were both business major students in the lower proficiency group. English major students improved their scores even more, as Mutsumi improved from 250 in April to 450 in September, and Yoshiko (in the advisee group) improved from 280 in April to 450 in September, even though they could not develop SRL skills. The TOEIC preparation course is rigorously test-driven, and students need to practice test questions extensively. Regardless of the students' majors, English courses in the first year are compulsory and they meet three times a week. This proves to be challenging for many students majoring in business.

Extracurricular Programs

There are various programs offered outside of curriculum. Students can take courses on Saturdays specifically designed to prepare them for certification tests. Also, there are opportunities to study abroad. As a place to practice English speaking outside class, there is an English Center where students can interact with international students.

Saturday courses for qualifications. As it does with the TOEIC, KWC puts an emphasis on acquiring qualifications in order to prepare students for the job market. In Japan, 資格 (*shikaku* = qualifications, or certificates) are regarded as important and having more qualifications is regarded as advantageous when students apply for a job. Especially female students with an associate degree can encounter difficulty getting a desirable job in Japan; thus, KWC has long been encouraging students to obtain more qualifications. As a form of support, KWC offers preparation courses for 13 kinds of certificates on Saturdays. These courses include secretarial work, business writing, bookkeeping, and Information and Communication Technology. TOEIC courses are also offered, but only students with a score of 300 or more can take the course. Part-time instructors are hired and teach these courses on Saturday. Taking these Saturday courses is optional and students can take up to two courses a semester without paying an extra fee. Many first-year students choose to take one or two courses. Most of the participants in this study also took these courses. Among 15 participants, only Fumiko, Mutsumi, Fuyuki and Yoshiko did not take the Saturday courses. In the beginning of

each semester, the students who passed a top-level qualification or gained high scores in the previous semester are awarded a certificate in front of all students in college. This becomes a good incentive for many KWC students.

Study abroad programs. KWC offers opportunities for students to study abroad in New Zealand and the United States. Approximately 20 students are selected to study at a university in New Zealand. Students attend ESL classes with other international students and stay with families in the neighborhood of the university for three weeks during the spring break at the end of the first year. Approximately 20 second-year students are selected to study in the affiliated university in the United States for two months. This program is more academic than the program in New Zealand. When 20 students are selected for the program at the end of the first year, they are placed in a special preparation program for two months in April and May of their second year. During the two months of preparation, they take an intensive course in academic reading, writing, and presentation. The students spend two months in June and July in the United States. They live in the dormitory and study in a special program for Japanese students. Both programs are popular and competitive for both business and English major students. However, many college students in Japan start job hunting during the spring break in February and March; therefore, those who want to get a job tend to avoid the American program because it overlaps with their job-hunting activities. For both programs, students are selected based on their GPA, TOEIC scores, and interviews. GPA is calculated on the first semester only, because the selection process

takes place during the second semester. The number of students who apply for the study abroad programs is unknown, since the application information is closed to the selection committee members and I am not in the committee.

English Center. The English Center is located on the second floor of the main building of the college. The English Center is an English-only space and students are not allowed to speak Japanese there. Female international students who study at the affiliated university on the same campus come and work as conversation partners. Prospective conversation partners have interviews with the coordinators, who are full-time faculty at KWC, and approximately 10 are selected as staff of the English Center each semester. As mentioned in the English core courses section, students must take part in conversation sessions at the English Center four times a semester. One session is 45 minutes and groups of 4 to 5 students talk with an international student on the given topic, such as their family and hometown. Students can join the session in addition to their four required visits. For some students, the English Center is an enjoyable place to interact with international students and use their English. On the other hand, students who struggle with English find it very challenging to fulfil the requirement.

Entering KWC

According to Benesse Corporation (2015), 偏差値 (*hensachi* = difficulty of entrance exam, deviations calculated based on high school students' mock tests) of KWC is 48. The mean score of the *hensachi* is 50, and Japanese universities are ranked

based on the *hensachi*. A *hensachi* of 70 is considered very high and regarded as a prestigious university. Among 87 two-year colleges listed in the Kanto area, KWC ranked 10th. The *hensachi* of the top two-year college in the list is 56. Thus, entering KWC is moderately difficult.

There are two types of entrance examinations: recommendation by high school and a general examination. When a student is recommended from high school, she can apply for an early admission in November. These candidates take a paper examination and have an interview with faculty members. For the paper examination, students who apply for the English Department take an English test. Students who apply for the Business Department can choose to take either an English or Japanese test. This exam system makes it possible for some incoming students to enter without studying English for their entrance examination. For the general examination in February, all applicants take both English and Japanese tests. According to the KWC website, approximately 40% of incoming students enter college by recommendation. Among them, 15 students were recommended from affiliated Keinan High Schools in 2015.

The Challenge of Recruiting Students: A Looming Crisis

According to the Ministry of Education, Culture, Sports, Science and Technology of Japan (2016), in the academic year of 2015, 54.8% of high school graduates go to either a four-year university or two-year college, 16.3% go to a vocational school, and 17.8% go straight to work. The number of graduates who go to university or college was the highest ever since 1948. However, according to Nikkei,

the population of 18-year-olds in Japan was over 2 million in 1992, but it gradually went down to 1.2 million by 2009 (Nikkei, July 2015). Although the population of 18-year-olds is decreasing, the number of high school graduates who go to university has increased, thus, up until now, the number of incoming students itself has increased. Especially, the number of female high school graduates who go to universities has been increasing since the 1990s (Gender Equality Bureau Cabinet Office, 2013).

The population of 18-year-olds will continue decreasing from 2018 and universities and colleges in Japan will face difficulties. This is especially true for private institutions, especially two-year colleges. According to the Ministry of Education, Culture, Sports, Science and Technology of Japan (2009), 47.1% of private universities fell below full enrollment in 2008, and this number is as much as 67.5% for two-year private colleges. Nagao (2010) pointed out that the situation for two-year colleges became more severe because more female students started to go to four-year universities, or others choose vocational schools that prepare students with specific professional skills they need for a particular job, such as nursing and nutrition. Thus, the number of high school graduates who go to two-year colleges is decreasing. According to Recruit Shingaku Soken (2014), the number of incoming students in two-year colleges in 2013 has decreased to less than 60% of the 2004 incoming students.

KWC is also facing a crisis. According to the information on the college website, there were 497 applicants for 301 slots in the general examination in 2015, but the number of applicants dropped to 425 in 2016. The college administrators have been warning us that the number of applicants has continued to drop in recent years. This has

led KWC to admit more students who could not pass the same criteria on exams as in past years. For most students, KWC is their second choice. Many applicants take the KWC entrance examination in case they do not pass the exam for the affiliated four-year university. Many others choose KWC for financial reasons because it is less expensive than a four-year university. Thus, KWC has recently been implementing major college reform to accommodate students who need support academically and financially, by improving programs and providing scholarship opportunities.

First-Year Student Support

In order to support the first-year students with various needs, KWC started new support programs in 2015. These include the basic seminar, freshmen camp, learning support, and advising room.

First Year Seminar. From 2015, it is a requirement for every first-year student to take the First Year Seminar course in the spring semester. Full-time faculty members are in charge of this seminar and each has a group of 17 to 18 students. In this course, students learn about basic study skills, such as time management, note-taking, and how to use online databases. For course projects, students make presentations, write a paper, and present in a poster session. One aim of the First Year Seminar course is to help students create a rapport with the faculty members and other first-year students.

Freshmen Camp. At the end of May, all first-year students stay in a hotel located in the neighboring city from campus for two days. The event is called Freshmen Camp and the retreat is designed to help the first-year students get to know each other. By this time, each First Year Seminar group chooses a topic, conduct research on it, and learn to make a PowerPoint presentation. At the Freshmen Camp, each group makes a presentation in front of all students in a huge conference room. This presentation gives students experience working with group members, giving a presentation in front of a large audience, and dealing with Q and A sessions. In addition to presentations, students are reminded of table manners while having a full course French meal. Many students make friends while preparing for the presentation and have fun in staying in the same hotel rooms.

Learning Support. Also from 2015, the Learning Support service started. There are two types of learning support: support for the general studies courses and support for English studies. Three student assistants who are graduates of KWC and who transferred to the affiliated university work as learning support staff. Two student assistants support the general studies courses. One student assistant stays in the Learning Support room after school for two hours. Students who have questions visit the room and ask for help. Popular questions are about bookkeeping and how to plan and write papers, especially for the First Year Seminar.

Advising Room. For English studies support, one student assistant and myself stay in the Advising Room and wait for students' visits. The student assistant for English studies support is also a graduate of KWC, majoring in English, and now studying at the affiliated university. In 2015, the student assistant stayed in the Advising Room after class on Thursdays in the spring semester, and from 13:00 to 16:20 on Mondays in the fall semester. Her job is to help students when they have questions, such as TOEIC problems and homework for English courses; thus it is similar to a tutoring session. I stay in the Advising Room after class for two hours on Wednesdays. For my sessions, students sign up for a 30-minute session in advance. While the student assistant's role is similar to that of a tutor, my role is to act as a coach. For my session, students should bring a specific goal and we plan a long-term and short-term study plan together, instead of helping them with specifics such as how to respond to a TOEIC question. According to the students' goals and needs, I give advice on which language learning strategies they should use more. In addition, I try to give SRL training such as helping them set key sub-goals, how to manage time, and give examples of motivational strategies when necessary. The Advising Room is located on the second floor in the main building on campus, next to the English Center.

Student Life

Being a student in a two-year college poses many challenges. First, the curriculum is usually more intensive compared to a four-year university. In KWC, students have to take more than 68 credits in order to graduate, whereas the affiliated

university requires approximately 120 credits in four years. The schedule is tighter for KWC students compared to four-year university students. It is very difficult for KWC students to re-take the required courses when they fail in the first year. They usually take approximately 20 credits each semester (taking 13-15 classes per week) in the first year and 15 credits each semester (taking 9-11 classes per week) in the second year. In addition, many students have to write a graduate thesis by the end of their second year.

Second, most KWC students have to adjust to the new life style. According to the college website, the 2015 incoming students come from 45 different prefectures (there are 47 prefectures in Japan). Approximately half of the incoming students live in two dormitories, one located on campus, and another located within walking distance of the campus. Others live in apartments near campus. Some students commute from the Kanto area, including Tokyo, Saitama, Chiba, Kanagawa, and Yamanashi prefectures. Because the campus is located in a remote area, some students must commute nearly two hours. Therefore, students have to go through many new experiences, such as living in a dormitory, sharing with roommates, living alone in an apartment, and commuting long distance. Many students learn how to cook, clean, and do laundry by themselves for the first time.

Moreover, two-year college students have to decide on their career path much earlier than four-year university students. Most students start working immediately after graduation. In Japan, new hires typically start working in April. University students usually start job hunting more than a year before they graduate in March. This means that students in a two-year college have to start job hunting during the second semester

of their first year. On the other hand, approximately 20% of the KWC students transfer to the affiliated university. The selection of transfer students, which takes place in March at the end of their first year, is based on GPA, TOEIC score, and interviews. A few students transfer to other universities, vocational schools, or study abroad. In each case, however, students in a two-year college are under pressure to decide their career plan soon after entering the college.

In summary, the first-year students in the two-year college have to deal with many new challenges immediately after entering the college. They need to adjust to the new learning style in college that is different from high school, while they also have to adjust to the new living environment. At the same time, they have to decide their career plan as soon as possible before the second semester starts.

Participants

In this section, I first explain the purpose of participant selection and describe the selection and recruitment process. This is followed by a brief description of each participant.

Rationale for Participant Selection

Three groups of students were recruited for participation in this study: a higher proficiency group, a lower proficiency group, and an advisee group. Four students were recruited for each group in 2015. An additional three students were recruited for the advisee group in 2016. Thus, a total of 15 students participated in this study.

Two groups, higher and lower proficiency groups, were selected in order to explore how differently the students in the two groups went through their adjustment to college learning style. I assumed that students who scored higher in the placement test might have already developed SRL patterns in high school.

The third group, advisees, were selected in order to investigate possible differences between students who seek outside resources (i.e., the advising service available on campus) and those who do not. The purpose of having the advisee group is to trace the impact of advising on the students' development of SRL skills and to explore how differently or similarly they experience the transition year to college from those who did not use the advising service.

Selection and Recruitment Process

The participants for the higher and lower proficiency groups were selected and recruited from the student list for the English core course. The TOEIC score was used to create the groups, because the TOEIC is a focus in the college and the score is also used for a placement purpose in the college. As mentioned in the curriculum section, a TOEIC preparation course is a required core course for first-year students. All students take the TOEIC-IP in the beginning of April and the score is used for making groups for the core courses. In 2015, the students took the TOEIC-IP on April 1. Based on the results, eight groups were made. Each group consisted of about 35 students, thus, the top 35 students were placed into the advanced level group. Accordingly, students were placed into eight groups based on their TOEIC scores from higher to lower scores.

Teachers were given the student group list without score information because Keinan Women’s College treats TOEIC scores as confidential. Thus, the highest, lowest, and mean TOEIC scores of the students are unknown. The score information for each participant was obtained from their self-report. Based on students’ self-reported scores, the mean score of incoming students was between 250 and 300.

From the student group list, four students (two from each department) were selected from the top two groups for the higher proficiency group. Another four students (two from each department) were selected from the bottom two groups for the lower proficiency group. For the lower proficiency group, no students from the lowest group were selected. I taught this group in spring 2015, and in order to avoid researcher bias, this group of students was not selected for this study (see Figure 6). In addition, students who were registered in my other courses were not selected as participants.

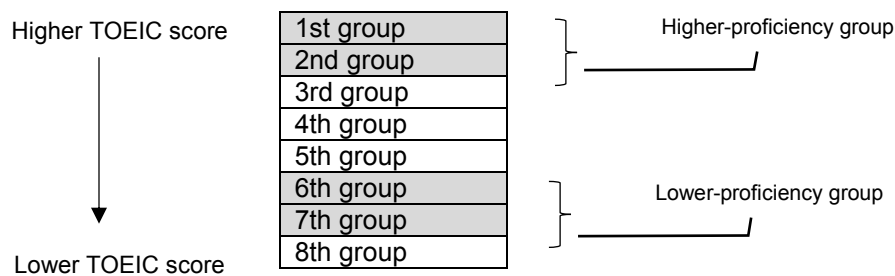


Figure 6. Group selection.

Eight students for the higher- and lower-proficiency groups were selected and invited to participate in the study by taking the following steps. First, a list of students in each group was obtained, and then, from the higher level groups (1st and 2nd from

the top) and lower level group (6th and 7th from the top), students whom I teach were excluded from selection. Next, two Business majors and two English majors were randomly selected from each group. On May 25th 2015, an invitation email was sent to the selected students (see Appendix B). In this email, I asked the students to visit my office on campus, explaining that I would like to ask them to participate in my study. When the students visited my office during the designated times written in the email, I explained the purposes and overview of the study. If they agreed, I set the first interview date with them. All eight of the participants initially contacted agreed to participate in the study during our first meeting.

The third group of students, advisees, were selected and recruited in the following manner. Among the first-year students who visited the Advising Room (described in the Setting section) in the spring semester of 2015, four students were selected and recruited for participation in the study. My initial plan was to recruit two students from the Business Department and two students from the English Department, who had visited the Advising Room more than once by the end of the semester. In the spring semester of 2015, a total of 13 first-year students visited me at the Advising Room. Among the visitors, three business majors who visited the Advising Room once (no business students visited more than once), and two English majors who visited more than once were selected. On July 20, 2015, an invitation email was sent to the three business majors (see Appendix C). In this email, I asked the students to participate in an interview and choose the date on which they were available. Two students agreed to participate in the study, and one did not respond to the email. I asked two English

majors if they could participate in the interview orally at the last advising session I had with them in the spring semester. Both of them agreed to participate and we set the interview date. An additional three students were recruited for participation in the study in 2016. In July in 2016, I sent an invitation email to six students who visited the Advising Room in the spring semester in 2016 (note that none of them visited more than once). Three students, two from the Business Department and one from the English Department, agreed to participate in the study.

In summary, the selection criteria for the three groups is shown in Table 5.

Table 5. *Selection Criteria of Three Groups*

Group		Shared criteria		Separate criteria
Higher-proficiency group	First-year students (entered in April 2015 or 2016)	2 Business majors	Not enrolled in my class	Placed in higher score group (1st and 2nd from the top) based on TOEIC-IP in April 2015
Lower-proficiency group		2 English majors		Placed in lower score group (6th and 7th from the top) based on TOEIC-IP in April in 2015
Advisee group				Visited advising room more than once in the first semester (2015/2016)

Description of Each Participant

Higher-Proficiency Group. Four participants—Ichiko, Mie, Fumiko, and Yoshimi; all pseudonyms—were selected from the higher scoring groups for English core courses.

Ichiko. Ichiko was a student in the Business Department, when I interviewed her. Her TOEIC-IP score was 380 in April and she was placed in the top group for the English core course. She entered KWC upon a recommendation from an affiliated high school in Tokyo. According to her, she was not a good high school student. She barely entered the rather competitive high school, and she always felt inferior to other students academically. Her friends had high TOEIC scores and some went to good universities such as the University of Tokyo and the affiliated Keinan universities both in Japan and the United States. She did not like to study and always wanted to work, so her high school teacher recommended that she go to KWC. When she entered KWC, she was shocked that she was placed in the higher level group and thus she was regarded as smarter than other students. She realized that in college, she had more free time to study because in high school, the schedule was always full and she had no time or motivation to do even homework. She gained confidence because she could take more time to study than in high school. Her goal was to improve her TOEIC score and go to the study abroad program at the affiliated university in the United States.

Mie. Mie was a student in the Business Department. She did not tell me her TOEIC score but she was placed in the second group from top for the English core course (presumably between 300 to 400 based on her placement in the second group). She entered the college by taking an examination for those who were recommended from high school. Her main concerns were time management issues and English courses. She belonged to a marching band outside the college. According to her, she had to

attend practice four days a week. On Tuesdays and Thursdays, she attended practice after school. She went to practice on weekends as well. She was living with her family in the western part of Tokyo and it took her about one hour to commute to KWC and another hour to go to band practice. Thus, she constantly felt like she never had enough time to complete her assignments or even take time to eat. In addition, she did not feel that she was placed in the correct group. She felt that her English skills were too low to catch up with other students. She always made plans on her schedule and used all of her spare time to study for the English class. She mentioned that she asked the student assistant in the Advising Room for help twice during the first semester. She also visited student assistants in the Learning Support Room for general studies courses as well. She told me that her goal in the college was to get as many certificates as possible in order to have an advantage over others when she starts job hunting.

Fumiko. Fumiko was a student in the English Department. She told me that her TOEIC-IP score in April was “above 400 but below 500.” She was placed in the top group for the English core course. She entered the college by taking an examination for those who were recommended from high school. She was from Kyushu and one of the graduates from KWC lived in her neighborhood. Fumiko became interested in studying at KWC when the graduate talked about her experience at KWC; however, it was financially difficult for her single mother to send her to a private college in Tokyo. She was grateful to her mother and wanted to study hard to show her gratitude. She also mentioned that her motivation was to get a higher TOEIC score than her father. Fumiko

described herself as “competitive.” Since she entered KWC, her biggest rival was her roommate in the dormitory. The roommate had a higher TOEIC score and she was a very diligent student. The roommate was also an English major student and their class schedule was almost the same. They did homework together and encouraged each other. Fumiko respected the diligence of her roommate and always talked about the roommate in the interviews.

Yoshimi. Yoshimi was in the English Department, and was placed in the second highest group for the English core course. Her TOEIC-IP score was 340 in April then improved to 400 when she took an official TOEIC in June. She entered KWC by taking the examination for those who were recommended by high school. First, she wanted to go to a four-year university, but her mock test result predicted failure, so she decided to take the entrance examination for KWC instead. Her passion was music. She had played the flute since the 5th grade. The flute teacher not only taught her music, but also helped Yoshimi with math problems or exam tips for Japanese and English tests. When in high school, she became a member of a city orchestra. A guest conductor, who spoke English, came from abroad and this experience motivated her to study English more. She decided to major in English. She commuted from a neighboring prefecture and it took her two hours to get to campus. She used the time on the train to study. Yoshimi was not very talkative. During the interviews, she only gave short responses to each question. Whenever she was asked about her goals or career plans, she was unsure about them. In the third interview, she told me that she was not used to talking about herself to others.

Lower-Proficiency Group. Four participants—Konomi, Nana, Mutsumi, and Yaeko; all pseudonyms—were selected from the lower score group for English core courses.

Konomi. Konomi was a student in the Business Department. Her TOEIC-IP score in April was “over 200 but below 300” and she was placed in the 6th group from the top (3rd from the bottom) for the English core course. In the third interview, she told me that she improved her TOEIC-IP score to 420 in September and she moved to an upper level group. She entered KWC by taking the examination for those who were recommended from high school. She decided to study at KWC because her mother, who heard about the college from a graduate, encouraged her to take the KWC exam. She was from western Japan and lived in a dormitory. Konomi gave me the impression that she was a good student, as her responses to my questions were always clear and rational. She told me that she always took a front seat in lectures, so that she could concentrate and ask questions immediately when necessary. However, during the first semester it became difficult to maintain her study routine because of her roommate in the dormitory and also due to her participation in club activities. She was a morning person and she used to get up early and go to bed early. However, it became difficult to keep her routine because her roommate stayed up late. She started baton twirling in a club and it took time to practice during the week. This caused her to sleep less and often skip dinner. She had lost some weight by the third interview. She did not have clear purpose

since entering KWC. However, she wanted to start working immediately after graduation in order to help her family.

Nana. Nana was also in the Business Department. Her TOEIC-IP score in April was 220 then her score improved to 324 in September. In the spring semester, she was placed in the 7th group from the top (2nd from the bottom) for the English core course. She entered KWC by recommendation from high school. She first wanted to go to a four-year university, but she learned that KWC had more career options, so if she wanted to continue studying, she could transfer to the affiliated university, or if she wanted to work, she could start work after two years of study. She also wanted to study business, thus she decided to come to KWC. In the first interview, she told me that the most shocking thing was that she had to decide her career plan immediately in the first semester. She felt that she did not have much time to think about options. Originally, she wanted to decide if she would transfer to the affiliated university after she took some courses. However, she then learned that electives were mostly offered at the second year (but she needed to decide if she wanted to transfer or not in the end of the first year). Thus, by the time of the third interview, she was still confused about what she wanted to do. She was from western Japan and lived in a dormitory. Life in the dormitory made her think about time management. For example, she joined a morning study group because there was a clean-up time at night and she found that it was difficult to make time to study in the dormitory. However, later she found that her friends in the morning study group were academically much better students than her and

she decided that she could not keep up with them; thus, she had left the group by the time of the third interview.

Mutsumi. Mutsumi was a student in the English Department. She was placed in the 6th group from the top (3rd from the bottom) for the English core course. In the third interview, she told me that her TOEIC-IP score had improved 200 points since April and the score was over 400 in September. She entered KWC by taking a general entrance examination. She wanted to go to the affiliated university, so KWC was her second choice. In the beginning, she seemed to be unwilling to participate in the interviews. She was always the last person to respond to my emails. In the second interview she did not show up once and I had to contact her many times. In the second interview, she seemed to be struggling, and she told me that her health was not good because she could not sleep and eat properly. She was from western Japan and lived in a dormitory. Looking at other students studying, she knew she had to study as well, but she could not stop procrastinating. However, she thought her friends gave her good incentive to study more. She told me that she liked to be different from others. Most of her friends said they wanted to study English in English speaking countries, but she wanted to study in Asia. Thus, although she was majoring in English, she studied Chinese and Korean by herself as well. Mutsumi always wanted to study abroad, but in the first semester she was so overwhelmed with assignments, that she regretted that she could not plan to study abroad during the summer break. In the third interview, she was more energetic. She looked more confident because her TOEIC-IP score had improved.

She was happy to tell me that now she was looking for an agent to arrange a short study abroad program during the spring break.

Yaeko. Yaeko was also in the English Department and she was placed in the 7th group from the top (2nd from the bottom) for the English core course. Her TOEIC-IP score in April was 240. She entered KWC by taking a general entrance examination. KWC was not her first choice. In the first interview, she told me that she regretted that she could not do well on the National Center Examination and therefore could not get in the public university in her hometown. Thus, she was determined to transfer to this public university after graduating from KWC. Perhaps for this reason, at first she was not satisfied with the curriculum at KWC. She felt that the English courses were not preparing her to improve her TOEIC score. She lived in a dormitory and found it difficult to study there. She also felt that she had not formed any close friendship with her classmates nor dormitory mates. However, in the third interview, she told me that her TOEIC-IP score had improved to 450 in September. She gained confidence and decided to apply for the selection process for the affiliated university to KWC, not the public university she originally wanted to attend. She thought that going to the public university would make it more challenging to adjust; instead, it might be easier to transfer to the more familiar campus.

Advisee Group. Four participants—Hitomi, Fuyuki, Mitsuko, Yoshiko, Itsuki, Rumi, and Shiho; all pseudonyms—were selected from the students who visited the Advising Room for English study during the spring semester in 2015 and 2016.

Hitomi. Hitomi, a student in the Business Department, visited the Advising Room once in June 2015. She came to ask for advice on how to improve her TOEIC score. Her TOEIC-IP score in April was 400 and her goal was to get 600 by June. She wanted to apply for a study abroad program. She also wanted to be able to communicate more effectively in the English communication class and at the English Center when she talked with her foreign teachers and international students. In the advising session, I advised her not to worry about making grammar mistakes when speaking English. Also, we made a study plan to use a TOEIC textbook to practice solving questions, especially in the reading sections. I also recommended that she read English books to get used to reading long passages. In the interview at the end of the spring semester, she told me that her score had improved only to 445 in June, but she felt more confident speaking English. She found that her English did not have to be grammatically perfect. She entered KWC by a recommendation from the affiliated high school in Tokyo. Her memories of high school were not pleasant. She barely passed the entrance examination for the high school, and she always felt inferior to other students. It was academically challenging for her to keep up with them. She felt shocked when she entered KWC because her classmates did not study as much as her high school classmates did. In the first semester, she constantly felt irritated when other students did not try hard or they

asked her simple questions about homework. At the beginning of the second semester, she was awarded a scholarship of 80,000 yen which was given to the top five students in the department based on their GPA in the previous semester.

Fuyuki. Fuyuki was also in the Business Department. She visited the Advising Room once in June 2015. Her TOEIC-IP score was “below 300.” She asked what she could do in her spare time to improve her listening skills. I recommended that she review questions in the textbooks for English courses and make sure she understood them. Also, I recommended that she make a list and memorize the vocabulary in the textbook. It appeared that she just wanted to check what the Advising Room was like and she was not very keen on getting advice about English study. Later in the interview she told me that her main purpose was to make the most use of the services available on campus. Therefore, she visited the Learning Support Room for general studies courses every week in the spring semester, mainly to ask questions about bookkeeping. Fuyuki told me that it took her three years before coming to KWC after graduating from high school. Her high school life was very difficult, so she did not want to start school immediately after graduation. Her hometown was in the northern part of Japan and her high school was very far from her home. She was always pressured not to miss a bus or train; otherwise, she had to wait another hour for the next bus. It took her two years to recover from the fatigue and finally last year she started seriously studying for the entrance examination. After she passed the examination and entered KWC, she decided to appreciate every resource and time available to study. At the beginning of the second

semester, she was awarded a scholarship of 80,000 yen, like Hitomi, which was given to the top five students in the department based on their GPA in the previous semester.

Mitsuko. Mitsuko, a student in the English Department, visited the Advising Room almost every week, for a total of seven times in the spring semester since she first visited in early June 2015. She first came to ask for advice on how to improve her TOEIC score. After we talked over some options, she decided to make sentences including new words she would learn for the week. After the first visit, our sessions were devoted to checking her composition and talking about issues she had with time management. Therefore, I often gave her advice on planning her schedule more effectively. She never told me her exact TOEIC score, and always said “below 300.” She appeared to be ashamed of not being good at English. Later in the spring semester, she started to share information about her family situation, because it was the reason she usually could not focus on her studies. She was from the northern part of Japan and since entering KWC she lived with her grandparents and her cousins in eastern Japan. She had to take care of her small cousins and helped her grandparents, which made it difficult for her to focus on her studies. In the fall semester, her motivation to study dramatically dropped. When she went home during the summer break, her mother told her that she would not be able to apply for the study abroad program because of financial difficulties. This incident was critical for her and she lost motivation to continue working hard.

Yoshiko. Yoshiko, who was also in the English Department, visited the Advising Room in July and came every week after her first visit. She visited three times during the semester. She has learned English since childhood, so she can speak English very fluently. However, she has trouble with grammar and writing. Thus, we talked over some options, and she decided to study a grammar book because she had already bought one based on another teacher's recommendation. From her second visit, she reported what she had done and asked questions about the problems in the grammar book. She wanted to work as a cabin attendant after graduation. To apply for a position, she needed a TOEIC score of at least 600 by April 2016. Her TOEIC-IP score was 280 in April 2015 and improved to 425 in September 2015. However, she told me that she could not study as hard as she wanted during the summer break before she took the TOEIC-IP in September and she could not finish the grammar book and study for the TOEIC during the summer break. In the third interview, she told me that she was debating if she would go to a preparation school for entering the airline business after school. It is usually expensive to go to such a school, but her parents would allow her to go. She started to go to a school during the fall semester. She was from Tokyo and commuted from home to the college.

Itsuki. Itsuki was a first-year student in the Business Department when I interviewed her in 2016. She visited the Advising Room in April 2016, soon after we started learning support service in the semester. Her TOEIC score was 305 in April and she was placed in the intermediate level class. She was thinking of transferring to the

affiliated university, so she wanted to improve her TOEIC score. She also wanted to be able to speak English more fluently in English conversation class. She said she was especially weak at listening, so after we talked at the Advising Room, she decided to listen to English every day and practice TOEIC questions. When we met again for the interview in July, she told me that she had become ill and had to leave the dormitory and return home in western Japan for three weeks in May. It was a difficult event for her. However, she was able to come back before Freshmen Camp in May and was able to work hard and catch up with her classes. She felt that it might be because she was used to using iPad, which all KWC students receive upon entrance and have to use in class. She graduated from a correspondence high school and she studied using an iPad. However, she said that she might have been tired by trying so hard in the first semester in college, and she did not study hard during the summer break; thus, her TOEIC score improved only 25 points in September.

Rumi. Rumi, who was in the Business Department, visited the Advising Room in May 2016. Her TOEIC score was 240 in April and she was placed in the basic level class. She entered KWC by recommendation. She was worried that she lacked the knowledge of English grammar because she had only graduated from correspondence high school. She could not adjust to the first high school she entered, so she re-entered the correspondence high school in her second year. I taught her how to do shadowing as a listening strategy. Also, we went to the library together and chose a textbook for the TOEIC grammar section practice. After we talked in the Advising Room, she decided to

get used to English by listening and reading it aloud. She did not return to the Advising Room, but when we met for the interview in October, she told me that she had continued her listening practice and had improved her TOEIC score to 390 in September. She could not study the TOEIC grammar book as much as she wanted. Her goal was to transfer to the affiliated university; thus, she wanted to improve her TOEIC score and GPA. It took her two hours to commute from home and it was difficult for her to get used to the commute immediately. However, she decided to stay in school until closing time at 8:00 p.m. and finish her homework. Thanks to her effort, her GPA was over 3.0 in the spring semester.

Shiho. Shiho, who was in the English Department, visited the Advising Room in April 2016. Her TOEIC score was 400 in April and she was placed in the advanced level class. She was taking five courses taught only in English by native English speakers, but still she felt that she did not have enough chances to speak English. Thus, we talked about how she can practice speaking more, such as shadowing, talking to herself in English, and going to the English Center to talk with international students. She entered KWC by recommendation. She was highly motivated and she told me that she wanted to learn something in English, not study English itself. When we met again in the interview in July, she told me that she wanted to go to university, but she chose KWC for financial reasons. She also said that she became a proactive learner when she was in junior high school. She could not adjust well to the classroom then, and she was taught in a small group with other two students in the nurse's office. At the time, she

realized she had to be proactive and ask for what she wanted to learn; otherwise, she would just spend her time sleeping. Her goal was to join the study aboard program in the United States in the second year. She improved her TOEIC score to 700 in September.

Table 6 shows a summary of background information of the participants.

Data Collection

In this section, I first describe interviews with the participants, key administrators, and faculty. I then provide a brief description of the audio recording of the advising sessions. Finally, I describe the use of documentation and my research journal.

Table 6. *Participants' Background*

Participant	Class Level	Group	Major	Entrance to KWC	TOEIC in April 2015	Living	College choice (to enter KWC) ^a
Ichiko	Advanced	Non-advisee	Business	Affiliated high school	380	Home	First choice
Mie	Advanced	Non-advisee	Business	Recommendation	?(300~400?)	Home	First choice
Fumiko	Advanced	Non-advisee	English	Recommendation	400~500	Dormitory	First choice
Yoshimi	Advanced	Non-advisee	English	Recommendation	340	Home	First choice
Konomi	Basic	Non-advisee	Business	Recommendation	200~300	Dormitory	First choice
Nana	Basic	Non-advisee	Business	Recommendation	220	Dormitory	First choice
Mutsumi	Basic	Non-advisee	English	Entrance exam	Below 300	Dormitory	Second choice
Yaeko	Basic	Non-advisee	English	Entrance exam	240	Dormitory	Second choice
Hitomi	Advanced	Advisee	Business	Affiliated high school	400	Home	First choice
Fuvuki	Intermediate	Advisee	Business	Entrance exam	Below 300	Apartment	Second choice
Mitsuko	Intermediate	Advisee	English	Recommendation	Below 300	Grandparents'	First choice
Yoshiko	Intermediate	Advisee	English	Recommendation	280	Home	First choice
Itsuki	Intermediate	Advisee (2016)	Business	Recommendation	305	Dormitory	First choice
Rumi	Basic	Advisee (2016)	Business	Entrance exam	240	Home	Second choice
Shiho	Advanced	Advisee (2016)	English	Recommendation	400	Dormitory	First choice

^a Although it is categorized as the "first choice", it does not necessarily mean that all of them made a proactive choice. Some participants originally wanted to go to a four-year university. Some could not find a major that they wanted to study. Others thought they were not academically prepared to pass the exam for a four-year university. Those participants made a realistic decision to get a high school recommendation, which increased their chances of passing the KWC entrance examination.

Interviews

Overview. The primary data source for this study is individual interviews. Interviews are best suited to exploring participants' perspectives deeply, such as their feelings, motivations, activities, and past events (Hatch, 2002, p. 91). Further, interviews are "particularly well suited for studying people's understanding of the meanings in their lived world, describing their experiences and self-understanding, and clarifying and elaborating their own perspective on their lived world" (Kvale & Brinkmann, 2009, p. 116). In this study, interviews were conducted in a semi-structured way, which includes an outline of topics to be covered and guiding questions (Kvale & Brinkmann, 2009). The semi-structured interviews were conducted in order to allow openness and still focus on topics related to the research questions.

Semi-structured interviews were conducted with each participant over the course of one year. Interviewing the participants longitudinally enabled me to see the trajectories of how the first-year students experienced their adjustment to the new college life style. It further allowed me to observe how they developed their SRL habits as a result of adjustment to college over the course of their first year.

Each interview with the participants lasted for approximately 1 hour. I met the four higher-proficiency group participants and the four lower-proficiency group participants for interviews a total of four times in their first year. I met the seven participants from the advisee group for interviews three times in their first year. I interviewed two administrators and three faculty members during the summer break in

2016. All interviews were conducted in Japanese. All student interviews took place in my office in the college, and the Faculty and staff interviews were conducted either in their office or in a meeting room. The interviews were recorded using an IC recorder and notes were taken during and after the interviews. I also communicated with the participants through email between interviews. The email interactions helped remind them of coming interviews and avoid attrition. In addition, continued contact helped us keep in touch and keep track of any events reported by the participants between interviews.

First interview. The first interview with the higher- and lower-proficiency groups took place in the first week of June 2015. In order to gain an impression of their on-going experiences at the beginning of their college life, earlier in the semester would have been better (in Japan the academic year starts in April). However, both the students and faculty members were busy preparing for the college event, Freshmen Camp (described in the Setting section above) at that time. In addition, I needed this time to gather the data necessary to select the participants. I also had to submit a research proposal to the Institutional Review Board in the college and several revisions were requested from the board on issues such as the right to withdraw, data storage, and sampling in April. Approval was granted in the second week of May; thus, the participants were contacted after the Freshmen Camp finished on May 22, and the first interview took place in the first week of June.

The questions for the first interview were focused on the participants' learning history and their experience adjusting to college (Appendix D includes the interview questions for the four interviews). The purpose of the first interview was to gain information about the participants' learning history, especially in high school, while their memory was still fresh. Another purpose was to gain information about their on-going experience of adjusting to college life. There were three central topics concerning their learning history: high school experience related to study habits, entrance examinations, and background of English study. A few guiding questions were asked on each topic. More time was spent on asking about how the participants decided to come to KWC and how they prepared for the entrance examinations (both general entrance exam and recommendation) and how they developed their study skills in high school, not necessarily limited to English study. Gaining information about the participants' learning history was especially significant because it was assumed that information about how they established learning skills would have greatly affected their further development of SRL behavior adjusting to college. The additional six topics were related to their adjustment to college life: differences between high school life and college life; problems they had when adjusting to college life; their favorite classes and difficult classes in the first semester; experience in English classes; and their future goals and career plans. In relation to experiences in English classes, I also asked questions about the strategies to prepare for class, review for tests, and study for vocabulary quizzes. When the participants mentioned English study outside of class, I asked additional questions about their English self-study.

Second interview. The second interview with the higher- and lower-proficiency groups was conducted at the end of July in 2015. It was during the final exam week of the first semester. At the same time, I conducted the first interview with the advisee group.

The purpose of the second interview was to gain knowledge about participants' reflection on the first semester. Eleven main interview questions were prepared and guiding questions were asked in the flow of the interview when necessary. The topics included changes they saw in themselves after entering college, their learning habits such as time management and learning styles, support available in college, and their personal goals for the summer. In addition, four or five follow-up questions were prepared for each participant, according to what we talked about during the first interview.

Third interview. The third interview with the higher- and lower-proficiency groups and the second interview with the advisee group took place in October after the college festival, which took place from October 9 to 13, finished. The interviews were conducted in the fifth and sixth weeks of the second semester. The timing of the third interview was important because the results of the preliminary study suggested that the college festival was a significant turning point for the students in many ways. Thus, the third interview was conducted immediately after the college festival finished in October 2015 and in 2016 for three additional advisees.

The questions for the third interview were focused on the participants' reflections on the summer break and the college festival. I asked questions about in what capacity they participated in the college festival (e.g., performed in a dance group, sang in a chorus group, participated in a planning committee, sold food at vendors), and how the participation affected their study during the summer break and after the fall semester started. The participants in the preliminary study mentioned that the college festival was one of their important turning points in making close friendships, building a sense of belonging to the college, and taking responsibility. At the same time, many students in my class experienced burnout from the festival and lost their motivation to study. I asked the participants in the present study if they had similar experience during and after the college festival. In addition, follow-up questions were prepared for each participant based on what we talked about during the second interview.

Fourth interview. The fourth and last interview took place at the end of the second semester, in January and early February in 2016. In order to gain a fresh reflection of the second semester and the first year, the fourth interview was conducted immediately after the second semester finished while the participants' memory was still fresh and before they returned to their hometown during the spring break.

The purpose of the fourth interview was to understand the participants' perceptions of how they had adjusted to college life and developed learning habits. Interview questions focused on their reflections on their first year, differences from high school, the learning styles they had acquired, and the motivational strategies they used.

Questions were also asked about support available in college: if they knew about available support on campus, why or why not they used the support, and what kind of support they would think helpful. Follow-up questions based on what we talked about in the previous interviews were prepared for each participant as well.

Figure 7 shows the interview schedule and focus.

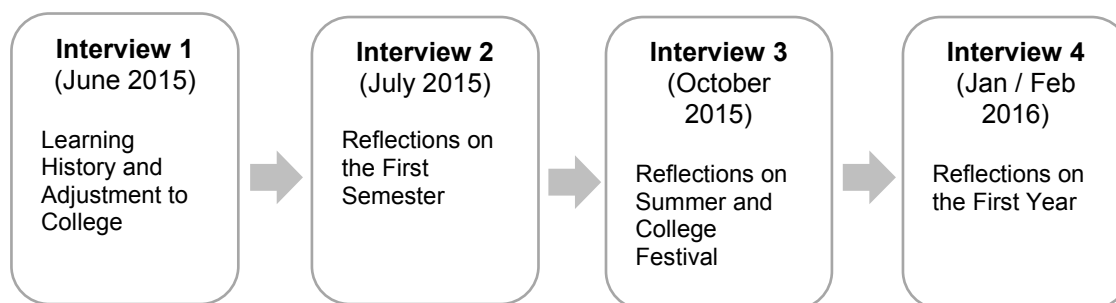


Figure 7. Interview schedule with the higher- and lower-proficiency groups.

Interviews with the advisee group. Interviews with the advisee group were conducted three times: at the end of the first semester, after the college festival, and at the end of the second semester. The participants for the advisee group were selected from students who visited the Advising Room during the first semester (May-July 2015 and April-July 2016). After the participants were selected at the end of the first semester in July 2015 and 2016, they were contacted and interviewed during the final exam week of the first semester in July. It was the same timing with the second interview for the higher- and lower-proficiency groups. At the first interview with the advisee group, the questions were focused on their learning history, adjustment to college, and reflection on the first semester. The second interview with the advisee group was conducted after

the college festival, at the same time as Interview 3 with the higher- and lower-proficiency groups. The same questions were asked to the advisee group about their reflections on the summer break and the college festival. The third and last interview was conducted at the end of the second semester, at the same time as Interview 4 for the higher- and lower-proficiency groups. The interview was focused on their reflections of the first year. Additional questions were asked to the advisee group about their experiences with the advising service (see Appendix E).

Figure 8 shows the interview schedule and focus for the advisee group.

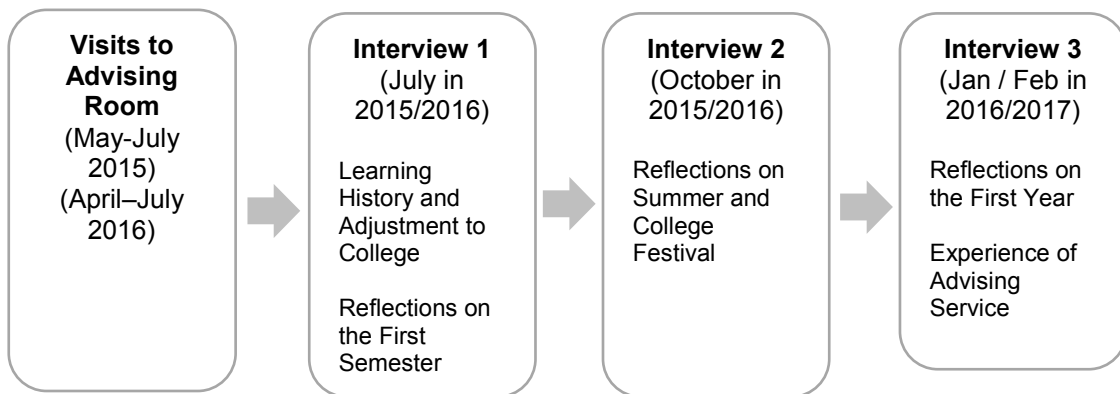


Figure 8. Interview schedule with the advisee group.

Interviews with key administrators and faculty members. In addition to interviews with student participants, key administrators and faculty members were interviewed during the summer break in August 2016. The purpose of these interviews was to investigate the perceptions of college administrators and faculty members on the first year in college. An additional proposal for the IRB to interview five people was approved from the college in April 2016. Two key administrators were an academic

affairs office staff member who was in charge of at risk students and a student affairs office staff member who was in charge of career support. I interviewed three key faculty members, the director of academic affairs and the deans of the Business and English departments. The interviewees were asked to compare the first-year students this year with the ones in previous years, what kind of challenges first-year students face, and what kind of skills they expect first-year students to acquire. I also asked in what ways they were involved with the first-year students and what kind of support they think should be provided to the students to improve the program of the college (see Appendix F for interview questions).

Documentation of Advising Sessions

During the first and second semesters in 2015 and 2016, all sessions in which the participants in the advisee group were documented through note-taking and audio recording. During each session, I took notes about what was discussed in the session: for example, what plan was made, what short- and long-term goals were discussed, what and how self-study was done, what problems the advisees had when studying, and how they overcame them. After each session, I added information that seemed important to record or that I could not write during the session on the notes. The sessions were also recorded using a SONY ICD-UX71, 2008 IC-recorder.

Table 7 shows the recorded advising sessions with the seven participants in the advisee group in 2015 and 2016.

Table 7. *Advising Sessions with the Advisee Group in 2015/2016*

Participant	Advising sessions	Date	Time	Length
Hitomi	1	2015/06/17	17:15-	33:11
Fuyuki	1	2015/06/24	17:45-	34:28
Mitsuko	1	2015/06/10	16:45-	47:53
	2	2015/06/17	18:15-	42:16
	3	2015/06/24	18:15-	40:16
	4	2015/07/01	18:15-	46:08
	5	2015/07/08	18:15-	42:03
	6	2015/07/15	18:15-	57:18
	7	2015/07/22	18:15-	42:17
	8	2015/11/11	17:15-	29:54
Yoshiko	1	2015/07/01	16:45-	32:56
	2	2015/07/08	16:45-	36:01
	3	2015/07/14	16:45-	23:15
Itsuki	1	2016/04/20	18:10-	33:18
Rumi	1	2016/05/26	17:45-	24:13
Shiho	1	2016/04/27	16:45-	32:15

Casual Encounters

In addition to the formal interviews and advising sessions, I took notes about casual encounters with the participants. Because KWC is a small college, once we knew each other from the interviews, I noticed that I often encountered the participants in the hallways and the cafeteria, and we had informal chats. Some participants even started to contact me by email, make appointments, or stop by my office when they had problems or things to talk about, especially in their second year. For example, some participants wanted to get advice about English study in order to improve their TOEIC score or prepare for transferring to the affiliated university. Other participants reported about

their study abroad experience during the spring break. I took notes about our conversations each time I encountered the participants.

Use of Documentation

I used a number of documents in order to gain information about KWC. These documents included the college webpage, the Keinan webpages, school brochures, booklets for school events, course syllabuses, and meeting documents. These documents were used to obtain information about the school history, the description of the departments, curriculum, and programs, admission information, and *hensachi* (difficulty of entrance exam). I also collected some documents from the participants. During the interview, when they talked about taking notes, managing time, or self-study, I asked if I could take photos of their schedule, lecture notes, or the textbooks they were using for the self-study (see Appendix G).

Research Journal

I kept a research journal to document and reflect on my thinking during the study. During the data collection process, I wrote what I felt and thought about the participant's SRL behaviors immediately after the interviews, and also during and after writing the data logs of the interviews. When I read research articles or books on research methodology, I wrote how the points the authors made related to my own analyses in this study. As I started the data analysis, I started more systematic memo writing (Saldaña, 2013). As Saldaña recommended, I tried to include entries as follows:

personal relationship to the study and participants, relation to research questions, code definitions, emergent themes, possible networks, emergent theory, problems, ethical dilemmas, future directions, and how to compile to the final report.

Analyses

In this section, I describe the analysis process of collected data. I first created a data log for each interview. Based on the data logs, I then selected the parts to further transcribe from the interview data for coding. Coding methods were decided in order to answer each research question. Analytic memos were taken while coding. Further, field notes and recordings of advising sessions were reviewed and analyzed together with the interview data for the advisee group. After a single-case analysis was conducted, member checks took place with the participants. After the single-case analysis was complete, a cross-case analysis was conducted to compare members within each group in order to understand the characteristics of each group. Furthermore, another cross-case analysis was conducted to compare the three groups. Interview data with administrators and faculty members were reviewed in order to understand student assessment and learning needs of first-year students.

Data Logs

Before transcribing, a data log was created for each interview. Data logs are a condensed summary of what was discussed during the interview. I included what questions were asked and how participants responded in a summary form with a

timeline. Data logs helped me to familiarize myself with the data and serve as a quick reference for what was discussed in each interview. In addition, I took notes on what I felt about the participants' responses during the interviews and questions to ask to follow up in the next interviews (see Appendix H for a sample data log). I created these data logs after each interview.

Transcribing the Interviews

Based on the data logs, parts of the interviews relevant to the research questions were selected for transcribing. Audio recordings of the interviews were transcribed mainly for content. Transcriptions were written in Japanese using hiragana and kanji and detailed descriptions such as disfluencies and pauses were omitted. Selected excerpts were translated into English for the purposes of presenting excerpts in the chapters (See Appendix I for a sample transcription).

Coding

In order to answer the first research question; What trajectories do first-year Japanese students take in their development of SRL skills?, the student interview data were analyzed using two coding methods, Eclectic Coding and Hypothesis Coding (Saldaña, 2013). Saldaña explains that once the data are assigned codes (as a summative or essence-capturing attribute for a portion of the data) in the First Cycle Coding, the data are reorganized and reanalyzed in the Second Cycle Coding. The Second Cycle Coding is to develop categorical and thematic organization of the first coded data. In

this study, for the First Cycle Coding, I used Eclectic Coding. Eclectic Coding can be considered a form of open coding and it employs a combination of a few first cycle coding methods, such as descriptive coding and narrative coding. Any first impression responses from the researcher can serve as codes with the understanding that analytical memo writing and second cycle coding will synthesize the number of codes into organized scheme (Saldaña, 2013, p. 188). I coded virtually anything that seemed to be relevant to the participant's first-year experience. Especially, I focused on descriptions of the SRL behaviors, the participant's motivation for these behaviors, and her language learning. For the Second Cycle Coding, I used Hypothesis Coding. In Hypothesis Coding, a researcher pre-determines a list of codes to confirm assertions or theories. In my study, codes were developed beforehand based on Zimmerman's framework of SRL to confirm if the model applies to my participants (Zimmerman, 2000). These codes were developed based on the three cyclical phases. Within each phase, subcodes were decided based on associated skills: forethought phase (e.g., task analysis, goal setting), performance phase (self-instruction, attention focusing) and self-reflection phase (e.g., self-recording, self-experimentation). Further, a set of codes for motivational strategies within each phase were developed and examined in the data, based on Zimmerman (2011). As mentioned in the Research Journal section above, I wrote memos on code selection, code definitions, emergent themes, and the relations of these themes.

In order to answer the second research question: How do SRL skills in general studies impact on first-year Japanese students' language learning?, I employed Axial Coding method (Saldaña, 2013). The purpose of Axial Coding is to strategically

reassemble and categorize data on main themes from initial coding. From the coded data using Eclectic Coding during the First Cycle Coding described above, I extracted the data on language learning. For example, with the interview excerpts 「英会話のインタビューテストがあったじゃないですか。1週間前に答えを用意して録音しておいて練習してたら、喋れました！」 “We had an interview test for English Conversation class. I recorded my own responses to the interview questions a week before the test, and I practiced, then I was able to respond!” (Fuyuki, Interview 1 on July 24, 2015, 19:45), I put “Self-Study” and “Rehearsing and Memorizing” as initial codes. Then I put “English Studies” on the same excerpts. I reassembled the data that were coded as “English Studies” and analyzed how the participants applied SRL skills to their English studies. Then, the data were analyzed if the participants’ language learning had been impacted from any SRL skills utilized in general studies or vice versa.

In order to answer the third research question: What is the impact of language advising on first-year Japanese students’ development of self-regulated language learning?, the recorded advising conversations and the field notes with the advisee group participants were analyzed, using Eclectic Coding. The conversation between the advisee and advisor were coded for mainly SRL strategies discussed or observed during the conversation. Later, the advising data were compared with the interview data of the advisee group and were analyzed what impact can be seen on the advisee’s development of SRL strategy use over the course of one year.

Single-Case Analysis

After coding was complete, single-case analyses were conducted in order to answer the first research question, What trajectories do first-year Japanese students take in their development of SRL skills? Based on the collected data, each participant's trajectories in transition to college and development of SRL habits were examined. Furthermore, in order to answer the second research question, How do SRL skills in general studies impact on first-year Japanese students' language learning?, the data were analyzed to investigate the possible relationships between the participant's SRL skills and her language learning. The analysis was exploratory; as such, the following questions were asked during the analysis:

- How did the participant's learning habits change over the course of the first year? What SRL and motivational strategies did she acquire? In what developmental order?
- How did the development of SRL and motivational strategies impact her language learning?
- What experiences prior to college entrance affected her development of SRL skills?
- What kind of problems did she have in her transition to college? How did she cope with them? What contributed to the (un)successful transition?

In order to answer the third research question, What is the impact of language advising on the first-year students' development of self-regulated language learning?, further analysis was conducted with the advisee group using the advising data. In addition to

the trajectories of each advisee's transition to college and development of SRL strategies, the possible impact of advising sessions was examined. By triangulating the data with field notes and recordings of advising sessions, the following questions were investigated during the analysis:

- Is there any (mis)match between participant's reflections in the interview and what she reported that she did during the advising sessions?
- What kind of advice or actions during the advising seemed to influence her development of SRL behavior?

Member Checks

In order to enhance credibility and trustworthiness, upon completing the single-case analyses, member checking was conducted with each participant in the second year (Lincoln & Guba, 1985). The participants were shown interview excerpts and my analysis. They were asked if there was any discrepancy in the analysis, and also if there was any information they would not want included in the final report. No participant requested changes or exclusion of data. Therefore, no changes were made as a result of member checking.

Cross-Case Analysis

Finally, after member checking and revisions were made, a cross-case analysis were conducted by triangulating data across participants (Yin, 2014). The cross-case analysis examined if there were any patterns or differences in the development of SRL

across groups of learners and across individual learners within groups. Similarities and differences in developmental patterns were examined within and between:

- cases within each group
- higher-proficiency group and lower-proficiency group
- higher- and lower-proficiency groups (those who did not use advising) and the advisee group
- Business majors and English majors
- Repeaters and one-time users among the advisee group

Positionality

Merriam (1989) argued that in any research, it is rarely the case that a researcher is a total observer or a total participant in the setting that is observed. It is important for the researcher to be able to identify those effects and take them into account when interpreting the data. Thus, in this section, I discuss my positionality, as it might have affected the setting I was studying as both an observer and a participant.

My positionality as a researcher is largely affected by my positions as a full-time faculty in the Business Department and as an English teacher in the college. It is also affected by my age, gender, nationality and my academic experiences.

I am one of the ten full-time faculty members in the Business Department at KWC. Although it is a small college, students are often not familiar with all faculty members, unless they take the teacher's course. Many students do not know who is a

part-time or a full-time teacher until the middle of the first semester. This is especially true if they belong to a different department.

When I sent an invitation letter to eight participants in the higher- and lower-proficiency groups, we had never met until they visited my office for a briefing in May 2015. Even after the first interview, we rarely noticed each other on campus (however, after several interviews we noticed more each other and often had casual encounters). During the initial interviews, it was still possible that the participants felt hesitant to talk about other teachers, about their teaching styles, especially the ones the participants did not like. In addition, because I am an English teacher, it was possible that the participants felt hesitant to tell that they were not doing well in English classes. It is also possible that the participants might have been unwilling to sound confident in their English ability. Some participants were not very confident about themselves and therefore evaluated their English ability modestly. To minimize this effect, I deliberately selected students who were not in my class to participate in this study. I also constantly emphasized that the content of our conversations would be treated anonymously and that our discussions would not affect their grades. Thus, gaining trust from the participants and making a comfortable environment to talk were important.

With the advisee group, my researcher-participant relationships might have been different from the ones with the participants in the higher- and lower-proficiency groups. I gained access to the advisees only after they first came to the Advising Room. I felt a little awkward asking consent before starting the advising session. It is easy to imagine that refusing consent might be difficult for the advisees, because they came to the room

asking for my advice about how to study. Thus, it was important that I constantly reminded them of the fact that they had the right to refuse to be recorded and participate in the interviews. I also reminded them that their right to withdraw from the study is clearly written in the consent form. However, the longer we saw each other, the more the participants might have felt obliged to continue participating in the study.

Being the youngest faculty member at KWC and being a Japanese female teacher also affected my relationships with the participants. Although I am in my 30s, many of the students, who are between 18 and their early 20s, seem to feel closer to me than male or older teachers; thus, it was not difficult to create a rapport with the participants. This was especially true because we have a shared language and culture, Japanese. Some participants even talked about their personal issues, such as family or friendships without hesitation. However, it was difficult for me to imagine what the students were going through and how I could support them not only personally but also academically. It was perhaps partly because of my academic experiences. I graduated from Keinan University, the affiliated university to the college, and then went abroad to obtain my master's degree in the United States. After my graduate study, I came back to Japan and worked at Keinan University as a research associate for seven years before coming to KWC. I started interviews in 2015, my third year at KWC. Life in a two-year college was a new experience and I saw many differences from a four-year university. Thus, I feel that the expectations and challenges for the first-year students at KWC differ slightly from what I experienced as a first-year student in a four-year university.

My researcher-participant relationships with key administrators and faculty members might have been affected by my positionality of being a junior professor. I am a relatively new teacher, as I have been at KWC for three years. The faculty members I interviewed are experienced professors who have been working at KWC for over 20 years. The key administrators I interviewed have also been working at KWC for longer than three years. There is a possibility that they might have felt reluctant to express their honest opinions about the current situation at KWC and the first-year students.

Trustworthiness

In order to enhance the trustworthiness of this study, I followed Lincoln and Guba's (1985) recommendations. Lincoln and Guba suggested that prolonged engagement and persistent observation are two ways to improve credibility. I argue that three years of working full time at the college under investigation have given me sufficient time to understand the context of the college and to be accepted in the culture of the college. Moreover, interviewing the 15 participants for nearly one year provided me with opportunities to be acquainted with them and observe changes in them longitudinally. Even after completing the four interviews in their first year, I took notes on casual encounters with the participants in their second year to continue my observations. I tried to achieve triangulation across participants and across methods, by interviewing 15 participants from different groups, collecting documentation from various sources, recording advising sessions, and interviewing the faculty and administrators. Member checks took place during the interviews and were conducted

after the single-case analysis was complete. I attempted to establish confirmability and dependability by keeping a reflexive journal and testing rival hypotheses during the analysis. In order to make sure that the findings and interpretations are logical and grounded in the data, Lincoln and Guba suggested that keeping a reflexive journal is crucial throughout the investigation process. As discussed in the previous section, I wrote analytic memos as Saldaña (2013) suggested in order to help raise my awareness of my personal biases. Finding negative evidence and testing rival hypotheses are crucial to enhance the credibility and dependability of the study (Lincoln & Guba, 1985; Yin, 2014). I kept reminding myself of possible rival hypotheses during the data analysis process by writing analytic memos, and through peer debriefing at study meetings and discussions with my advisor. Lastly, Lincoln and Guba argued that the naturalist inquirer can make transferability judgments possible only by providing thick description. I tried to provide as thick a description as possible in the final report so that readers have a good understanding of the context and to enhance the transferability of this study.

Ethical Issues

In this section, I write about ethical issues concerning this project. First, I describe about the CITI Online Training. Second, I describe the Institutional Review Board and informed consent, and finally I discuss about data storage and security.

CITI Online Training

In order to learn about research ethics, I took the Collaborative Institutional Training Initiative (CITI) program provided by Temple University online. I completed and passed the course for students conducting no more than minimal risk research on April 3 in 2015, and the Social/Behavioral Research course on April 18 in 2015. A copy of the completion report is attached in Appendix J.

Institutional Review Board

A research proposal was submitted to the Institutional Review Board in the college under investigation in accordance with the college's policies and expectations. After several revisions were made upon requests from the board on issues such as the right to withdraw from the study, data storage, and sampling, approval was given in the second week of May in 2015. An additional proposal was submitted and approved in April 2016 for continued recordings of advising sessions and additional interviews with advisees, administrators, and faculty members.

Informed Consent

Informed consent was obtained from all the participants before the recording of interviews and advising sessions started. The participants of the higher- and lower-proficiency groups were contacted for briefing after IRB approval was given. At the briefing, I explained the purpose of the study, interview schedules, the protection of confidentiality and anonymity, and the participants' right to withdraw from the study.

All of them agreed to participate, and they brought two copies of signed consent forms—one for myself, one for them—to the first interview session. The participants from the advisee group were given the briefing just before the first advising session started. When they agreed to participate in the study, they signed the two copies of the consent form and I started recording. Key administrators and faculty members were given a briefing just before an interview. When they agreed to participate, they signed on the consent form and I started recording. Consent forms are included in Appendix K.

Data Storage and Security

I used a SONY ICD-UX71, 2008 IC recorder to record the interviews and advising sessions. Immediately after each recording, the audio files were transferred to my desktop computer in my office; thus, no files remained in the recording device. The computer was password protected. A backup file was kept in an external hard drive. The drive and print outs of transcripts were kept in a locked desk in my office. Extra care was taken with the files that included identifiable information of the participants. The files were password protected. The signed consent forms were stored in the locked desk in my office. Other data files, including audio files and transcripts, were saved with the pseudonyms of the participants. When I had to work outside my office, I carried only the working files in a password protected USB, and all the files were deleted immediately after I transferred them into the original folder in my office. I tried to make every possible effort to protect the participants' anonymity.

CHAPTER 4
THE HIGHER-PROFICIENCY GROUP:
EMERGENT SELF-REGULATED LEARNING SKILLS AND
ATTEMPTS TO ADDRESS NEW TASKS

In this chapter, I present findings concerning four participants in the higher-proficiency group. Most participants in the higher-proficiency group, with one exception, demonstrated different degrees of emergent SRL skills and strategies, but not all of them achieved their initial goals. Although they faced many challenges in balancing competing needs in college life in their first year, Ichiko and Yoshimi successfully developed and utilized their SRL skills. They ultimately achieved their initial goals. On the other hand, even though Mie showed use of some SRL skills, she had difficulty in making continuous efforts and could not attain her original goals in the end. Fumiko eventually achieved all of her initial goals, but interestingly, she did not develop SRL skills. In the following, I first describe each participant's trajectory into their first year of college, and how their SRL skills developed during this time. I then discuss the similarities and differences among the four participants in their development of SRL skills in the first year.

Ichiko (An Adaptive Learner)

In this section, I describe the trajectory of the first year of Ichiko, who entered KWC in 2015 and majored in business. Ichiko could not perform well academically in

high school, so she was determined to do better in college. In the beginning of the first semester, it was difficult for her to get used to the long commute. Gradually she learned to prioritize on her studies and managed her time well in order to improve her TOEIC score and study abroad. Even though she had to adjust her original plan to study abroad later in the first year, she successfully managed the balance between emerging demands of student activities, job hunting, and her studies. The trajectory of her transition to college and development of SRL skills is presented chronologically.

Upon entrance to college, Ichiko was strongly determined to excel academically, in order to make up for what she could not have achieved in high school. In Interview 1 (on June 1, 2015), Ichiko told me that she had a bad memory of her high school days. She went to a public junior high school and barely passed the entrance exam to the private high school affiliated to KWC. Entering this high school was competitive and she confided 「なぜか入れてしまったっていう奇跡」 “it was a miracle that I got in” (Interview 1, June 1, 2015, 33:56). As she might have anticipated, it was academically challenging for her to keep up with her classes in high school. She felt that her classmates were more intelligent. Some of them ultimately went to prestigious universities, even to the University of Tokyo. When they took a TOEIC-IP test in high school, Ichiko’s score was 360, while her classmates scored 700 or more. She was disappointed and ashamed. It took her one and half hours to commute to high school, and she was too tired to study at home. Eventually, Ichiko lost motivation to learn because the course content was too difficult. It was normal for her to find test questions on the final exam she had never seen or studied before. When she was preparing to

graduate, she debated whether to find a job or continue studying. Her teacher recommended that she go to KWC, so she decided to come to KWC. When she entered KWC, Ichiko thought this could be her chance to start over. Even though she was now sure that she would start work right after graduation, rather than transferring to a four-year university, she wanted to excel in college. She explained by saying the following:

この二年間で死ぬほど勉強して、四年制大学の人たちに負けないくらい勉強しなきゃなって思うようになりました。バカにされたくないなと思って。“短大だから”みたいなのをいう人がいるのに気づいて。

I want to study very hard to death, so that no one who went to a four-year university will ridicule me. I noticed some people look down on people as ‘junior college graduates’. (Interview 2, July 29, 2015, 30:50).

Although her initial TOEIC-IP score at KWC was only 380, she set a goal of obtaining a score of 500, and set another goal of attending the two-month study-abroad program in the affiliated university in the United States in her second year.

However, at the beginning of the first semester, Ichiko struggled to adjust to the new lifestyle (Interview 1, June 1, 2015) and experienced fatigue and low self-esteem. It took her two hours to commute to college. To save bus fees, she bought two bicycles: one for the way between home and the station, the other for the 20-minute ride to the college. She constantly felt tired and sleepy in class, saying 「もっと休まなきゃいけないと思うんですけど、労働に合った休息をとってない」 “I know I need to get more rest, but I am not getting the rest that I need” (Interview 1, June 1, 21:46). In addition, college life was difficult for her because of her low self-esteem especially in English class. In Interview 1 (on June 1, 2015), she reported that she was placed in the highest level English class, but she felt her English was not adequate. The English teacher gave

a short quiz every week and had students exchange their quizzes to mark them. Ichiko hated this activity and felt embarrassed every time because she could see other students' good scores, but her score was always low. She regretted not studying hard in high school and not having basic knowledge of English grammar. She went to the library and checked out a few grammar books for self-study. She also took a Saturday TOEIC course and registered for an official TOEIC exam in June. Although Ichiko was struggling with her new life style, she tried to reach out for available resources to supplement her lack of knowledge in order to achieve her sub-goal to improve her TOEIC score.

By the end of the first semester, Ichiko developed some strategic planning skills and had good support from her peers. She formed the habit of getting up at 5 a.m. in order to get to college before 9 a.m. every day (Interview 2, July 29, 2015). She stayed at the college until 5 or 6 p.m. to do assignments for which she needed to use a computer. At home, she completed her other homework and reviewed for classes held the following day. She did not join any club because she wanted to focus on her studies. After adjusting her schedule, she did not feel sleepy in class anymore, and this made her happy. She could also concentrate on her studies even at home, without being distracted by her younger sister and little brother. A few good friends also helped her keep motivated to study. When Ichiko arrived at school in the morning, her friends were already there studying. During their free time between classes, they found a *washitsu*, a Japanese style room dedicated for use by study groups at KWC, which was a comfortable space where they could study together. They taught each other when they

had questions about the content of the courses. She explained this new study habit as

“two-stage structure”:

ハハハとか言いながら、一緒になって発散しながらやった方が、意外とよかったみたい。学校にいる時はそのほうがやりやすくて、家に帰って一人で復習じゃないですけど、集中してガーっと入れる感じの。軽い二段階構造みたいな、感じ。そういえば最近そんな感じです。

It was actually good to study with friends, laughing together and letting out the stress. It was better studying that way on campus, then after going home, I concentrate on reviewing materials on my own. It is like a “two-stage structure.” I study like this these days. (Interview 2, July 29, 2015, 10:00)

Ichiko found a learning style suitable for her lifestyle.

In addition, her motivation increased when she figured out that she was good at bookkeeping (Interview 2, July 29, 2015). The bookkeeping class had weekly quizzes, and once in the middle of the first semester she got a low score. She got motivated to study harder and practiced the questions repeatedly; the next time she got a high score. This experience gave her confidence, and she realized that she could do well when she studied hard. She also passed the third-grade official bookkeeping certificate in July. On the other hand, Ichiko could not gain the confidence she needed for her English classes. However, she was happy that her TOEIC score improved from 380 in April to 415 in June. She thought that reviewing the textbook of the Saturday course just before the test was a good strategy. During the first semester, Ichiko gained a little more confidence and analyzed what had contributed to the better scores on the short quizzes and the TOEIC test.

The beginning of the second semester went much more slowly than the first semester for Ichiko. Although she was still keeping the morning routine and studying

more for English vocabulary quizzes, she felt that she needed to study more (Interview 3, October 30, 2015). Because the first semester was too busy, she deliberately did not take many courses, nor take the Saturday course. She also decided not to take on any large responsibility in preparation for the college festival. She wanted to go to the study abroad program, so she elected to have more free time to self-study English to improve her TOEIC score. By September, her TOEIC-IP score was 445. However, when we met for Interview 3, in the middle of the second semester (on October 30, 2015), she told me that despite her plan to spend more time on self-studying in English, more time was spent sleeping. Nonetheless, she kept her routine of coming to college in the morning to study with the group. She also started to study more for the weekly vocabulary quizzes in her English class. In the beginning, she could get only 7 out of 20 points on the quiz. She started to check all the words she did not know in the unit; then she was able to get 13 points by the middle of the semester. She realized that English words can have many meanings and it was necessary to choose the definition that would most likely be used in the TOEIC context. In addition, she took an elective English composition course, which was new and challenging for her.

By the end of her first year, Ichiko seemed to have more control of her learning and enjoy the academic challenges presented in her courses (Interview 4, January 27, 2016). She had to submit an essay every week in the English composition class. First, she was more worried about grammar mistakes, which prevented her from writing, but gradually she realized that she just had to write something first, then correct her grammar mistakes later. For her business courses, Ichiko felt that the course content

was getting more difficult and that it took her more time to organize the lecture notes compared to the first semester. In addition, in the second semester, she had more opportunities to make presentations. She realized that in order to make a good presentation, she needed to do additional research on her presentation topic. She also realized that she liked and was good at making presentation slides attractive. Thus, when she did not feel like studying, she started by designing the presentation slides and this increased her motivation. She then moved on to study another subject. By the end of her first year, she was starting to plan her weekly schedule more effectively. Instead of planning just for the next day, she learned to set priorities for larger tasks over longer time spans and to plan her week according to these priorities (such as writing an English essay, and preparing for weekly quizzes on bookkeeping). By keeping up a routine of planning for each week, she could cope with larger assignments, such as term reports, by breaking them down into smaller tasks and doing them gradually over time. She reflected on this routine as follows:

リズムがあれば、多少ちょっとイレギュラーなでかい宿題がきたときは、その日からコツコツちょっとずつやれば、最後の日にめっちゃ大きいついていうよりは、「ちょっと手をつけてある」って違う。(中略) ちょっとでもその日のうちにやっておくとか。短大に入ってからできるようになりました。高校の時は教科書はロッカーの中のままって感じで。小テストがある教科は置いていかなくなりました。

If I already have a routine, even though when sometimes big assignments are given, I can prepare little by little without panicking before the deadline. It makes a difference if I have already started even a little bit. ...I should prepare even a little each day. I became able to do this after entering college. In high school, I left textbooks in the locker. Now I never leave textbooks in the locker for the courses in which I have quizzes. (Interview 4, January 27, 2016, 49:00)

Toward the end of the first year, Ichiko developed SRL skills that involved more thinking (such as organizing notes, researching and writing), utilized strategies to increase motivation, and started to plan tasks over longer time spans.

Compared to high school, Ichiko seemed to be doing very well academically and achieving her goals. However, in Interview 4 (on January 27, 2016) she reported that after the college festival, she suddenly decided to participate in student government. She was invited by her friend and she wanted to help organize school activities. At that point, she did not know that students in student government could not participate in the study abroad programs provided by the college, because the absence of leaders would affect the school activities during the spring break or the spring semester in the second year. Ichiko was disappointed at first, but ultimately decided that she would work hard for the school and study abroad on her own after finishing her leadership term. In the member-checking session a year later (on January 24, 2017), she reported that she got a job offer early in her second year, worked hard in student government, and went to the Philippines in December for four weeks of her second year. She found a private language school on Cebu Island and enjoyed the lessons there very much. Before going to Cebu, her TOEIC-IP score had already reached 550 by September of her second year. When we talked at the member checking session in January 2017 after returning to Japan, she was more motivated to continue studying English and improve her TOEIC score even after graduating from college. She explained how she changed her perspective toward English after studying abroad:

めっちゃめっちゃ英語できる子を見て、行く前は、この子らは日本にいるのになんでこんなに英語できるんだろう、とか、あの子はできるのは帰国子女だからだとか、理由づけをしてたんですけど。行ってみて、勉強の仕方、いかに自分が意欲持ってやるかだよねって。きっと、日本にいても友達と英語で会話とかでできたと思うし。もっと単語も覚えたいなって思ったし。（中略）社会人になったら週1回英会話じゃないけど、いっそのこと喋れるようになりたいなって。

Before I studied abroad, looking at other classmates who were good at English, I kept wondering like “why are they so good even though we are in Japan!?” and made excuses like “she must be good because she is a returnee.” But after going to the Philippines, I realized it’s up to me: how willing I would be to make effort and study. I thought I could have tried to talk with friends in English even in Japan. I want to increase my vocabulary too.... I want to be able to speak English, by attending English lessons every week when I start working. (Member Checking, January 24, 2017, 47:30)

Ichiko became more motivated to study English after studying abroad.

Although she had to adjust her plans in her first year, Ichiko successfully managed to balance student activities and her studies, and achieved her initial goals; to improve her TOEIC score and study abroad.

Mie (A Dedicated Marching Band Player)

In this section, I describe the trajectory of the first year of Mie, who entered KWC in 2015 and majored in business, like Ichiko. From the beginning of the first year, Mie used planning skills to manage her time for studies and extra-curricular activities. She was also good at asking for help from peers and teachers, and at using available resources on campus. However, she did not study more than she felt necessary. Although she set goals to get certificates, her first priority was not on her studies and she tended to look for quick solutions. Ultimately, she could not achieve her original goals in two years in college. Her story is presented chronologically below.

Mie credited being successfully admitted to KWC to her classes and teachers in the cram schools she had attended (Interview 1, June 10, 2015). She had gone to cram schools since elementary school, but did not seem to dislike them. She thought the cram school she went to in high school was the best preparation for the college entrance exam she took. The teacher taught to teach English reading by correcting the student translations sentence by sentence. In her high school, she was always one of the best students in class because, according to her, the academic level of the school was not high. She could score well on final exams without studying much until the week before her exams. Thanks to the good grades, she could be recommended to KWC by her high school. Mie took the English test on the entrance exam for recommended students and passed it. Although Mie was admitted to KWC because of the cram school, it seemed that she lacked experience in planning and studying by herself in high school.

Before coming to KWC, Mie also appeared to have learned the value of persistent effort through her marching band (Interview 1, June 10, 2015). She had been a member of a private marching band outside of school since the fifth grade in elementary school. She initially joined the band based on her mother's recommendation, but she continued even after entering college. Even though the practice had increased from three days to four days a week since high school, she did not mind going; she felt very passionate about improving her music skills together with other members, and excited about competing in a regional contest every summer. A few senior members in the marching band were graduates of KWC, and Mie often heard about the college from them. For example, she heard that KWC offered many certificates courses and that

getting more certificates would be advantageous in job hunting. Students who earned a high GPA and obtained many certificates could get a recommendation from the college to major construction companies. In addition, she learned that incoming students would take TOEIC on the day before the entrance ceremony, and that score would be used for placement in English classes. As a result, Mie took their advice and bought a TOEIC textbook and studied it until the entrance day. In this way, her peers in the marching band provided her with useful advice about the school and ways to approach her academic life in the college.

Because Mie had already heard about the busy schedule of the two-year college, she was ready for the intensive pace when she entered college (Interview 1, June 10, 2015). She always carried her schedule book, and did assignments during free time slots between classes. Her goal was to get at least one certificate each semester, so she took a Saturday course for a certificate in secretarial work during the first semester. She seemed to be doing well in general; however, English classes were her biggest worry. Her TOEIC-IP score in April was 325. She was placed in the high-level class in the college, but she thought she had been mistakenly placed in that class. She expressed her anxiety when she said 「英会話の授業と、英語 I の授業をやると、胃が痛くなるんですよ。」 “When I go to classes for English Conversation and English I, I have a stomachache” (Interview 1, June 10, 2015, 6:10). Like Ichiko, Mie hated the times when she had to exchange her weekly vocabulary test with classmates. Whereas other students regularly got 8 to 9 points out of 10, her score was always 2 or 3. When everyone else was laughing at the native-speaking teacher’s jokes, she did not

understand. She said, 「なんか自分よりできてる人たちといると、胃が痛くなっちゃうんだなって気づきました。」 “I noticed that I have a stomachache when I am with students who are better than me” (Interview 1, June 10, 2015, 12:18). While Mie displayed the SRL skills of setting sub-goals and strategic planning, she had not yet identified a way to deal with her stress in English class in the beginning of the semester.

At our first interview, in the middle of the first semester (on June 10, 2015), Mie was desperate and asked me for advice as to how to study for the weekly vocabulary quiz. She said that even though she checked the definitions before the quiz, she selected a different meaning of the word on the test. Because she said she was using a free dictionary application on the iPad (whose quality I thought was low), I recommended that she use an English-English dictionary. By the time we met for the second interview at the end of the first semester (on July 23, 2015), she was studying as I had advised her. Gradually her scores in the vocabulary quizzes improved. In addition, she had visited the student assistant at the Learning Support Room to ask for advice on her English study. As advised there, she started using the grammar book she used in high school as a reference when preparing for classes. Mie was good at asking for help and she was also very receptive to the advice that she received.

Aside from her English studies, Mie tried her best to study for other courses as well. Initially, she felt that she was not good at bookkeeping, so she visited the Learning Support Room frequently for assistance with bookkeeping (Interview 2, July 23, 2015). In addition, whenever she had free time between classes like Ichiko, she studied with her friends, because her friends could teach her bookkeeping. On the other hand,

whenever she felt that she needed to focus on her studies, such as when preparing for English classes, she chose to go to a different place on campus to study alone. She started planning specifically as to which part of the day she would use to do assignments for particular classes. However, despite her efforts, her GPA at the end of the first semester was below average and she could not pass the certificate for secretarial work. In Interview 4 (on January 28, 2015), she said in retrospect that she had not had enough time to study for the certificate on her own because the assignments for her courses were becoming progressively more demanding toward the end of the first semester. Although her efforts did not lead to a good GPA and passing the certificate, Mie showed the effective use of SRL strategies, such as seeking assistance, environmental structuring to concentrate, and time management, and self-reflection in the first semester.

During summer vacation, Mie's focus was on marching band practice (Interview 3, October 19, 2015). During the whole summer, she was fully committed to practicing for the regional contest at the end of August. As a result, she only had one week of rest before the second semester started in September. Although she was busy during the summer, she tried to listen to English songs during the train rides on the way to the practice. Whenever she found 30 minutes free, she opened a TOEIC textbook. Nonetheless, her TOEIC-IP score in September dropped to 290 from 325 in April. She was placed in the middle-level class in the second semester, but she was happy because she did not have to worry about other students' high scores anymore. She said, 「私は今すごいびのびと英語を学んでいます。」 “Now I feel very relaxed to study English”

(Interview 3, October 19, 2015, 10:33). In addition, Mie wanted to take a leadership position in one of the sections to prepare for the college festival that would take place in October. However, when she applied for the position in July, she found out that the leaders had to come to school almost every day during summer vacation, so she withdrew from the position because she had marching band practice. She participated in the festival by becoming a cashier, like Ichiko (Interview 3, October 19, 2015).

Mie's schedule in the second semester was not as busy, so she had more time to study. On Mondays and Thursdays, she stayed in school after class to do assignments. For the second semester, she set the goal of getting two certificates, so she took a course for secretarial work and a Saturday course for business writing. However, Mie did not pass the test for either certificate (Interview 4, January 28, 2016). She explained the reason as follows:

それはもう確実に勉強量が足りなかったなって思って。土曜講座も受けてて、授業も受けてたんですけど、ほぼその時ぐらいしかやってなかったの。この短大って検定がすごく充実してるから…ちょっとラクに考えすぎて。自分自身でやるってことには変わりがなかったから。「土曜講座受けてるから」っていう安心感にひたって。しちゃってたなって。

It was surely lack of study time. I took both the Saturday course and the certificate course in the curriculum, but I hardly ever studied other than in class. This college provides substantial support for passing these certificates...so, I thought I would get them easily. It did not change the fact that I need to study by myself. I thought I was safe 'as long as I am taking the Saturday courses.' I should not have done that. (Interview 4, January 28, 2016, 9:23)

She reflected the possible reasons why she could not pass the tests. She attributed the results to the lack of her self-studies outside of the courses.

In addition, in the second semester she did not visit the Learning Support Room anymore, either for English or for bookkeeping studies, because she did not feel the

necessity. However, in Interview 4 at the end of her first year (on January 28, 2016), she said she was never bored of studying in college, compared to high school. She felt excited about doing research on her own, using a computer, and reading books to write reports. She also said that in the second semester she had learned how to make a long-term plan when thinking about her job hunting. While she showed some enjoyment of learning and development of planning skill in a long-term, Mie appeared to fail in taking more time to study than necessary to understand the contents deeply (in other words, she studied hard only for her assignments).

In contrast to her classroom assignments, Mie was very proactive and strategic about job hunting. Already in October, she decided that by December she would finish selecting companies where she would like to work (usually students do this by March). She joined a group of 30 students specifically selected to be provided with intensive career counseling support by career center staff and graduates (Interview 3, October 19, 2015). Benefiting from this support, she had already narrowed her list of prospective companies to 50 by December, and practiced for job interviews many times (Interview 4, January 28, 2016). Again, Mie tended to show her skills to plan ahead, research and reach out to available resources when she felt an urgent necessity.

Although her original goal was to get a school recommendation for a major construction company, in Interview 4 (on January 28, 2016) Mie said that she realized that her goal was not realistic because her GPA and TOEIC score were not so good. When we met for member checking (on February 1, 2017), she reported that she finally passed the test to become a Microsoft Office Specialist the previous year, but she could

not get any other certificate. She regretted not studying hard enough for these qualifications. She did not realize that the TOEIC was also important for job hunting, so she did not try in her first year after she took the test in September.

TOEICのスコアに、あんまり重視してなかったんですよ、それまで。でも（9月のテストで）100落ちて、みんなの話聞いてたら、TOEIC大切だって言ってる、500持ってるって就職に有利って。遅かったんですよ。TOEICもお金かかっているし、ある意味、検定じゃないけどそれも履歴書にも書けるものなんだって思ったら、もっと重要視しなきゃいけないなって思ってた。（中略）（1年生は）夏休みはTOEIC、頑張ったら頑張った方がいいよって思います。

I had not realized the importance of the TOEIC until then. But after my score dropped by 100 points in September, I heard everyone say the TOEIC was important. A TOEIC score of 500 would give you an advantage in job hunting. It was too late. I should have placed more importance on the TOEIC, because it cost a lot to take the test and you can write the score in your resume like other certificates. ...I would advise (that the first-year students should) study hard for the TOEIC during summer vacation. (Interview 4, January 28, 2016, 16:18)

In order to achieve her goal to get a recommendation for a major construction company, Mie should have realized what it required early on. When she realized after September, it was too late for her to improve her scores good enough to get a recommendation.

In the beginning of the second year, she got a job offer from an organization affiliated to KWC. She was happy because there would most likely be no overtime work at the job, so she would be able to continue participating in the marching band. In the first semester of the second year, she took an elective course for TOEIC preparation, but she failed the course because her scores in her mid-term and final exams were low. It was the only course she failed in college. It was a shocking event for her, and she thought she was not good at English after all.

From the beginning of the first semester, Mie appeared to have used SRL skills of setting key sub-goals (get a certificate in a semester), planning (to balance with

school work and marching band practice), and seeking assistance (visit Learning Support). However, in the second semester, she stopped studying more than necessary, because she did not feel anxiety anymore in a lower level English class and there were no weekly bookkeeping quizzes. In addition, she did not pass any tests for certificates. Instead of studying more, she used these SRL skills that she had used in the first semester (such as setting sub-goals and planning) for job hunting in the second semester. Although she had an initial goal, she had not realized that she needed to get a good GPA and high TOEIC score in order to achieve it, so later she regretted not studying harder. Mie tended to make efforts for her immediate needs, but could not persist and allocate more efforts for a more challenging task in order to achieve her long-term goal.

Fumiko (A Competitive Learner)

In this section, I describe the trajectory of the first year of the third participant in this group, Fumiko, who entered KWC in 2015 and majored in English. Fumiko tended to be easily influenced by others around her. Whether she studied hard or not greatly depended on whether she had someone to compete with in her immediate environment. Even though her TOEIC score continued improving, she did not reflect on the performance well, so she had difficulty in planning her studies in the next phase. As a result, it was challenging for her to adapt to various emerging needs later in the first year and she had difficulty managing her anxiety. Fumiko's story is presented in chronological order below.

Although Fumiko did not like English at first, she became more interested in it and better at it thanks to her friends' influence (Interview 1, June 1, 2015). When she was in elementary school, her father encouraged her to study English using radio programs, but she did not like it. She explained this experience as follows:

英単語がわかんなくて、ほんとに英語が嫌いで。わかんないから（ラジオ講座は）続かなくて。1か月、2か月ぐらいで、もって2か月ぐらいで。それを4月から毎年ずーっと繰り返して。

I hated English because I did not understand English words. I did not understand, so I could not continue studying (with the radio program). For a month or two, I studied it for two months at the longest. I repeated this routine from April every year. (Interview 1, June 1, 2015, 10:03)

Fumiko tried to study with the radio program several times, but she kept starting in April and then stopping the study after a month or so every year.

However, when she entered junior high school, she found a friend who was very good at English because she was going to English lessons after school. Fumiko wanted to compete with the friend, so she started studying English hard and eventually English became her favorite subject. By the time she was in high school, she knew she wanted to major in English at KWC. In order to get a recommendation from her high school, she needed to get a high GPA. She found a smart friend in class and asked her friend how to study. Following advice from her friend and her teacher, Fumiko started studying vocabulary and studied a grammar book for her entrance exam. She also tried to listen to English while commuting on the train. Fumiko got a recommendation to KWC from her school, and passed the KWC exam for recommended students in November. Since junior high school, Fumiko had been easily influenced by friends, at the same time, she was good at seeking assistance from peers.

Her goal in college was to improve her TOEIC score more (her TOEIC-IP score in April was 435) and to become more fluent in English because she wanted to use English in her work (Interview 1, June 1, 2015). She was particularly interested in working in a hotel or travel agency. However, initially it was challenging for Fumiko to keep up with her native speaking English teachers at KWC. In high school she had only encountered native English speakers as language teaching assistants in team-taught classes and she had never studied abroad. At first, she found it difficult to keep up with the class, but soon she came to enjoy it. By the end of the first semester (at Interview 2 on July 25, 2015), she improved her speaking skills. Fumiko explained about her changes as follows:

友達に言われたのが、「4月に比べて英語スラスラ出てくるようになったよね」って。同じクラスの子が言ってくれて。やっぱずっと喋り続けてたら自然とつくもんなんだなって。喋ろう、喋ろう、ってしてたら喋れるようになるんだなって。客観的にそう言ってもらえたんで。

One of my friends said “You can speak English more fluently compared to in April.” She was my classmate. I felt that if I continue speaking English, I will naturally become fluent. I realized that if I keep trying to speak, I will become able to speak English. My friend said this objectively. (Interview 2, July 25, 2015, 14:06)

Fumiko was very happy when her friend acknowledged her improvement, and Fumiko thought it was thanks to these English-only classes in English Communication and English Composition. Throughout the first semester, her motivation to speak in English remained high.

After entering KWC, Fumiko continued to be positively influenced by her friends. In Interview 2 (on July 25, 2015), Fumiko talked a lot about her roommate in the dormitory. Her roommate was always studying hard until late at night, so Fumiko

was inspired to study more. Toward the end of the first semester, they went to the library together on the weekend to write term papers. After school, they asked each other questions to prepare for vocabulary quizzes. They studied for final exams together, too. The roommate was a very good influence on Fumiko. Fumiko talked about her changes because of the good influence:

いい影響しか受けてない気がするんですよね、こっちに来て。ポジティブにもなりましたし、向上心も自分で感じるくらいになったし。あと、より一層負けず嫌いにもなりましたかね。やっぱり相方が一番近い存在なんで、そこを比べちゃいます。(中略) 私一人だったら、絶対やらなかったと思う。

I only get good influence since I came here. I became positive and I noticed my own aspirations. At the same time, I became even more competitive. I cannot help but compare myself with my roommate, because she is my closest friend. ...without her, I do not think I would have studied this much alone. (Interview 2, July 25, 2015, 19:42)

Although she benefited from the positive influence of her peers, she did not seem to be good at experimenting with new study methods by herself. She started watching movies such as Harry Potter series in English more in college, but she merely did more of the same things she had done in high school, as this method was recommended by her high school teacher and friend. She thought that she should self-study for the TOEIC as well, so she searched online and bought a textbook. However, she did not study it very much. When I asked about it at Interview 2 (on July 25, 2015), she could not give me any specific plan of how to self-study using the textbook. For her final exams in courses other than English, she could not think of a study method suitable for college studies, so she used the same strategies she had used in high school. She wrote down important points in a notebook, highlighted keywords with an orange marker, and used a red plastic sheet to hide and remember the keywords. This is a typical strategy for test

preparation among Japanese high school students. Although Fumiko seemed to be unaware, this method was insufficient for studying in college. While testing in high school asked for mainly discrete knowledge, tests in college required more essay type answers. Fumiko had difficulties in finding effective strategies to prepare for these test questions in college.

Fumiko had developed good study habits in high school, but she was not very good at adapting these strategies to the new and evolving needs in college even in the second semester. In the beginning of the second semester, the top 5 students in each department were awarded with a special scholarship at the orientation, in front of all the other students. Fumiko talked about her feeling of the time:

実際に奨励賞を取ってる人たちを見て、なんか私と英語のクラスが一緒の子ばかりだったんですよ。だから、自分がそこに立ってないのがイライラして。もうちょっと、なんでこのために私は頑張らなかったんだって。いいな〜って思ってた。そしたら堂々と、自分にも自信つくし。(中略)後期は頑張っただけそこに立つて決めて。だから後期の大きな目標はそこです。

When I saw the students who received the scholarship, I noticed that they were my classmates in the English class. So, I felt irritated with the fact that I was not standing there. Why did not I work a little harder to get it? I felt so jealous. If I could get it, I could be prouder of myself and be confident. ...I decided to stand there in the fall semester. So, this is my big goal for the semester. (Interview 3, October 20, 2015, 46:15)

Feeling jealous about her classmates and regretting about not studying hard led her to set a new goal. She was determined to get a higher GPA in the second semester.

However, when we met for an interview in the middle of the second semester (Interview 3, October 20, 2015), she still did not have any specific study plans. When I asked about her self-study, she said she just continued watching movies in English to

get used to English sounds. She did not experiment and find new study methods, nor did she ask me for advice.

In addition, Fumiko could not motivate herself well to study without friends' influence. In the second semester, she was very sad that they had to change roommates every semester (Interview 3, October 20, 2015). Her new roommate was a business major student and not as hard working as her previous roommate, so Fumiko could not motivate herself to study, saying 「今の相方とは、勉強の面で刺激しあえるって感じではないです。」 “With the new roommate, it is not like we inspire each other to study” (Interview 3, October 20, 2015, 07:06). She also noticed that she could not motivate herself to study if there was no one around to inspire her. Before the summer break, she planned to continue studying hard. Once the summer break started and she went back to her hometown, all she could do was watch movies. She said, 「彼女も頑張ってたから私も頑張ってた。で、終わって地元に帰って家族に会った瞬間にもうダラーってなっちゃって。」 “I worked hard because my roommate was working hard. Then, as soon as I went back to my hometown and met my family, I became lazy” (Interview 3, October 20, 2015, 10:00). Nonetheless, her TOEIC-IP score improved from 435 in April to 555 in September and to 635 in December. She thought it was not because of her self-study, but because she decided to read questions beforehand during the listening test since the test in September. Fumiko was not very good at self-reflection and self-analysis and could not attribute the outcomes to her actions in the past.

At the end of the second semester, not only had her motivation dramatically dropped, but her anxiety level had become uncontrollable (Interview 4, January 22,

2016). The main source of her anxiety came out of competing demands of her time, after she was selected to study abroad. Fumiko applied for the study abroad program in New Zealand and was selected to go. The students in the program were scheduled to leave for New Zealand in the middle of February and to come back to Japan a month later. Fumiko found out that for job hunting, the submission of entries to companies would kick off on March 1. Students needed to search online and make a list of companies they wanted to send applications to before March 1. Fumiko thought studying abroad would hinder her job hunting process, so she became quite anxious about the competing demands on her time (on the other hand, Mie, as described in the previous section, had already finished this selection process by December). In addition, she was also very worried about her first trip abroad. She had no idea how to prepare, so she started watching a YouTube program, in which a bilingual girl introduced cultural differences in 10 minutes. She knew she had to study for final exams in January as well, but she could not plan ahead well. She spent the New Year Holiday just worrying about what would happen. The fourth interview took place during the final exam week, so Fumiko was not sure if she was performing well on the exams, therefore her anxiety level was very high. She even felt that she did not want to go to New Zealand anymore (「あーもうやだなって思い始めて。」) (Interview 4, January 22, 2016, 21:10). Fumiko was unable to find a strategy to control her worries and had difficulties in setting priorities and planning an approach to her studies and job hunting.

One year later when we met for member checking (on January 18, 2017), Fumiko told me about her experience in New Zealand and what happened afterward. On

the first day in New Zealand, Fumiko was disappointed that she could not make herself understood well in her host family. She missed home in the beginning, but gradually she enjoyed her stay. She was lucky that her host family provided her with a computer and access to the internet. At night, she was able to search online for companies that interested her, and she was able to submit several applications by March 1. Immediately after she came back to Japan, she started going to the explanation sessions of companies. At the end of May, she got a job offer from a company that runs hotel chains. Fumiko told me that in retrospect:

自分から動かないと何も起こらないなって。今までは例えば大学を決めるのも、担任の先生が気にかけてくれる。「これから進路どうするの？」って。短大、大学だから当たり前なんですけど、キャリアセンターとか就職ガイダンスとか、自分の足で動かないと得られないじゃないですか。就職活動も、自分の足で動かないと内定なんてもらえないし。

I realized that nothing happens unless you take the initiative. Up until high school, your teacher helps you even with choosing which university to go to. But in college, you do not get any information unless you decide to go to the career center or orientations. For job hunting, you would not get a job unless you take actions. (Member Checking, January 18, 2017, 37:32)

She realized she did not have to worry so much, but just needed to move on and be proactive and responsible for her own future. After studying abroad and experiencing job hunting, Fumiko finally learned to be proactive instead of being affected by her surroundings.

In summary, even though Fumiko had a high motivation to study English from the onset, she had difficulty in maintaining her motivation without having friends' influence. Although she had developed study strategies in high school based on her friends' influence, she did not actively experiment and find study skills by herself in

order to adapt to the new and demanding needs in college. Nonetheless, she managed to improve her TOEIC scores, but she could not analyze the factors contributed to the score improvement. As a result, she could not plan for the next learning task based on the self-reflection. In the face of competing demands for her time toward the end of her first year, she only panicked. If she had developed skills to plan based on proper reflection, she might not have had to be suffered from anxiety. Although in her first year she did not seem to develop her SRL skills, later in the second year at the member checking session (on January 18, 2017), Fumiko realized the importance of taking the initiative and being responsible for her own future.

Yoshimi (A Skilled Note Taker)

Lastly, I describe the trajectory of the last participant in this group. Yoshimi entered KWC in 2015 and majored in English, like Fumiko. Yoshimi seemed to have already developed some self-study strategies prior to entrance to college. In the beginning of the first year, she struggled to adjust to English only class, but soon she coped well. She continued to use the note-taking strategy and adapted it more suitable to college. She utilized many SRL skills effectively and managed to improve her score and GPA to allow her study abroad and transfer to a university. Yoshimi's story is presented chronologically below.

By the time Yoshimi came to KWC, she had experimented and established her own study strategies. When she was a junior high school student, she did not know how to study for her first final exam, so she asked her mother for help. Her mother told her

that she herself studied by writing down all information in textbooks when she was a student, so Yoshimi decided to do the same. In high school, she found out that writing all the information took too much time, so she started writing only the main points from the textbooks. She continued this style in college and she made a notebook for all her courses (based on Member Checking session, January 30, 2017).

Although she did not have a specific plan for her career and only vaguely thought she wanted to work using English, Yoshimi was sure that she wanted to transfer to the affiliated university at the onset of her entering into KWC (Interview 1, June 8, 2015). In high school, originally she wanted to go to the university affiliated with KWC. However, her practice entrance examination predicted failure, so she decided to go to KWC instead and to major in English. She played the flute in a city orchestra in high school and one time the orchestra had a guest conductor from abroad. The conductor spoke English, which motivated Yoshimi to study English more. To study for the entrance exam, she worked alone using a textbook recommended at KWC Open Campus. Her flute teacher helped her work with this text. Since junior high school, Yoshimi would ask questions about schoolwork after flute practice. The teacher taught English, math, and Japanese and offered her tips for her examinations. Thanks to her, Yoshimi liked English. She got a recommendation to KWC from high school and passed the entrance examination. Yoshimi seemed to have already developed some self-study strategies along with a good support from her flute teacher.

In the beginning of the first semester, she had difficulty in following only-English classes, but she soon found strategies to cope with the problems. She explained her strategies as follows:

英語で授業なので、聞き取るのがまず大変。全然なに言ってるのかわからない。今は、最初よりかはだんだん。頑張ってる聞いて、ところどころの単語は聞き取れるけど、なんかニュアンスで聞き取って。なんか間違ってたら、あーなんだろうって友達に聞いたりして。

It is very hard to listen to English because classes are conducted only in English. I did not understand at all. Now, gradually I understand compared to the beginning. I try my best to listen to the teachers and can get a few words, but only vaguely understand everything. If I make a mistake, I ask my friends what it was. (Interview 1, June 8, 2015, 20:16)

By listening to a few words she could understand and asking friends for help, gradually she was able to understand classes in English. Especially, she felt that her English Composition class was the most difficult. One time she tried to use a translation website, but she found out that the translation was incorrect. Since then, she tried to write using vocabulary she knew, even though she knew it was limited (Interview 1, June 8, 2015). She used help seeking and study strategies well to cope with the situation.

In addition, Yoshimi exhibited effective planning skills. It took her two hours to commute from home to college. Although it was hard for her to get up early, like Ichiko, she woke up at 5 a.m. and came to school before the first period class started at 9 a.m. every day. By the middle of the first semester (Interview 1, June 8, 2015), she had already formed a weekly routine and she followed it throughout the year. She came to school in the morning, studied and did her assignments between classes, went to the library every Monday and Thursday, had lunch with friends at the cafeteria on Tuesdays. She also had a club activity on Tuesdays after school, and on other days she went home

immediately after class and studied at home. She kept notes in her schedule book about important points for assignments so that she could keep track of them. In Interview 2 (on July 30, 2015), she said 「時間がたくさんあると、逆にダラダラしちゃう。なんか『これを何時までにやらないと』って焦ってたほうが割と集中できてるような気がする。」 “I become lazy if I have plenty of time. I can concentrate better when I have time pressure, like ‘I need to do this by what time’” (26:30). In this way, she managed her time well so she could study despite the long commute.

Yoshimi also exhibited effective self-analysis skill in which she could learn from previous experience and made better adjustments in the next learning task. In the second interview (on July 30, 2015), Yoshimi reported that her first TOEIC score in April was 340, and her score improved to 400 when she took an official TOEIC test in June. She thought it was because she had had more opportunities to listen to English in college. She also tried some test taking strategies she learned in class and in the Saturday course on TOEIC. For example, she tried to answer questions from Part 7, which is the last part of TOEIC, because in the last test she ran out of time and could not answer all the questions in Part 7. In her English Composition class, she initially got only Cs for her essays, but by the end of the first semester, she was able to get an A, after she learned how to revise her essays effectively. In the third interview (on October 21, 2015), she reported that her TOEIC-IP score improved to 460 in September. When I asked her about how she studied during the summer break, she explained as follows:

夏休みはグダグダしてた日が多かったかもしれません。でも TOEIC の本はやりきりました。(中略) 全然計画してない。特に決めずに、気分で。「今日やるか」みたいな。1時間やっては休憩しては、やっては休憩しては、みたいな。午前中は10時から11時、あと午後はグダグダして、夕方やったり。毎日じゃないんですけど、気が向いたら。一応(テキストは)終わらせた方がいいなって思っ

During summer break, I was lazy many days. But I finished studying a TOEIC textbook. ..I did not plan at all. I did not plan, but I studied depending on my feeling, like “I feel like studying today.” I studied for an hour and took a break, then study and break. I studied from 10 to 11 o’clock in the morning, then relaxed in the afternoon, then studied in the late afternoon. I did not study every day, but only when I felt like it. But I thought I should at least finish the textbook. (Interview 3, October 21, 2015, 08:08)

She thought that maybe her strategy to at least study one TOEIC textbook was successful in improving the TOEIC score in September. In addition, on the test day she tried not to lose concentration when doing the reading questions, because she found that it was her weak point in the previous tests. In this way, she reflected on previous outcomes well and used it to plan the next task.

Because she had more time in the second semester, Yoshimi was able to plan and organize her studies better (Interview 3, October 21, 2015). She had had a part-time job in a city library since the first semester on weekends, but the library had closed in August for the year for construction. Therefore, she had more time to study in the second semester. In the first semester, she used to finish her assignments the day before the deadline, but in the second semester she tried to do the assignments on the day they were given. If she could not finish on that day, she could finish them on Sunday. Instead of spending her free time on sleep or club activities, Yoshimi chose to study more ahead of the schedule.

Looking back her first year in college, Yoshimi explained how her self-study was centered on coursework (Interview 4, February 1, 2016). She made a notebook for each class. For example, in the first semester, her TOEIC teacher translated every sentence in the textbook, so Yoshimi wrote Japanese translations on the notebook before class. She also wrote her answers to the questions in the textbook beforehand. She wanted to be well prepared, so that she could answer when the teacher asked questions in class. Even though she had a different teacher for the TOEIC class in the second semester, she continued this preparation. The new teacher explained more about grammar structures rather than translation, so Yoshimi took additional notes on grammar points in her notebook. In addition, her teacher in the first semester had assigned dictation practice for listening questions in the textbook. Yoshimi thought this practice would be beneficial for her listening skills, so she continued this practice in the second semester as well, although this was not an assignment anymore. Her teacher in the second semester taught a different listening practice (shadowing), so Yoshimi did shadowing for her self-study in addition to dictation. She had already used note-taking skills since junior high school, but she continued to improve her note-taking style and incorporated tasks that she thought useful for her language development.

In addition, Yoshimi also utilized strategies to keep her motivation to study (Interview 4, February 1, 2016). Whenever she felt unmotivated to study, she set up a reward system. She planned something fun with her friends, such as going to a cake buffet and to performances of her favorite band, after a big assignment or an exam. In Interview 2, she said the following:

寝たいとは思ったけど、電車の中で寝たりして、そういう時は。あと、甘いものが本当好きだから、食べて発散みたいな。ケーキバイキング、明日行きます。

Sometimes I just want to sleep, but whenever I feel that way, I sleep on the train. Also, I relieve stress by eating sweets, because I really like them. I am going to a cake buffet tomorrow. (Interview 2, July 30, 2015, 43:37)

On a daily basis, chocolate was her reward for finishing small tasks. In Interview 4, she also said as follows:

最近なんか、楽しみなことを。「これがあるから」みたいな。それがないと最近もう頑張れなくなってきた。「今週遊べるから」みたいな。そういう感じ。「ライブあるから頑張ろう」って。それしか。怠けちゃいそうな感じだったから。(中略) 勉強してても、「ここまで行ったらチョコ食べる」みたいな。ちょこちょこそういうの入れながら。食べ物につられて。

Recently, I set something to look forward to. “I can work hard because I will enjoy afterwards.” Otherwise, I cannot study hard. For example, “I will have fun later this week.” “I will do my best until the next performance (of my favorite band).” Unless I have something to look forward to, I get lazy. ...Even while I am studying, I say “I will eat chocolate if I finish this task.” I set these small rewards from time to time. Food is my incentive. (Interview 4, February 2, 2016, 56:54)

Unlike Ichiko and Mie, she did not ask her friends for help, nor did she go to the Learning Support Room. She preferred to study alone. However, she had her own system to motivate herself.

Although she studied hard, her TOEIC score improved only 10 points in November. At the member checking session in her second year (on January 30, 2017), she reported that her TOEIC score had not yet reached 500 even though she had taken the tests several times by then. In retrospect, she thought that she probably should have studied more specifically for the TOEIC, instead of just focusing on the coursework. Nonetheless, she was listed among the top 5 students for her GPA in the second semester in her first year, and she passed the exam allowing her to transfer to the

affiliated university. In addition, she was selected to the study abroad program in New Zealand, like Fumiko. Unlike Fumiko, Yoshimi did not have the competing stress of thinking about her job hunting. When I asked why she was not affected by stress, she said 「他の人にはかなわないって思う。あんまり周りにはそんなに気にしないっていうか。」 “I feel I am not good enough to compete with others. I do not care so much about others” (Member Checking Session, January 30, 2017, 20:20). She was very excited about studying abroad and corresponded with her host family even before she went. She enjoyed her stay very much. At the time when we met for member checking (on January 30, 2017), Yoshimi was not sure about her career plan, but she was looking forward to learning English more in the affiliated university.

In summary, Yoshimi seemed to have already developed some self-study strategies by the time she entered college. She continued to adapt her note-taking system to better suit college courses and incorporated tasks she thought useful to her language development. Despite the long commute, she utilized effective planning skills and managed time well. She also used strategies to keep her motivation to study and used self-analysis skills to plan for the next task. She was well aware of metacognitive strategies based on good self-reflection, and she was able to persist her studies by developing her motivational systems. Yoshimi managed to improve her GPA and TOEIC score and achieved her initial goal, to study abroad and transfer to a university.

Table 8 shows the trajectories of the four participants in the higher-proficiency group.

Table 8. *Trajectories of Four Participants in the Higher-Proficiency Group*

	High school	Arrival	First semester	Beginning of second semester	End of year	End of second year
Ichiko	Not catch up with classes	Tired from long commute; Low confidence in English class	Routine of morning study group	Slow schedule, but not study English so much	Leadership in student government	Got a job; TOEIC 500; Studied abroad
Mie	Cram schools; Marching band	Studied between classes; Anxiety in English class	Learning support; Did not get certificate	Busy with marching band; More time to study	Active in job hunting; Failed certificates	Got a job which allows band practice
Fumiko	Did not like English; Friends' influence	Difficult to keep up native speaking teachers	Improved fluency; Inspired by roommate	Low motivation; New roommate; YouTube	Anxiety from job hunting, final exam, study abroad	Got a job in a hotel
Yoshimi	Taking notes; Flute teacher	Weekly routine despite long commute	Improved TOEIC by using strategies	Lost part-time job; Study more	Adjusted note-taking; Excited about study abroad	Transferred to university

Trajectories of SRL Skill Development

In this section, I discuss the similarities and differences among the four participants in their development of SRL skills during the first year. Following Zimmerman's social cognitive model, I look at their skills based on the three cyclical phases of learning. The forethought phase concerns goal setting and strategic planning; the performance phase involves skills such as self-instruction and motivational strategies; and in the reflection phase, learners self-evaluate their learning. In this

section, how the participants developed or did not develop the skills of each phase of learning throughout the year is of most concern.

Goal Setting and Strategic Planning

In terms of their long-term goals, all of the four participants in the higher-proficiency group had clear goals, but only Ichiko and Yoshimi exhibited the skill of setting sub-goals to achieve their goals. It was clear for Ichiko, Mie, and Fumiko that they wanted to get a job immediately after graduating from college. Although Ichiko was sure that she would not transfer to a four-year university, she wanted to excel academically in college, because she could not perform well in high school. Ichiko also wanted to apply for a study abroad program, so she set a goal of getting a higher TOEIC score and a high GPA. Mie also wanted to get many certificates and a high GPA in order to get a recommendation from her college to work at major construction companies. Fumiko wanted to work using English and get a job in a hotel or travel agency. Yoshimi, although her career goals were not clear, was sure that she wanted to transfer to the affiliated university. All four of the participants had some specific goals, but among them, only Ichiko and Yoshimi exhibited the effective skill of setting sub-goals. From the beginning of the first year, they scheduled days to take TOEIC tests every 2 or 3 months as they were recommended by college. They searched for test information online and registered for the tests in advance. Organizing goals with key sub-goals like this is a characteristic of proactive learners (Zimmerman, 2004).

Ichiko and Yoshimi both also showed effective strategic planning and time management. Both of them commuted from home. They woke up early and came to school before the first period class started every day, even on the days they did not have to attend a first period class. They kept up a weekly routine. Ichiko decided which tasks to do while in school and which tasks to do at home. Similarly, Yoshimi decided which days to study in the library and which days to hang out with friends. In the second semester, Ichiko learned to set priorities and to plan her week according to these priorities. In addition, she coped well with the larger assignments by breaking them down into smaller tasks and doing them little by little over the long-term. Yoshimi lost her part-time job and had more time to study in the second semester, so she could finish the assignment on the day it was assigned. If she could not finish it within that day, she managed to finish all her assignments by Sunday. In short, they could organize their time and plan better in the second semester. They both performed well academically and improved their TOEIC scores. In this way, these participants had effective planning strategies, another characteristic of self-regulated learners and one they use in the forethought phase of learning (Zimmerman, 2000).

Mie also set sub-goals and kept weekly routines, but was ultimately less successful in achieving her goals. Her goal was to get at least one certificate a semester, so she took a class and a Saturday course for the certificates. In addition, she always carried her schedule book and did assignments between classes and after school. However, she could not pass any exams for certificates in the first and the second semesters, and her GPA was below average. This might be because Mie's priority was

on marching band practice rather than on study in the first semester; and on job hunting in the second semester. Although Mie managed to do her assignments, due to the time constraints on her schedule she might not have studied more than she felt was necessary. In the end, Mie was not good at setting sub-goals or realistic goals.

On the other hand, Fumiko's goal was to get a higher score on the TOEIC, and she wanted to be fluent in English, but her goals were rather vague and she was not good at setting sub-goals and planning strategies. She did not mention any specific study plans to achieve her goals even though she was asked several times during the interviews. She always expressed herself in vague intentions, and never showed specific planning to achieve her goals. Fumiko was not very self-reflective and her cases are a characteristic of reactive learners discussed by Zimmerman (2004).

Although all of the four participants had goals from the beginning, they differed in their ability to set sub-goals and plan strategically. For example, in Mie's case, she could not set realistic sub-goals and could not plan enough time to study to get a certificate she wanted to get each semester. Fumiko had a long-term goal, but she could not set sub-goals and did not have specific plans and strategies how to achieve her goal. As discussed in Zimmerman (2008), goal setting in the forethought phase is closely linked to strategy implementation in the performance phase of learning.

Another difference the participants had was the ability to correctly assess what was involved and needed to be successful in obtaining some goals. For example, Ichiko decided not to join any club in the first semester or take on responsibilities for college festival because she wanted to focus on her studies. Similarly, Yoshimi did not seek a

new part-time job when she lost a job at the library, so that she could have more time to study. On the other hand, Mie decided not to take on a leadership position for college festival because she needed time for her marching band practice, not because she wanted to set aside time for studies for certificates. Knowing the demands and choosing to set aside time to study in the forethought phase were also important for the goal achievement.

Coursework and Self-Study

Among the four participants, Ichiko and Yoshimi successfully developed SRL skills also in the performance phase of learning. Ichiko first mainly used rehearsing and memorizing skills, but later she used cognitively more demanding skills, such as organizing and transforming (Zimmerman & Martinez-Pons, 1986). In the first semester, in order to get a higher score in weekly quizzes in bookkeeping, Ichiko rehearsed test questions in the textbook repeatedly. For lecture courses, she made outlines of textbook content in a notebook to prepare for the final exam. In the second semester, as the content became more difficult, Ichiko took a longer time to make these outlines more thorough. Yoshimi, an English major student, also used organizing and transforming skills frequently, like Ichiko. She bought a notebook for every course she took in the semester and made notes. Yoshimi continued this learning style since junior high school, but she also made an adjustment to her college learning style. For example, she made changes in how to take notes according to the teacher's teaching style, but she continued some methods if she thought they were useful for her own study, such as

writing translation for key words, dictation, and shadowing. Ichiko and Yoshimi's skills of organizing and transformation are consistent with similar patterns found among high-achieving students (Zimmerman & Martinez-Pons, 1986).

On the other hand, Mie, a business major student like Ichiko, did not use organizing or transforming skills, but she was good at help-seeking. Mie made no mention of making notebooks for the lecture courses, even though she was taking the same courses as Ichiko. In addition, even though her goal was to get one certificate each semester, she did not mention how she studied for these, except that she was taking courses for the certificates. While Mie did not talk so much about notes, she was good at seeking help. For instance, in the first semester, Mie visited the Learning Support Room several times to get support for her bookkeeping study. At first, she was not good at bookkeeping and her scores for weekly quizzes were low, so that she not only visited the support room but also asked her friends to teach her. Mie used every possible opportunity to get help. Not only for bookkeeping, but also for her study in English, she visited the Learning Support Room for advice. In addition, she asked me for help with her English study during the interview as well. In the second semester, she was one of the first students who actively joined the support group for job hunting. Even before going to college, Mie asked senior members in the marching band for advice on how to survive in college. Whereas Zimmerman and Martinez-Pons (1986) reported that high achievers rely more heavily on social sources of assistance, Mie tended to ask for help too often and tended not to think and experiment on her own. This kind of behavior was

discussed in Meece, Blumenfeld, and Hoyle (1988) as an effort-minimizing strategy, such as seeking frequent help and copying answers.

Similarly, Fumiko, an English major student like Yoshimi, did not mention making notes for her coursework. For one course in general studies during the first semester, she made notes of key words in the textbook, highlighted them, and memorized them for the final exam. However, she said this was the study method she had also used in high school—it had worked for her then, and she could not think of anything new suitable for college study. She did not find any new methods in the second semester either.

As discussed in the previous section, goal setting is closely connected to strategy implementation in the performance phase. Those who set clear sub-goals, also used effective strategies to study. They also utilized effective motivational strategies to help their studies in the performance phase, as is discussed in the next section.

Motivational Strategies

In the performance phase of their learning, Ichiko, Mie, and Yoshimi concentrated on the tasks they were doing, controlled their emotions, and used motivational strategies such as self-consequences and environmental structuring. They were never troubled emotionally when concentrating on tasks. Although Ichiko and Mie were worried about English class at the outset, they eventually dealt with the situation by asking for help and by working with friends in a study group. Yoshimi preferred to study alone, but she set up a reward structure to focus on her study effectively, eating

chocolate after small tasks and going out with friends after a big assignment. She successfully utilized self-consequences to keep her motivation (Zimmerman & Martinez-Pons, 1986; Zimmerman 2001). On the other hand, Fumiko tended to be too distracted by her emotions. In the first semester, her roommate motivated her and Fumiko could study with her. However, once she had a different roommate in the second semester, she could not motivate herself to study. By the end of the second semester, Fumiko was too worried about job hunting to control her anxiety and focus on studying for her final exam and preparing to study abroad. In this way, Ichiko, Mie, and Yoshimi successfully used various motivational strategies to focus their concentration and control emotional states, which are demonstrated as characteristics of highly self-regulated students (Zimmerman, 2011).

Self-Reflection

In terms of self-reflection skills, Ichiko and Yoshimi exhibited the ability to evaluate their performance and make conclusions about how to change their approach in the future. However, Mie and Fumiko did not. Ichiko and Yoshimi tended to reflect on and specify which strategy worked or did not work effectively for them after each TOEIC test. For example, Ichiko thought reviewing the textbook just before the test was effective in June, whereas memorizing parts of speech was effective in September. Yoshimi thought test-taking skills she learned in class were effective in June and September. However, her score improved only 10 points in November, so she thought she should study more specifically for the TOEIC, not just do the coursework. How

Ichiko and Yoshimi evaluated themselves and identified what changes they needed to make was consistent with reflective characteristic of self-regulated learners as discussed in Zimmerman (2000).

On the other hand, Mie was able to reflect, but had difficulty in making changes in the next task. Fumiko was also not able to reflect on herself very well. Mie, after failing all the tests she took for certificates, thought she should have studied more than just the class content in the first semester; but she did not study again in the second semester. She showed the ability to reflect, but did not manage to change her behavior based on this reflection. Although Fumiko's TOEIC score kept improving, from 435 in April to 635 in December, she did not know what factors contributed to her score improvement. She only mentioned watching movies and YouTube videos in English and could not think of any other specific study strategies. Mie was able to reflect on herself, but could not identify how she should change her behavior based on the reflection. On the other hand, Fumiko did not seem to actively reflect on her performance. Nonetheless, all four of them attributed their success and failure to their efforts (except Fumiko, who thought that her success was by chance at times). None of the participants in this group attributed their failure to uncontrollable aspects, such as low ability or teachers, a sign of reactive learners (Schunk, 2008).

Extra-Curricular Activities

The development of these participants' SRL skills were greatly affected by how they dealt with extra-curricular activities. Participants who were able to adapt and make

adjustments for emerging interests utilized SRL skills strategically and achieved their goals, whereas those who could not balance between emerging demands did not utilize SRL skills well. Ichiko's original goal was studying abroad and getting a job immediately after college. In order to do so, she wanted to excel academically and get a higher TOEIC score. Unexpectedly, in the second semester Ichiko found out that taking student leadership would not allow her to join the study abroad program provided by the college. However, Ichiko adjusted her plan immediately. In the second year, she achieved her goals of getting a job, obtaining a TOEIC score over 500, and studying in the Philippines on her own. Ichiko managed to see the conflict between job hunting, student government, and study abroad, and successfully organized her time in a way that these would not conflict. On the other hand, Yoshimi had no clear career plan to begin with. However, she was sure that she wanted to study abroad and transfer to the affiliated university. In order to get a higher TOEIC score and GPA, she planned time to study, despite of the long commute. In the second semester, she chose to study more instead of looking for another part-time job after she lost her job. As a result, she was able to organize her time well and fulfill her complete her assignments ahead of time. She did not have a conflict issue between job hunting, studies, and study abroad.

In contrast, Fumiko was greatly distracted by her worries. She was confused, facing the competing demands between her studies (final exams), extra-curricular interests (study abroad), and needs (job hunting). Although she was panicking, once she arrived in New Zealand, she managed to find the time and focused on her job hunting by organizing her environment and time so that she could do this successfully. By the

end of her second year, Fumiko achieved all of her original goals; improving TOEIC score and speaking skill, studying abroad, and getting a job in the hotel industry. On the other hand, Mie ended up not realizing her original goals. She wanted to get one certificate a semester and wanted to get a recommendation for a construction company. However, she could not pass any test for the certificate until the end of the first year. Mie seemed to have some competition between the marching band and her attempts to get certificates and study for the TOEIC. For her, marching band seemed to take some priority over her studies. In the second semester, she found out that getting a recommendation to a construction company was not a realistic goal with her low GPA. In the second year, she got a job that would allow her to continue participating in the marching band.

In the first year in college, these participants were at certain risk to manage the balance between their studies and the normal demands of life, such as commuting, dormitory life, and part-time jobs. When there are additional and unknown demands placed on them, for example student government, study abroad, and job hunting, they can enter even riskier territory to balance these demands. Their academic performance would delicately be affected by how the learners balance these conflicting demands. Ichiko and Yoshimi were able to adjust their schedules flexibly when they faced unexpected demands of college life. They successfully managed the balance well with their studies and extra-curricular demands. On the other hand, Fumiko had difficulty in dealing with too many emerging needs and felt overwhelmed. Mie could not set priorities on her studies and could not achieve her initial goals. If Fumiko and Mie had

developed and utilized SRL skills well, such as planning and setting priorities, they might have managed their different needs in a better way.

Developmental Levels of SRL Skills

Zimmerman (2000) suggested that learners develop self-regulatory skills by learning from level 1 to 4 (observation, emulation, self-control, and self-regulation). Among the four participants in the higher-proficiency group, Ichiko and Yoshimi seemed to reach the self-regulation level. Both of them had built on the skills they acquired and adapted to new needs. For example, Ichiko experimented how to organize her notes in the first semester and then elaborated as the class content became more difficult in the second semester. She also tried some methods to study English in the first semester (such as checking out grammar textbooks from the library, looking up unknown words in the dictionary). Later in the second semester, she challenged learning in a more difficult English composition class, where she learned not to worry too much about grammar mistakes. Similarly, Yoshimi had already started note-taking habits in junior high school. She continued taking notes in college, but she also tried to incorporate new study methods as she thought it was useful to continue in the second semester (such as shadowing and translating). In this way, learners in the self-regulation level can adapt use of skills across changing conditions (Zimmerman, 2000).

In contrast, Mie and Fumiko seemed to be at the levels of emulation and self-control. Mie could not set realistic sub-goals and did not achieve her goals (to get a certificate each semester and get a school recommendation for a company). This was

partly because she did not correctly evaluate what needs to be done and could not set aside time necessary for studies. However, she was good at seeking help from learning support staff and senior members at the marching band. Mie probably observed the senior members who got certificates and school recommendations prior to entering college, and she tried to imitate them by setting goals (to get a certificate each semester) and taking Saturday courses. However, she did not use skills that were necessary to actually study and pass the exams. Thus, Mie's SRL skills were most likely at the emulation level. Fumiko, on the other hand, did not seem to develop any SRL skills in college although her TOEIC scores kept improving and she achieved all of her initial goals. She was easily influenced by people surrounding her. She could study hard only when she had an inspiring friend nearby. Therefore, her SRL skills were at the emulation level, like Mie. However, Fumiko also mentioned use some of the skills she learned in high school (such as highlighting keywords, watching movies in English). She did not adapt these skills to college setting (i.e., she used memorizing keywords although it was not suitable for essay-type questions). Therefore, some of her SRL skills were at the self-control level, in which learners display the skill under structured conditions. In this way, even among the higher-proficiency group, only Ichiko and Yoshimi developed their SRL skills to the self-regulation level. Mie and Fumiko's skills were at the emulation and self-control levels.

Table 9 summarizes the SRL skills and trajectory of TOEIC scores observed among the four participants in the higher-proficiency group.

Table 9. *SRL Skills and Trajectory of TOEIC scores of Four Participants in the Higher Proficiency Group*

Phase	Forethought		Performance			Self-Reflection	TOEIC scores
Skills	Goal setting	Planning	Self-instruction	Help-seeking	Motivational strategies	Self-reflection	
Ichiko	○	○	○	○	○	○	380→415 →445→550
Mie	△	△	×	○	○	△	325→290
Fumiko	×	×	×	△	×	×	435→555 →635
Yoshimi	○	○	○	×	○	○	340→400 →460→470

Summary

Among the four participants in the higher-proficiency group, the trajectories of Ichiko and Yoshimi were consistent with the patterns of highly self-regulated learners demonstrated by Zimmerman (2000). It was clear that each phase in the cyclical phases of self-regulated learning affects the next phase of learning. Especially, setting key sub-goals and strategic planning affect strategy implementation in the performance phase. Later, accurate self-reflection and analysis lead to a better planning for the next learning. These self-regulatory processes help learners reach goal attainment. However, it was observed that even if a learner set sub-goals and exhibited planning skills, this did not necessarily lead to goal attainment if the learner did not make continuous efforts and engage in self-analysis (as in Mie's case). Yet interestingly, the trajectory of another learner (Fumiko) showed that even though she showed no development of SRL skills in the first year, she ultimately achieved her original goals. Fumiko did not set sub-goals, plan and implement her studies without someone's influence, nor decide strategies

based on reflection and analysis. Using SRL skills, she probably would have managed to adjust to emerging competing demands of studies, job hunting, and study abroad more easily without panicking.

One of the similarities that Ichiko and Yoshimi had was that the ability to assess the needs correctly and set their priorities on studies. They knew what they wanted to get and persisted, Ichiko by using a study group and Yoshimi by setting rewards. On the other hand, although Mie's goal was clear, her priority seemed to be always on her marching band practice. She could not foresee the time and efforts needed to get each certificate. Fumiko could study hard only when she was with a motivating friend nearby. However, the skills she had developed in high school might have helped her improving her English even though she did not seem to adapt these skills in college, or at least she did not articulate them very effectively.

After all, prior experience of developing SRL skills seems to be closely related to how learners built on these skills in college. Especially it is important for them to foresee the time and efforts they need and set priorities on studies (if their goal is academic). Still, by teaching SRL processes explicitly in the first year, college students could be supported with their smoother transition and their goal achievements through competing demands in college.

CHAPTER 5
THE LOWER-PROFICIENCY GROUP:
FACING NEW DEMANDS WITH UNDERDEVELOPED
SELF-REGULATED LEARNING SKILLS

In this chapter, I present findings concerning four participants in the lower-proficiency group. All four of them had great difficulty adjusting to college life and developing SRL skills. Konomi used some SRL skills in the first semester, but she stopped when she became preoccupied with club activities. Nana was simply overwhelmed by adjusting to the new living environment. She did not develop SRL skills nor achieve her goals. Mutsumi struggled in setting her goals and focusing on her studies. After much deliberation, she managed to study abroad and transfer to another university. Yaeko was the only one who showed development of SRL skills suitable to college during the first year. However, she could not make up for lost time and could not get recommendation to transfer to the adjacent university. In the following discussion, I first describe each participant's trajectory into their first year of college, and how their SRL skills developed or did not develop during this time. I then discuss the similarities and differences among the four participants in their (un)development of SRL skills in the first year.

Konomi (A Reflective Learner in Distress)

In this section, I describe the first-year trajectory of Konomi, who entered KWC in 2015 and majored in business. Konomi found strategies to concentrate in her high school classes; however, upon entering college, she faced the need to adjust to the different teaching style. She had difficulty in balancing things between her studies, club activities, and living in the dormitory. In addition, toward the end of the first year, she started being distracted by troubles with her friends. She eventually lost motivation to study and do job hunting. Konomi's story is presented chronologically below.

Konomi showed signs of being a self-reflective learner even at a young age. This can be seen through her story about how she learned to try to sit in the front seat in class. One day in junior high school, Konomi realized that getting a front seat in the classroom was a key to getting a good grade. In school, students sat in designated seats in the classroom, but they changed their seats from time to time. Konomi noticed that her grade went down when she sat at the back of the classroom, because she could not concentrate as well in class. Since then, she requested to be placed in the front seat using her bad eyesight as an excuse. She continued this habit even in college (Interview 1, June 2, 2015).

Aside from getting a front seat, Konomi planned and studied strategically for the entrance exam to KWC (Interview 1, June 2, 2015). She got a recommendation from her high school to KWC and took an English exam for recommended applicants in November. For the exam, Konomi studied a grammar book recommended by a student in KWC at Open Campus. She was not particularly good at English, but when a student

from Australia came to stay at her house during her second year in high school, she thought she wanted to go to Australia. The following summer, she went to stay at the student's home in Australia for two weeks. Fearing that her time abroad might interfere with her entrance exams studies, she studied the grammar book very hard prior to going to Australia. She passed the exam to enter KWC the following year.

In the beginning of the first semester, Konomi found college coursework to be challenging (Interview 1, June 2, 2015). Teachers did not teach in the same way as high school, so she needed to adjust to the college classes. The lecture course on information technology was particularly challenging for Konomi. She said the following:

概論がめっちゃスピードが速くて。1時間行くところまで、1章終わるんですよ。その授業のときに初めての内容っていうか、(中略)説明もその場でバーっと言っていくんで、もうメモも取れないので。とにかくまず理解しなきゃいけないなって思って、ちゃんとしたメモは後回しっていうか。(中略)勉強の仕方っていうか、授業の聞き方をもうちょっと変えたほうがいいなって思ってるんですけど。

The lecture pace is so fast. The professor tries to finish the content, or one chapter, as much as he can within one class. The content is unfamiliar to me ...he explains everything so fast, so I cannot even take notes. I first need to understand the lecture, so taking notes comes later. ...I should change the way I study and the way I listen to the lectures. (Interview 1, June 2, 2015, 06:00)

The lecture pace was so fast and the course content so unfamiliar that Konomi could not even take notes, so she barely kept up with the class. She did, however, get a front seat and concentrate on listening to the professor. Konomi faced an academic demand new to her, but she was not adapting new strategies readily at this point.

In addition, English teachers did not check all the answers in the textbooks, as high school teachers did. Because they did not explain everything, Konomi used the grammar book she had studied for the entrance exam as a reference book when she did

not understand a grammar point. In the beginning of the first semester, she did not know how to deal with the fast pace of the lectures, but by the time of Interview 2 (on July 25, 2015), by asking second year students for advice, she had learned to use memo functions on iPad to take notes during class. She also used a reminder function on iPad to manage her tasks and schedule. Whenever a teacher gave an assignment, Konomi immediately input the task on iPad. From time to time, she checked the task list and reorganized them in order of priority, trying not to miss any assignment. By the end of the first semester, Konomi developed skills of note-taking and organizing tasks by asking for help.

In the first semester, Konomi also had difficulties in balancing her studies and club activities, and living in the dormitory (Interview 2, July 25, 2015). Her roommate in the dormitory stayed up all night and went to sleep in the morning. The roommate sometimes brought her friends to chat during the night. Konomi had great difficulty trying not to be distracted by them when she tried to sleep at night. Moreover, her schedule became much busier after she joined the cheerleading club in June. She said:

課題とかはちゃんとやろうって思って、課題は少なくともしたりとか、ですね。ご飯の時間をなるべく（削ってます）。8時半に帰って来てからまずお風呂に入って。（中略）お風呂入って、やることやった後に、何時だろうって時間を見て、10時から勉強しようっていうのをいつも意識づけてたんですよ。（中略）やること終わったあとに、今何時だろうって思って、それでも時間がなかったら、ご飯の時間を省いてお菓子を食べてました。お腹空かなくなるんですよ、そうなったら。時間がいったんで、もういいかな、みたいな。私ご飯食べるの40分ぐらいかかっちゃうんですよ。それでもお腹減ってるときは食べるんですけど、もういいかなってなったときは、ホンマに軽く済ませるっていうか。

I try to finish assignments at least. I cut time for dinner. Right after I come back to the dormitory at 8:30 p.m., I take a bath. ...after taking a bath and finishing chores, then I look at the clock. I have always tried to start studying from 10 p.m. ...when I look at the clock and if I have no time, I would skip dinner and eat

snacks. I would not feel hungry anymore. It is already so late, so I do not have to eat anymore. It takes about 40 minutes for me to prepare and eat. I still eat when I am really hungry, but I would get by with eating very light. (Interview 2, July 25, 2015, 8:50)

In this way, she was under time pressure all the time. Due to a lack of sleep and study time, Konomi did not have enough time to study other than doing assignments after she joined the club.

However, after Konomi had a new roommate in the dormitory in the second semester, she started to wake up early and self-study for the TOEIC in the morning (Interview 3, October 19, 2015). Unlike the previous roommate, the new roommate was a morning person. Konomi woke up with her at 5 a.m., and they studied together until the morning clean up started at 6:30 a.m., then went to cafeteria on campus for breakfast by 8 a.m. Because she had baton practice after school and at night, morning was the only time she could study. She used this time to do assignments and study vocabulary for TOEIC. Her English teacher recommended a vocabulary book, so she decided to study vocabulary in the morning. Up until October, Konomi was able to manage her time well and take the time to study vocabulary for the TOEIC.

However, Konomi stopped this habit after the college festival in October and she could not focus on her studies well. Although she felt really good about waking up early and studying in the morning, she could not help but sleep during class. She was tired every day. She said 「朝はすがすがしくて楽しいんですけど、授業中そのせいでめっちゃ眠たくなるんですよ。」 “I feel refreshed and fun in the morning, but I get so sleepy during class” (Interview 3, October 19, 2015, 01:40). In addition, she had trouble concentrating in class because of conflicts with her friends. During the summer break,

the cheerleading club members had a huge argument when they were practicing for the performance at the college festival in October. They had a disagreement about the practice of choreography, but Konomi overcame this problem by using all her extra time on practicing the baton twirling. She even practiced at night in the dormitory, so she had less time to study. As a result, the performance was a huge success and she felt that it was a wonderful experience to have overcome the tension, and the bond between club members became even stronger (Interview 3, October 19, 2015). However, soon after the college festival, she had another conflict with a friend. She talked about her feelings at the time:

大学祭が終わってから頑張ろうって思ってたんですけど、すごいなんかいろいろあって。人間関係とかちょっと落ち込んだ時があって。それからずっと切り替えられずに。(中略) やっぱいろいろあったことで考え事をしたりとか…全然(授業を)聞けなかったです。

After the college festival, I was motivated to study hard, but so many things happened. I had a trouble with friend and I felt depressed. Since then, I have not been able to move forward. ...because of many troubles, I keep thinking during class, so I could not listen to the lectures attentively. (Interview 4, January 22, 2016, 02:50)

Konomi's worries distracted her concentration in class. She did not know how to deal with the situation. At this point, she did not seem to be proactively trying to find strategies to control her negative emotions or to focus her attention, like she had previously tried to sit in the front seat in the first semester.

Not only distracted by troubles with her friends, Konomi also lost the sense of purpose as to why she was studying in college and why she had to do job hunting. This was perhaps because the college festival finished and dance performance was her main event until the festival. Although she was sure that she would do job hunting from the

beginning, she could not think very positively about the job hunting process (Interview 4, January 22, 2016). By the end of the first year, she had to decide which companies she would submit applications to, but she was still not sure what kind of jobs she wanted to do. She also hated it when she had to exaggerate her selling points. During Interview 4 (on January 22, 2016), Konomi said that, in retrospect, throughout the first year, she did not know why she needed to study. She said:

就活でも GPA ってすごく大切っていうのは聞くんですけど、でも編入するわけでもないしなって思ってしまった。(中略) なんのために勉強しようっていう。

I hear that GPA is very important even for job hunting. However, I am not intending to transfer to university...I wonder why I study. (Interview 4, January 22, 2016, 1:10:23)

She did not understand why her GPA was important if she had no plans of transferring to another university. It was not clear why she needed to work hard for final exams and job hunting. She was lost about her career plans and could not concentrate on studying for final exams.

In addition, she attributed the difficulties she had concentrating to teachers.

Konomi felt that she had been more proactive in class in the first semester (Interview 4, January 22, 2016). In both English and bookkeeping classes, the teachers in the first semester did not offer explanations unless students asked questions, so she felt responsible for her own learning. On the other hand, the teachers she had in the second semester explained everything slowly and thoroughly, so she stopped trying to understand everything and started thinking about her own problems during class. She said 「説明とかこう教えてもらうことが多くて丁寧だったので、逆にボケーってしてしまっ

って。」 “One of the professors explained so thoroughly, I was there absent-minded”

(Interview 4, January 22, 2016, 45:58). By the end of her first year, not only losing her purpose, but also Konomi blamed others for her not performing well.

When we met for member checking a year later (February 13, 2017), Konomi reported that she had decided to work in her hometown and support her family. In June of her second year, she got a job offer from a local bank. She did not take TOEIC tests anymore, but she passed the 2nd grade for bookkeeping and the pre-1st grade exam for secretarial work. She thought the secret of passing these tests was listening attentively in the Saturday courses. She said she did not self-study very much, and had found that listening to teachers in class was the best way to study after all. She said 「授業は絶対寝ないように聞いてたら受かったんで。話を聞いているだけで全然違うと思います。」 “I passed the test because I never slept during class. It makes a huge difference” (Member Checking Session, February 13, 2017, 30:38). It seemed that Konomi did not find any study strategies other than listening to teachers.

In the first semester, even though she had difficulty in adjusting to college life, Konomi managed to utilize the strategy she found in high school (to get a front seat) and developed skills of note-taking and organizing tasks. In the beginning of the second semester, she planned her time better and found the time to self-study, with the help from her new roommate. However, she stopped this morning routine and eventually lost motivation due to continuous troubles with friends and pressure of job hunting. She was also under the pressure of preparing for the college festival, and lost her sense of purpose after the festival was over. She blamed others for not concentrating in class.

Konomi ultimately found a job and got some certificates, but she did not manage to discover and use SRL skills suitable to college studies.

Nana (An Intuitive Decision Maker)

In this section, I describe the trajectory of the first year of Nana, who entered KWC in 2015 and majored in business, like Konomi. Nana tended to depend on her intuition to make decisions and she had difficulty planning ahead of time. In addition, she struggled with adjusting to new living and studying styles in college. It was challenging for her to keep herself in control throughout the year. By the time of graduation, she could not study abroad or transfer to a university as she originally wanted. Nana's story is presented chronologically below.

Nana admitted that she had not given careful thought when she decided to come to KWC (Interview 4, January 30, 2016). She first wanted to go to the affiliated four-year university, but she could not decide whether to major in education or in literature because she was interested in both. When she visited the campus for Open Campus day, she stopped by KWC for 10 minutes before the event finished. The student she talked with was very kind and left good impressions, she also thought that she was interested in business, so she intuitively decided to come to KWC (「対応してくれたお姉さんがすごくいい人だったし、そうですね、直観って感じですよ。」 “The student I talked with was very nice, so yes, it was like an intuitive decision.”) (Interview 4, January 30, 2016, 36:20). She got a recommendation from her high school and came to KWC to major in business. For the recommendation entrance exam, she chose to take the English test

instead of the Japanese test. English had been her favorite subject because all of her English teachers since junior high school had been fun (Interview 1, June 4, 2015). In general, she had never prepared for class on her own. In high school, teachers assigned homework, so she did not do any supplementary preparation. Nana tended to make intuitive judgements rather than based on careful planning.

In Interview 1 (on June 4, 2015), Nana recounted how shocking it was to find out that her plan for college would not work in reality. Her initial plan was to take general courses that interested her, such as psychology and women's studies, in the first year, then decide if she really wanted to transfer to the four-year university. She also wanted to study abroad for a short period before she would decide if she wanted to study longer. However, soon after entrance to KWC, Nana discovered her plan was unrealistic. She found out that the psychology course was not offered anymore and that the women's studies course was offered in the second year. One of the study abroad programs would take place during the spring break in the end of the first year and another study abroad program would take place in the second year. In addition, the application deadline for recommendation for transfer to the affiliated university would be at the end of the first year. She said, 「なんかいろいろと順番が、自分が思ってた順番じゃなくて。ちょっとそこは大きなショックでした。」 “The decision-making process was not the way I had thought. It was very shocking” (Interview 1, June 4, 2015, 31:17). She thought she would not be able to make up her mind so soon.

Similar to Konomi, Nana struggled to adjust to college studies and living in the dormitory (Interview 1, June 4, 2015). She had never lived by herself, so house chores

were hard for her in the beginning. She had to cook, clean, and do laundry, so she felt tired in class. She could not keep awake in class. She said, 「なんかすごく眠たくなっちゃって（中略）ちょこちょここの授業でも寝ちゃったりとかあつて。英会話でも、話しても寝てる。」 “I’m so sleepy in class. ...I cannot help sleeping in any class. Even in English conversation class, I sleep while I am talking” (Interview 1, June 4, 2015, 20:44). She missed deadlines for assignments and she had not made lecture notes for business courses. Instead of reflecting on lack of her preparation, she complained about the poor teaching skills of college professors, compared to high school teachers. She thought that the professors in college were not good at explaining, because they would assume that students already had basic knowledge. She thought it was because they do not have a teaching license. She said, 「免許をちゃんと取ってるわけじゃないから。言っちゃあれなんですけど、中には、あ、下手だなんて。わかんないよー！って正直な話、思ったりします。」 “They do not have a license to teach, so...I should not say this, but some teachers teach badly. I do not understand, to be honest” (Interview 1, June 4, 2015, 46:09). The bookkeeping course was especially difficult for her. They had a weekly quiz, so she studied for this quiz. However, she felt bookkeeping was so difficult that she needed help from a friend. The friend invited her to a study meeting which the friend was having with other students in the morning before classes started. Nana started to plan ahead (prepare dinner and breakfast for the next day together) in order to join the study meeting. However, by the time of Interview 2 (on July 24, 2015), she stopped going to the morning study meeting, because she realized that the friends whom she studied with were much more intelligent than she and she could not keep up with

them anymore. Instead of making more efforts, Nana tended to give up and attribute her failure to others and her inability.

In the beginning of the first year, Nana was so sleepy in class. However, by the end of the first semester, she did not become sleepy anymore only in business courses, because she tried to sleep more at night and she also had an urgent need to stay awake in the business courses (Interview 2, July 24, 2015). She used to feel pressure to stay up late when she saw other dormitory mates were studying until late then started studying early in the morning in a shared space next to the kitchen. However, she often had a migraine and had figured out that she needed to sleep more. Another reason why she did not feel sleepy in business courses was because she had an urgent need to stay awake. While some business courses allowed students to bring notes to the final exam, Nana had not been taking very good notes. Thus, she had to make new lecture notes at the end of the term. Although it was rather like last-minute cramming, she learned to read textbooks thoroughly and pick up keywords from the PowerPoint slides provided by the professors. She went to ask questions to a professor three times before the final exam.

Although she did not feel sleepy in business classes, she was still sleeping in English classes. Even though she did homework for TOEIC class, she often did not know the answers because she was sleeping while the teacher was explaining answers (「答え合わせの時は寝てるんで、答えがわからない。」 “I was sleeping when checking answers in class, I do not know the answers”, Interview 2, July 24, 2015, 44:03). Nana was forced to develop some SRL skills, such as transforming information and seeking

assistance, out of necessity. However, it seemed that she did not feel urgent necessity for English.

Nana's motivation and study habits declined in the second semester (Interview 3, October 26, 2015). She started to sleep again in both business and English classes, blaming professors for talking on and on in lectures. Even though she was able to take the Saturday course for the TOEIC (students needed to take 300 or above for the course; and Nana improved her score from 220 in April to 345 in September), she attended the class unprepared because she knew the teacher would not check the answers. In addition, she had not been studying for vocabulary quizzes in English class, so her score was always low. She was aware that she was procrastinating, but she could not plan ahead. She tended to think 「この先生ならこんぐらいだしいいかって思っちゃうんです。」 “This teacher would be like this in class, so I just thought this amount of preparation would be enough” (Interview 3, October 26, 2015, 15:26). Nana lacked a planning skill and had difficulty sustaining her motivation to study.

Even though she was not studying hard, she reported that she had started thinking about transferring to the university (Interview 3, October 26, 2015). Because her experience at the college festival was so much fun, she thought she wanted to continue her study by transferring to the affiliated university. Nonetheless, she could not study more than she felt necessary. One of the senior students told her that although her GPA was not very good in the first semester, she would be able to transfer by improving her GPA in the second semester. Nana thought she could do it too, but that was not reflected in her behavior. She showed lack of persistence.

By the end of the second semester, Nana was panicking and she regretted not planning ahead (Interview 4, January 30, 2016). When we met for the interview, she was under time pressure to make notes for business courses again because it was during the final exam week (she did not even remember our interview appointment). She was sleeping the whole time in one particular course, so she had to ask many friends for help. She had had to make notes for another business course and it took more time than she thought. She was sad that she had not planned ahead and made notes little by little. However, she blamed teachers again, saying 「前期とか後期とかで、この短期間に教科書1冊を終わらせようとか思わないでほしいです。もうしんどかったです。」 “I do not want teachers to think about finishing one textbook only in a semester. It was too much” (Interview 4, January 30, 2016, 59:48). One of the reasons she could not start preparing for the final exams early was that she was worried about her career options (Interview 4, January 30, 2016). Her seminar teacher told her that if she wanted to get an overall GPA above 3.00, she needed to get 3.66 in the second semester, because her GPA in the first semester was 2.34. Suddenly, she realized it was almost an impossible goal to get a recommendation to transfer. In addition, her TOEIC score dropped again under 300 in November. She thought that she should have studied proactively in the TOEIC class. In November, she applied for the study abroad program in New Zealand, but she was not selected. In addition, she missed the application deadline for the American program because she forgot to bring the form home to get permission from her parents. Nana suffered because she could not plan things ahead and make steady efforts.

In her second year, Nana did not get a recommendation to transfer, so she had to start job hunting. Later she had gotten job offers from two companies (Member Checking, January 26, 2017). However, she could not give up the idea of continuing to study. She withdrew from the job offers and decided to take the general transfer exam in December. The exam consisted of a short essay, an English test, and an interview. She did not pass the exam. At the time of the member checking, she was still looking for a job in her hometown (on January 26, 2017). Two months later when we met at the graduation in March, she told that she had finally gotten a job (in office work) three days before graduation.

In summary, Nana could not develop planning skills throughout the two years in college. She depended on her intuitive decision to enter KWC and perhaps did not look sufficiently at what would be expected of her (e.g. English classes). Even though she seemed to have learned the importance of planning ahead and making notes little by little in the first semester, she had difficulty controlling her sleepiness in class and persisting her efforts in the second semester. It was too late when she realized that it was impossible to get a good GPA when she wanted to get a recommendation to transfer and study abroad. It was challenging for her to plan her studies and she failed the general transfer exam. She tended to blame teachers and her inability instead of changing her behavior and making efforts. It seemed that she did not build on much metacognitive awareness. Especially, failure in making constructive self-reflection made it difficult to do effective planning in the forethought phase.

Mutsumi (An Anxious Explorer)

In this section, I describe the trajectory of the first year of Mutsumi, who entered KWC in 2015 and majored in English. Mutsumi had a rather vague goal from the beginning and she had difficulty setting sub-goals and deciding priorities. Therefore, she could not plan her studies well in her first year. After much wandering and suffering, she was finally able to take action to achieve her goals from the end of her first year. Mutsumi's story is presented chronologically below.

According to Mutsumi, she had employed ineffective strategies to prepare for the entrance exams in high school (Interview 1, May 29, 2015). She originally had wanted to go to the affiliated university, but she had failed the entrance exam. Thus, coming to KWC was her second choice. When she was in her senior year in high school, she had gone to a cram school to prepare for the entrance exam. The cram school did not provide her with instruction, but the students self-studied in the school with the provided textbook. She had gone there every day from 9 a.m. to 10 p.m. She had practiced reading long passages and answering questions quickly for both Japanese and English tests. Although she could not go to the university of her first choice, she had no regrets because she had done her best.

Mutsumi had vague goals in college and she was not good at setting key sub-goals to achieve her goals in a long-term. She had never been abroad, but she had a good image of foreign countries, so her dream was to work at the airport (Interview 1, May 29, 2015). Her goal in college was to be able to communicate in English and she also wanted to study abroad. She wanted to see and feel the difference and be

surrounded by non-Japanese people. Thus, she was thinking of applying for the study abroad programs in New Zealand or America, opportunities offered by the college. She was, however, also interested in Asian countries, so she took a Chinese course and studied Korean in her spare time. Mutsumi also reported that she had set her goals in the first year to get a certificate for Korean language in November and get TOEIC 600 for job hunting (her score in April was 250). When I asked about her goals, she said:

とりあえず海外にすごい憧れを持ってて。前からずっと空港とかで働きたいなって思ってたんですけど。うーんって思ってた、英語学びたいなって入ったんですけど。うーん、なんか最近、1年後にはもう就職考えないといけないじゃないですか。(中略) 海外に憧れを持ってから、やっぱり留学とかもしてみたいんですけど、留学してから向こうでやっぱり気づくこともたくさんあると思うし、やっぱり壁とかもたくさんあるってことも考えて、さらに、留学したことをさらに就職につなげられるかなって考えたら、どうしようって迷ったりもして。(中略) なんのために行きたいのかとか、目的をちゃんと作ってから行きたいなっていうのもあって。だから最近、いろいろ考えてますね。

I have a strong adoration for foreign countries. I have been wanting to work at an airport, but these days I am not sure. I came here to learn English. Hmm, but I need to think about job hunting a year later. ...I want to study abroad, because I think there are many new things I will learn and also many obstacles if I study abroad. I think the experience of study abroad should be connected to job hunting, too. So, I am debating. ...I want to study abroad after I have a very clear purpose. So, I am thinking many things recently. (Interview 1, May 29, 2015, 08:51).

Although she mentioned that she wanted to work at an airport, she was not sure what kind of job she would like to get. Before deciding her career plans, she first wanted to have an experience studying or living in foreign countries. However, she was not sure about her career plans, she could not decide whether or not to study abroad and could not set goals as to which other certificates she would try to obtain, other than Korean and TOEIC. Mutsumi's reasoning was circular and she was not making plans very well in the beginning of her first year.

Mutsumi focused more on her self-studies rather than on coursework, because she thought that the English courses in college were not useful for her (Interview 1, May 29, 2015). She finished course assignments as soon as possible and took more time to self-study. In her dormitory, she studied vocabulary every night. She read aloud 200 words in a vocabulary book and tried to memorize them. In addition, because she liked Korean pop culture, she listened to Korean music and watched Korean TV shows on YouTube. However, by the end of the first semester Mutsumi was not self-studying Korean or English vocabulary anymore (Interview 2, July 28, 2015). Instead, she was studying Chinese characters (Japanese Kanji; not the Chinese language). She was now interested in getting a certificate in Japanese Kanji. Her strategy was to study whenever she felt like studying. Her goals were inconsistent and she could not persist and focus attention very well.

Toward the end of the first semester, she found herself not doing well academically as well as personally (Interview 2, July 28, 2015). She had many emotional distractions and her energy was very low. One of the reasons for her low energy was that she did not find the English courses in college to be interesting. When I asked why she felt that way, she said:

英語科の授業だけじゃないですけど、TOEIC 目指そうって感じじゃないですか。TOEIC 高得点取らなきゃ、みたいな。短大の中で自分がやりたい英語っていうのは、やっぱり本当に使える英語。

Many courses, not only courses in the English Department, focus on the TOEIC score improvement. We are encouraged to take a good TOEIC score. What I want to learn in the college is English which I can use. (Interview 2, July 28, 2015, 42:55)

She could not enjoy studying for the TOEIC, so she procrastinated doing assignments. Not only for English courses, she was also demotivated to study in other courses. Especially she hated writing term papers in general courses, such as for the First Year Seminar (where students had to research and write on a current issue in 3-4 pages).

Another reason for her low energy was her anxiety about job hunting. Some of her friends were planning to go to internships during the summer, but Mutsumi was scared of doing that, even though she thought she should. She blamed the college office, saying that the information about job hunting was not clear enough and that she wanted to have things explained to her more clearly what it would take to do the internship (in fact, most students searched online by themselves and applied for the internship opportunities on their own). Instead, she started thinking about going to study abroad for a longer period of time (e.g., 1 year) after graduating from college, rather than getting a job immediately after college. She had never been abroad, so she thought going on a short trip abroad during the summer break would help her decide her plan. Nonetheless, even at the end of July, she did not have a passport nor had she applied for a passport. She was worried about studying abroad, but she did not know where to ask questions. In KWC, there is only one administrative office, so students usually ask any questions they have to the office and the office staff connects the student to other staff or teachers for further information. Mutsumi had not visited the office once by the time of Interview 2. Moreover, she was panicking about having to clean and pack. Dormitory students had to leave the dormitory by the end of July, because the dormitory was going to be used for students who would attend the summer courses. In the end of the first

semester, Mutsumi was overwhelmed with a low motivation to study for final exams and term papers, job hunting, study abroad plans, and packing in the dormitory. In the face of multiple tasks, Mutsumi had trouble prioritizing emerging needs and could not manage to plan strategically. Instead, she blamed uninteresting courses and lack of college support, and she did not reach for assistance when necessary.

In Interview 3 (on October 20, 2015), Mutsumi reported that during summer vacation, she ended up not going to an internship, and not going abroad for a short trip. Instead, she spent her time relaxing and hanging out with friends. However, she did self-study English using a TOEIC textbook. Thanks to her study, her TOEIC score improved from 250 to 450 when she took a TOEIC-IP in September. In addition, she had a very good experience at the college festival in October. She performed in a chorus group as a representative of KWC students, together with other affiliated university students (dormitory students were encouraged to join the chorus group by the college). She was so happy—and gained enough confidence perhaps in part because of this positive experience at school. Her motivation to study increased. When I asked about how she was feeling about studying in the fall semester, she said:

もう留学するって決めたんだからちゃんとやろうって思いました。TOEICもちゃんと自分が取れるところまで取ろうって思って。それを親に証明するっていうか。留学させてもらうんだったら、そこでちゃんと結果を残さないといけないって思ってた。なのでちゃんとできる範囲で勉強して。

I decided to study abroad, so I thought I should study hard. I want to get a TOEIC score of as high as I can get. Then I want to prove it to my parents. They will let me study abroad, so I should achieve some results. So, I should study as much as I can. (Interview 3, October 20, 2015, 35:42)

With the increased motivation, Mutsumi took her fall coursework more seriously and started planning her study abroad more carefully in the second semester (Interview 3, October 20, 2015). Because she ended up not studying abroad over the summer, she decided to apply for the New Zealand program during the spring break between first and second year. Selection would be based on GPA and the TOEIC score, so she decided to work on her coursework more seriously and to improve her TOEIC score more. She had a strict teacher in English class, so she used an English-English dictionary, typed what she heard from the CD and submitted it as assignments to the teacher every week. As a backup plan in case she was not selected for the New Zealand program, she got a brochure from another study abroad agent. A three-week program in Canada during the spring break sounded good to her. In order to save money, she started a part-time job at a clothing store after the college festival finished in October. She worked morning to night three days a week (Friday to Sunday) and that took up a lot of study time. Since the second semester had started, her time had been spent on the school festival, English studies, and her part-time job and she had not been studying Chinese characters anymore, nor studying Chinese or Korean, either. This showed her lack of persistence.

On the opposite side, it seemed that Mutsumi was in the process of developing SRL skills in the second semester, such as setting goals, planning, and rehearsing. However, she stopped all of them by the end of the second semester because of her part-time job (Interview 4, January 25, 2016). Since one of the staff in the clothing store suddenly quit the job, Mutsumi was asked to work more hours. She was too tired to

wake up in the morning and often skipped eating. Even though January was final exam month, she could not spend enough time to prepare for the tests. The only time she could study was during the train ride to and from her part-time job. She stopped using an English-English dictionary and used a free vocabulary application on her iPad (whose quality was low). She was not submitting her dictation homework anymore, nor studying for any classes. Instead, she started translating and reading aloud passages in the TOEIC textbook, following advice from an online blog. When I asked if she was doing this study for the final exams, she said:

逆になってますかね。単語と文法を覚えておけば、テストは大体英語なので、それにも通じるかなって思ってた。（中略）でもその日の前はちゃんと教科書を見ます。

The priority is maybe opposite. If I memorize vocabulary and grammar, maybe it can cover for the final exams, because most of the final exams are for English courses. ...but I will make sure to review the course textbooks the day before the exam. (Interview 4, January 25, 2016, 10:45)

Instead of persisting what she was doing for the coursework (such as dictation and studying by using an English-English dictionary), she believed that studying TOEIC vocabulary on the iPad application would also cover the vocabulary she would see in the final exams. At the time, she was planning to take the TOEIC test soon. This showed her lack of persistence and lack of skill to prioritize. She could not see the importance of the coursework and did not try to reduce the hours from her part-time job.

In the end, Mutsumi was not selected for the New Zealand program. The result had been announced in November, but she had not visited the study abroad agent yet for her backup plan. She was still worried about the job hunting process, because her friends had gradually started job hunting. At the same time, Mutsumi was not confident

enough to make up her mind to take three weeks off to study in Canada during spring break. She was worried, and she blamed the office staff again for being unclear about the job hunting process. She also blamed them for not giving enough information about orientations well in advance, because orientations always overlapped with her part-time job schedule. Mutsumi tended to avoid making efforts for what she needed to do. Instead, she believed that studying on her own was better than the coursework and blamed others instead of reflecting on her own behaviors to make changes.

After the last interview in the second semester, Mutsumi took a difficult path, but managed to find and achieve her goals by the time she graduated from college. Usually in interviews with non-advisees, I tried not to intervene and just focused on listening to the participants. However, at the point of Interview 4 with Mutsumi, I could not help but scold her. After the scolding, she finally made a move. She visited my office a month after Interview 4 (on February 25, 2015) and reported that she finally visited the study abroad agent and decided to study in Canada. She studied in Canada for three weeks in March. She brought me souvenirs on June 8, 2016 and told me that she had decided that she would like to transfer to the affiliated university and study further. However, the application deadline for recommendation to transfer from KWC had already passed in the middle of March. Mutsumi wanted to take the general entrance exam for transfer that would take place in December. Passing this exam was extremely competitive, so I did not recommend her taking this exam, but instead recommended she start job hunting immediately. Mutsumi did not come back until December. When she came back on December 22, 2016, she reported that she had

passed the exam. During these months, she had not asked for help to anyone nor visited me, but she had studied grammar books on her own. She said that she had been studying those books as recommended by a senior student. She also tried to read newspapers and practice writing short essays (in Japanese). She had been studying hard, and it had been very difficult to keep challenging herself. At the member checking session (on January 24, 2017), she told me it was good that I was strict with her. She said:

みんなと同じラインに立つには絶対に倍やらないと受からないと思ってたんで。先生にもちょっと受かるのは難しいって言われてたんですけど。これくらいの穴に通るか通らないかぐらいかなって思って。それくらいでよかったです。甘くしちゃダメだったんで。自分に厳しくっていうように毎日やりました。

I thought I had to put in twice as much effort as any other students to catch up with them. You told me it would be very difficult to pass the transfer exam. I realized that the chance was very slim, like going through the eye of a needle. It was good. I must not be easy on myself. I told myself to be strict every day. (Member Checking Session, January 24, 2017, 29:14)

She realized how challenging it was to pass the exam and tried to be strict with herself. She had finally stopped avoiding making efforts and devoted herself in English studies. She was happy to go to the affiliated university and excited about continuing her study of English. In the second year, she learned to persist, focus her attention, and prioritize her studies. She did not get distracted by worrying about job hunting and studying abroad. She learned to self-regulate her learning successfully in the second year.

Throughout the first year, Mutsumi's goal was vague and she was not good at setting sub-goals and planning. She was not good at setting priorities and planning according to the priorities, so she could not manage balance between emergent needs. Instead, she avoided making efforts and blamed others. However, after ending up not going to study abroad and not doing well academically, she finally reached for

necessary resources and took action. Even though it took time and suffering, she was able to find what she wanted to do and make effort to achieve it.

Yaeko (A Late Skill Developer)

In this section, I describe the trajectory of the first year of Yaeko, who entered KWC in 2015 and majored in English, like Mutsumi. For Yaeko, coming to KWC was her second choice and she had difficulty adjusting to the college life in the beginning. However, gradually she learned to make the most of the coursework and use skills to control her emotions. Although she developed some SRL skills by the end of the second semester, she could not pass the exam to transfer to a university because of her low GPA in the first semester. Yaeko's story is presented chronologically below; I then compare the four participants in the lower-proficiency group.

Even after entering to KWC, Yaeko kept regretting about her not passing the entrance exam to another university and she blamed teachers for the results. She had really wanted to go to a prestigious university in her hometown, so coming to KWC was her second choice (Interview 1, June 8, 2015). Her dream was to work for international organizations, so she had wanted to study international relations in the public university. However, she did not do well on the English test of the National Center Examination and was not admitted to the national university. She thought it was because the English teacher at cram school was inexperienced. In the beginning of the first semester, she set her goal to transfer to the university to which she wanted to go. In order to pass the

transfer exam, she needed to get a high TOEIC score and pass an English test and an essay writing test.

However, balancing between her self-studies, coursework, and adjusting to new life felt very difficult for Yaeko in the beginning (Interview 1, June 8, 2015). Similar to Mutsumi, Yaeko could not enjoy English classes in college. Unlike Mutsumi who thought the courses focused too much on the TOEIC, Yaeko thought that the courses were not useful for improving her score. When I asked how was her studies in college in the middle of the first semester, she said:

入学する前に、TOEIC 取れるように頑張ろうって思ってたんですけど。なんか TOEIC の勉強と、それが全部関連しないっていうか。もっと関連するもんだと思ってたんで。結構困りました。

Before entering to college, I wanted to study hard to improve the TOEIC score. But I found that the course contents were not connected to the TOEIC study. I thought it would be connected, so I was very confused. (Interview 1, June 8, 2015, 12: 02)

Her TOEIC-IP score in April was 240, so she was placed in the basic level class and had to take a remedial English course in the first semester. Yaeko felt that studying basics was not helping her improve her scores. Thus, she felt that she needed to study for the TOEIC by herself, but balancing study with coursework was difficult. Similar to Konomi and Nana, Yaeko had difficulty in getting used to the new living environment. She lived in the dormitory and felt constantly surrounded by other people. At night, she was distracted by the noise from next room where a group of girls got together to chat. She felt like she was being excluded. She felt pressured to be with someone all the time in the dormitory and at school, otherwise she would not be included in a group of friends. Only in the library could she feel at peace alone, but still she was distracted

thinking about her worries. She could not focus on her studies very well in the beginning of the first semester.

Although the beginning was difficult, Yaeko started to plan her time more effectively and to take the coursework more seriously toward the end of the first semester (Interview 2, July 23, 2015). When asked about her studies in the end of the first semester, she said:

最初らへんは、慣れてないこともあって勉強に力が入らなくて。慣れてないことを言い訳にして勉強をおろそかにしたらいけないんですけど。小さいテストとかが集まったら大きくなることを。小さいテストをあんまりやらなくていいやって思ってた。中間テスト終わったあたりから大事にし始めました。

In the beginning, I could not focus on studying because I was not used to the new life. I should not have made an excuse for not studying, though. I realized that the small quizzes would make up for a big percentage of the final grade. Until I realized that, I have thought I did not have to study hard for these tests. After the mid-term tests, I started studying hard for these tests. (Interview 2, July 23, 2015, 13:04)

Yaeko realized that she was making an excuse not to study because she was struggling with her new life. She learned to make more time to prepare for short quizzes, by planning, focusing her attention, and using strategies to control her emotions. She started studying in the free time slots between classes, instead of chatting with friends. She still felt obliged to spend time with friends, but tried to consider that the time with friends as a necessary break from study. When she really needed some time off, she visited her grandmother who lived in a neighboring prefecture. Although once she tried to have a part-time job because she had been worried about her finances, she decided not to look for a part-time job during the semester; instead, she applied for a part-time job during summer break. She started to successfully manage her time and set priorities.

In addition, Yaeko started to see the good points of English courses (Interview 2, July 23, 2015). At first, she thought the remedial English class was boring because it involved a lot of simple reading aloud practices, but she actually felt her pronunciation improved thanks to the practice. In a listening class, she felt that it was meaningless to repeatedly listen to the same content. However, she soon realized this as a necessary step to improve her listening skills. For the TOEIC class, she felt that the textbook was too easy. However, she recognized that the teacher provided good supplementary materials, which helped her understand grammatical features. She took a TOEIC test outside school in July and felt she did much better than on the first TOEIC in April. In April, she had had no idea about the test, so she had quickly completed the test and ended up with lots of extra time. However, in July, she could understand more and needed more time to decide between the multiple choices. Thus, by the end of the first semester, she was pleased with the changes she had made in approaching her English studies. She developed skills for planning time, controlling emotional distractions, and analyzing her learning processes (self-reflection).

In the second semester, Yaeko's motivation to study was high and she used strategies to keep her motivation high (Interview 3, October 26, 2015). She reported that her TOEIC score had been 240 in April, but improved to closer to 500 in July, and then dropped to 450 in September. Even though her score dropped, she had gained confidence that she could improve the score if she studied hard. She said, 「やっぱり TOEIC が上がったことが、自分の中でやれば上がるんだって思ったのが大きかった」 “It was significant that my TOEIC score improved and realized that if I studied hard I can

improve the score” (Interview 3, October 26, 2015, 45:29). She set her goal at TOEIC 600 in December. Thus, since the second semester started, she had been studying English every day. One of the English teachers assigned a lot of homework, so she decided to make good use of this. She tried to do the homework as assigned, and if she had extra energy, she would study the long passages in Part 7 of TOEIC. If she felt tired, she tried at least to study vocabulary using a self-study vocabulary book for TOEIC. Yaeko used many strategies to keep her motivation to study. On Sunday evenings, she would feel discouraged about going to school the next day, but she tried to encourage herself by reminding herself that her parents paid for her to be in college. She knew she would feel depressed if her grades went down, so she told herself to just do it. She also deleted twitter accounts of friends, because she did not want to be distracted with what others said about her. In addition, she allocated days to have lunch with friends and those to spend time alone. For example, she ate with friends on Mondays and Wednesdays, and she was not afraid of eating alone at the cafeteria anymore. She could use her time more effectively by organizing and planning when to spend time with friends and when to set aside time to study. She exhibited the use of self-vocalization and environmental structuring skills.

Also in the second semester, Yaeko learned to set a more realistic goal. She set her goal to transfer to the affiliated university, not the university where she had originally wanted to go in her hometown (Interview 3, October 26, 2015). She figured that it would be difficult to pass the transfer exam to the public university, where many other applicants would take the exam after they went to cram schools. Also, she thought

it would be better to go to school on the same campus which she already gotten used to. However, she recognized that it would be challenging to get a recommendation from KWC to the affiliated university, because her GPA in the first semester was below 3.0. By the end of the first year, Yaeko was more confident that she would not receive any more Cs, although she had had a few Cs in the first semester 「Cとかあったんですけど、後期は絶対にCとかC+はない自信はあるから」 (“I had a few Cs, but in the second semester, I am absolutely confident that I have no C or C+.”) (Interview 4, January 29, 2016). She did not take the TOEIC in December; instead, she focused more on the coursework. For the computer class, she practiced the skills over and over again by solving problems on her own outside of class. For a lecture course, if she did not understand how to write a report, she went to ask the professor. For her English composition class, she learned to study the textbook by herself and searched further online if she did not understand the instructions. During winter break, she reviewed all the vocabulary she learned in all her English courses. Now she realized that words were connected to each other and that learning even one word would relate to all her classes. She was not distracted by her worries anymore, because she realized that each of her friends was also barely surviving their new life and that she was not alone. When I asked about her worries about friendship which she talked about in the previous interview, she responded:

自分はネガティブで面倒くさいんで、勝手に嫌われてるとか思っちゃうことがあったけど。みんなやっぱり自分のことだけで必死だから、人のことってあんまり考えてないかなって、いい意味で思うようにして。みんながっていうより、自分が行かなかったら友達とかできないから、もう自分なんだなって思って。

I thought everyone did not like me because I am a negative and annoying person. But I realized that everyone was busy in their own way and nobody has time to think about others so much, in a good way. So, I should be proactive to make friends and it is not about others. I think it depends on me. (Interview 4, January 29, 2016, 49:09)

In this way, Yaeko developed many SRL skills by the end of the first year, such as rehearsing strategies, seeking assistance for teachers, structuring environment, and controlling emotions.

Although Yaeko tried hard in the second semester, her GPA did not improve enough to be selected for recommendation to transfer to the affiliated university. In June in her second year, Yaeko visited my office to talk about her problems. Since she did not get the recommendation to transfer, she had now begun job hunting. Even though she was shortlisted for several companies, she had not yet obtained a final offer from any of them. She had one company left for the final interview, but she was not sure if she wanted to work for that company. I encouraged her to keep job hunting. She did not come back after conversation, and she did not come to the member checking session in January. At graduation (in March in 2017), I found her and asked what happened. She told me that she had decided to study another year to take the general transfer exam to the affiliated university. She gave me no more information. I do not know if she took the general transfer exam in December, like Mutsumi and Nana. It is only my assumption, but perhaps she had not been able to find her purpose in work for any company and could not give up her dream of going to a four-year university.

To summarize Yaeko's case, in the beginning of the first year, Yaeko had difficulty in balancing self-studies, coursework, and new living. She used to regret not

getting in a university she had wanted to go to and blamed teachers for her not passing the exam. However, toward the end of the first semester, she started to control her emotional distractions and plan her time more effectively. She also started to see the benefits of courses in college and analyzed her studies better. In the second semester, instead of going to the public university, she set a more realistic goal; to transfer to the affiliated university. She took the coursework more seriously and became better at organizing and planning her time with friends and time to study. She used more strategies to study (such as rehearsing and memorizing), learned to structure environment, used self-vocalization to motivate herself, and became more self-reflective. Although she worked hard and made a steady score improvement on the TOEIC, perhaps because she started late, she could not get a recommendation to transfer nor get a job offer from companies.

Table 10 shows the trajectories of the four participants in the lower-proficiency group.

Trajectories of SRL Skill Development

In this section, I discuss the similarities and differences among the four participants in their development of SRL skills during the first year. Following Zimmerman's social cognitive model, I look at their skills based on the three cyclical phases of learning. The forethought phase concerns goal setting and strategic planning; the performance phase involves skills such as self-instruction and motivational

Table 10. *Trajectories of Four Participants in the Lower-Proficiency Group*

	High school	Arrival	First semester	Beginning of second semester	End of year	End of second year
Konomi	Studied ahead as planned to study abroad; Getting a front seat	Not catching up with fast lecture pace; No clear career plan	Cheerleading; Used iPad functions; Lack of sleep; Short study time	Trouble in club; Morning study	Trouble with a friend; No motivation to study/job hunting	Got a job in a local bank to support family
Nana	Decided last minute to KWC; Never prepared for class	Found out unrealistic plan; Struggled to adjust to life	Barely made notes; Changed sleep habit; No more comparing with others	Sleeping in class again; Goal to transfer	Barely making notes; Not selected to NZ; Low TOEIC/GPA	Failed to transfer; Got a job in hometown
Mutsumi	Studied all day in cram school; KWC as second choice	Inconsistent plan (Korean/Chinese/English)	Scared of internship; Worried about study abroad plan; Sick	More serious in the coursework; Started part-time job	Not selected for NZ; More part-time job; No more coursework	Studied in Canada; Passed general transfer exam
Yaeko	Failed entrance exam to public university	Wanted to transfer to public university; Stress in dormitory	Saw good points in the coursework; Quit part-time job	High motivation to study the coursework; Strategies not to worry about friends	Studied hard for final exams; More confident about grades	Failed to transfer; Did not get a job

strategies; and in the reflection phase, learners evaluate their own learning. In this section, how the participants developed or did not develop the skills of each phase of learning throughout the year is of most concern.

Goal Setting and Strategic Planning

A notable characteristic of three of the four participants in the lower-proficiency group is that their long-term goals were not clear or were vague from the beginning. For example, Konomi was sure that transfer to a four-year university was not an option, but she was not certain what kind of jobs she wanted to get. This affected her greatly later in her first year, when she could see no sense of purpose as to why she had to work hard to improve her GPA. She could not get motivated herself to do job hunting either, because she hated having to exaggerate or sell her strong points. Konomi was able to set some sub-goals, but she had problems with persistence. Nana wanted to see if she would like to transfer to the affiliated university, after she took certain courses and studied abroad. However, she found out that her plan would not work soon after she entered college. It was not clear for her on demands of the school or programs. Similarly, Mutsumi was lost about her goal setting and planning. Her goal was vague (she had a good image of foreign countries and wanted to communicate in English) and she wanted to consider her career plan after studying abroad. However, she was not good at strategic planning to study abroad. Mutsumi had concrete sub-goals, but she also had problems with persistence and personal problems left less room for SRL. The one exception in the group was Yaeko who wanted to transfer to the public university

she had wanted to attend originally. However, later she recognized her initial goal was unrealistic and changed her goal to transfer to the affiliated university. Either way, Yaeko's goal was clear; she needed to get a good TOEIC score and high GPA.

In addition to vague long-term goals, some of the participants in the lower-proficiency group had difficulties in setting realistic sub-goals and they were not good at effective strategic planning. Nana, although she was not completely sure of her plans, wanted to transfer to the affiliated university and study abroad. In order to do so, she needed to get a high GPA and TOEIC score. However, in the first semester, she was struggling to adjust to dormitory life and could not keep awake during class. Throughout the year, she often missed or barely kept the deadlines for assignments. Although she mentioned adjusting her sleep habits and her schedule to do chores, she did not mention planning her schedule to make time to study. Mutsumi set her goals but never persisted, and she often changed her goals. For example, in the beginning of the first semester, she had wanted to get a certificate for Korean language. However, by the end of the first semester, she wanted to get a certificate for Chinese characters. In the second semester, she did not mention either of the certificates. She also could not plan for study abroad until the end of her first year. In this way, Nana and Mutsumi had great difficulty in setting sub-goals and making plans to achieve their goals.

Konomi showed the skills of setting sub-goals and planning, however she did not persist. In high school, Konomi had had an experience of planning ahead and studying a grammar book for the entrance exam. She had needed to plan ahead because she went to experience a homestay abroad during the summer. However, in college,

after she joined a cheerleading club in the middle of the first semester, she had no time and barely finished her homework. In the second semester, she started getting up early to study in the morning with her new roommate. However, this habit faded away after the college festival. Preparing for the performance at the college festival had given her a strong sense of purpose, but after the college festival, her sense of purpose decreased. She eventually lost motivation and in the second semester, she stopped studying for TOEIC, because she thought getting a high score, while advantageous in job hunting, was an unrealistic goal for her.

On the other hand, Yaeko eventually acquired planning skills toward her second semester. Even though she knew she wanted to transfer to the public university, she did not mention specific plans to achieve that goal. In the first semester, it was challenging for her to balance adjusting to dormitory life and TOEIC self-study. However, in the second semester, she started planning her self-study more effectively. She decided to take her coursework more seriously, and she did additional English self-study. She exhibited skills of self-reflection, self-vocalization, environmental structuring, and attention focusing in the second semester. However, her GPA did not improve enough and she did not get a recommendation to transfer to the affiliated university.

Unlike the participants in the higher-proficiency group, most participants in the lower-proficiency group did not organize key sub-goals and use strategic planning, which highly self-regulated learners use in the forethought phase of learning (Zimmerman, 2000). As for the cases of Nana, Mutsumi, and Yaeko, they did not seem to see the importance of long-term planning at an early stage, and it affected their ability

to achieve their goals. It seems critical that first-year students set a specific goal early and persist in order to achieve that goal by planning effectively.

Coursework and Self-Study

Self-regulated learners use some self-instruction skills in the performance phase of their learning. However, it seems that most of the participants in the lower-proficiency group could not make use of effective self-instruction skills with the exception of Yaeko. For example, Konomi's only strategy was to get a front seat in classroom. She strongly believed that getting a front seat was the most effective strategy for her to succeed. Even though she had bought a TOEIC textbook for self-study, she did not continue taking the time to self-study English. In the beginning of the first semester, she felt that one lecture course pace was so fast that she could not keep up. Taking a senior student's advice, she started using a memo function on iPad to take notes. However, she never mentioned again about organizing lecture notes in the second semester. It seemed that Konomi could not or did not try to take enough time to study, because cheerleading practice took higher priority and she was distracted by troubles with her friends. Personal problems left less room for her to self-regulate learning. Nana, also a business major, mentioned organizing lecture notes for business courses; however, her study was always last-minute cramming. In both first and second semesters, she barely finished organizing notes to prepare for the final exams. She also could not stop sleeping in class throughout the year. She recognized that sleeping was her problem—however, she did not find an effective strategy to cope with sleepiness. One time at the

end of the first semester, Nana decided to change her sleeping habits, however, she started sleeping again in the second semester.

Both Konomi and Nana tried to study with their friends, but they both had difficulty in making this a regular routine. After Konomi got a new roommate, she and the roommate woke up early and studied in the morning. However, Konomi felt so sleepy during class. The practice of studying in the morning quickly disappeared. Nana started to join the study group in the morning for bookkeeping. However, she stopped going by the end of the first semester, because she felt that her study mates were so intelligent that she could not keep up with them. They had persistence problem. Both Konomi and Nana showed a slight use of organizing and transformation skills (Zimmerman & Martinez-Pons, 1986). However, neither of them practiced effective planning skills nor developed effective attention focusing skills during class, and both did not keep utilizing helpful resources (e.g., peers) (Zimmerman, 2000).

Mutsumi, an English major student, tended to think that self-study was better than the coursework. She somehow believed that the coursework would have no effect on improving her TOEIC score. In the beginning of the first semester, she quickly finished her homework in order to take more time to self-study TOEIC vocabulary in the dormitory. However, she did not continue this study until the end of the first semester. On the other hand, she gained confidence after her score improved in September, because of her self-study during summer break. After that, in the second semester, she started taking the coursework more seriously. She used an English-English dictionary and submitted dictation homework every week. However, this study

habit disappeared toward the end of the first year. Her part-time job took up her study time. She was not studying for the courses anymore, but used an application on iPad to study vocabulary and study for TOEIC. She did not report whether her score had improved or not. She was too busy with part-time job to self-regulate her learning. She had a problem with persisting.

Similar to Mutsumi, Yaeko also did not believe the coursework would lead her to improve her TOEIC score at first. She wanted to balance the coursework and self-study, but it was difficult for her because she was barely adjusting to her new dormitory life. However, toward the end of the first semester, she started to see the good points of coursework and started studying hard for classes. In the second semester, unlike Mutsumi, she managed to balance her coursework and self-study. Yaeko did dictation homework every day. In addition, she studied questions in Part 7 of the TOEIC or studied vocabulary on her own. These study methods were not a frequently used strategy among high achievers (such as organizing and transforming information), but they were listed as one of the SRL strategies as rehearsing and memorizing in Zimmerman and Martinez-Pons (1986). She utilized the skills of self-vocalization, self-reflection, environmental structuring, and seeking help.

Motivational Strategies

Unlike the participants in the higher-proficiency group (except Fumiko who worried so much), all four participants in the lower-proficiency group showed a tendency of being easily distracted by their emotions. Some of them learned to cope

with emotional stress, and others did not. For instance, Konomi tended to be emotionally distracted by troubles with friends. In the first semester, she suffered from lack of sleep and short study time because of her first roommate. After she got a new roommate in the second semester, she had no problem in the dormitory; however, she had trouble with teammates in the cheerleading club. After solving the problem in the club, she had another conflict with her friend. This incident troubled her for a long time and she could not stop thinking about the problem during class. Konomi did not develop the ability to control her emotions throughout the year. Similarly, at first Yaeko was greatly distracted by her worries about dormitory mates and friends. In the first semester, she could not concentrate on her studies because of the noise from next door. She was worried about being excluded by her immediate peer group and felt obliged to stick with the group all the time. However, in the second semester, she decided to focus on her studies, remembering her gratitude toward her parents. She started to decide days to eat lunch with friends, and deleted twitter accounts to avoid stress. In this way, she started to structure her environment more.

Similarly, Nana learned to control her emotions as well. She used to feel insecure when she saw dormitory mates study in the shared room until late at night, because she worried if she would get behind. However, toward the end of the first semester, she realized that it was more important for her to get more sleep, and she decided not to compare herself with others. Since then, although Nana still had sleeping problems, she no longer mentioned her worries about peers. On the other hand, she showed a tendency to believe that other students were more intelligent than her. In the

beginning of the first semester, she started joining a study group for bookkeeping in the morning. However, by the end of the semester, she stopped going because she figured out that she could not keep up with other students. Avoiding stress was one strategy that allowed her to control her emotions; at the same time, Nana did not try to catch up with other students by working harder.

On the other hand, Mutsumi did not worry about friendship so much. However, it seemed that she could not overcome her lack of confidence and the lack of confidence seemed to prevent her from taking action. For example, at the end of the first semester, even though she thought she should participate in an internship, she ended up worrying and not doing an internship during the summer. Similarly, she was merely worried about study abroad and she did not go on a short trip abroad during the summer, nor did she visit the study abroad agency until the end of the second semester. She finally put her plan into action, after I gave her a push, to visit the agency. Later she finally went to Canada and she gained a little more confidence.

As discussed, Yaeko and Nana showed some development of strategies to control their emotional stress. In contrast, Konomi and Mutsumi did not control their worries. In Nana's case, even though she coped with her stress, her belief that other students were more intelligent prevented her from working harder. In Mutsumi's case, her low self-efficacy prevented her from taking action. Use of motivational strategies, such as focusing concentration and controlling emotions, is another characteristic that highly self-regulated learners demonstrated as discussed in Zimmerman (2011). Only Yaeko successfully developed these skills fully. Yaeko used self-vocalization to

motivate herself to study more. She was also able to reset goals to something more attainable. Dweck (2008) discussed that a growth mind set is based on a belief that intelligence is malleable. If a learner does not believe in this effect of learning, they would stop making efforts, like Nana. Similarly, high self-efficacy is closely linked with self-regulated learning (Bandura, 1997; Pajares, 2008; Zimmerman, 2011). Studies reported that self-efficacy has influences in all three phases of self-regulation: forethought, performance, and self-reflection. When students do not believe in their capabilities, they are unlikely to devote themselves in setting goals and planning to succeed academically. It seemed that Mutsumi was not confident on her decisions and she could not take actions until the end of the first year.

Self-Reflection

In terms of self-reflection skills, most participants in the lower-proficiency group did not reflect well on their learning, so they did not make changes to their behavior for better learning. Instead, they tended to attribute their results to uncontrollable factors, such as teachers and office workers. This was contrary to the participants in the higher-proficiency group. For example, at the end of the first year, Konomi regretted not having been a proactive student in class. In retrospect, she felt that she was more active in the first semester, when the teachers did not explain everything, so that she had to find resources and supplement her understanding by herself. However, the teachers in the second semester explained everything slowly and thoroughly, so she stopped studying proactively. In this way, Konomi believed that the

teaching styles was the cause for her not being a proactive learner in class. Similarly, Nana often believed that her teachers were responsible for her learning. Upon arrival to college, she felt that professors in college were not good at teaching. In the middle of the second semester, she thought that because a teacher kept talking in a lecture class, she could not stop sleeping in class. In the end of her first year, she was still complaining about her teachers for covering too much content in such a short semester, so she could not finish studying in advance for final exams. Nana often regretted not studying hard and not being able to improve her GPA and TOEIC score. She tended not to reflect on her own behavior, but rather to blame teachers.

Mutsumi also did not reflect well on her experiences. She had wanted to study abroad, but she did not visit the college office to get further information. She thought that it was the office staff's fault for not giving clear information about internships and the job hunting process. At the end of the first year, she even complained about the office for not informing her of the orientation schedule in advance, because she already had scheduled part-time jobs. She could have searched for the information by herself or reduced her hours at her part-time jobs. However, she just blamed others and did not reflect on her own behavior.

Yaeko tended to put responsibilities on others as well in the beginning. She could not pass the entrance exam of the university where she had wanted to go, and she thought it was because her cram school teacher was inexperienced. In the first semester, she thought the English courses in college were not useful for her score improvement. However, toward the end of the first semester, she stopped complaining about others.

She started to see the benefits of the courses and started to study more for the coursework and in her self-study in the second semester. She became able to reflect more on herself and tell more about the specific study methods she was using in the second semester.

In this way, Yaeko gradually started to reflect on herself and exhibited self-analysis skills, which self-regulated learners use in the reflection phase of learning (Zimmerman, 2000). On the other hand, the other three participants, Konomi, Nana, and Mutsumi, attributed their results to external factors, rather than to their own behaviors. They could not reflect on themselves, so that they could not make changes in the next learning phase. This corresponds to a characteristic of reactive learners discussed in Zimmerman (2004).

Extra-Curricular Activities

The four participants in the lower-proficiency group have some similarities and differences in terms of underdeveloped SRL skills. Moreover, it seems that extra-curricular activities interfered with their studies to some extent. First, all four of them lived in the dormitory. Living in a dormitory seems to offer extra challenge for first-year students, especially in the first semester (see Wilcox, Winn, & Fyvie-Gauld, 2005, for discussion on living in the dormitory and transition). Konomi's roommate stayed up late and Konomi had difficulty sleeping and taking enough time to study. Nana at first struggled to get used to dormitory life, especially to doing all the chores on her own. Mutsumi could not take proper care of herself (eating properly) and felt overwhelmed

by having to pack up before summer. She got sick at the end of the first semester.

Yaeko also felt stressed living with others in the dormitory and constantly feared being excluded by others. Similarly, among the four participants in the higher-proficiency group, only Fumiko was a dormitory student. Unlike other participants in the group who commuted from home, Fumiko also tended to be greatly influenced by the dormitory mates. When she had a good roommate she was able to study, but when a new roommate was not hard-working, Fumiko's motivation to study also dropped. Whereas these dormitory students had more exposure to student activities (because the dormitory students encourage each other to join these activities) and they got more involved and enjoy the experiences and friendship especially during the college festival, living in the dormitory seems to be a challenge for the first-year students especially in the beginning. Although living in the dormitory certainly helped these students build friendship and sense of belonging as Wilcox, Winn, and Fyvie-Gauld (2005) suggested, it also posed a challenge to a smooth transition into collegiate academia to the participants in this study.

As it was also challenging for the participants in the higher-proficiency group to manage the balance between their studies and other demands such as job hunting, club activities, and part-time jobs, the participants in the lower-proficiency group dealt with these demands more poorly. Two of them managed to achieve their goals with much difficulty in the end. Others did not even have a part-time job or participate in club activities, but did not achieve their goals. In the case of Konomi, her priority was on the cheerleading club. Most of her time was taken up for baton practice. At the end of the first year, she lost her motivation to study and do job hunting. However, she managed to

overcome her ambivalence and got a job in a local bank in her second year. Similarly, in Mutsumi's case, her part-time job took up most of her time in the second semester. At the end of her first semester, she was working more than three days a week and did not even study for final exams. By this time, she was not taking any action to achieve her goal, to study abroad. However, after she gained the courage to study in Canada in the spring break of the second year, she managed to study hard and passed the transfer exam for the affiliated university.

On the other hand, Nana and Yaeko did not participate in club activities nor have part-time jobs. Nana did not mention any other activities as her priority, but she could not study more than she felt necessary. She failed to plan her study and had trouble concentrating. She did not get a recommendation for transfer to the affiliated university from KWC, and she failed a general transfer exam in her second year. In the case of Yaeko, she had a part-time job in the first semester, but quit soon. In the second semester, she started concentrating on her studies. However, probably because her GPA was too low in the first semester, her GPA in the second semester did not improve enough to be recommended for transfer to the affiliated university by KWC. Whether she took a general transfer exam or not is unknown, but she graduated from college without getting a job or transferring to a university.

For these students, it seems to be too risky to take on too many demands in the first year. Upon entrance to the college, they were barely getting used to the new living environment. Once they became emotionally distracted with their worries, it greatly interfered with their studies. Eventually they were subject to the risk of not getting a job

or getting further education by the time of the graduation. The less prepared students should probably not take more demands, such as living in the dormitory or participating in club activities or part-time jobs. Perhaps additional support should be provided with their studies and career planning.

Developmental Levels of SRL Skills

Among the four levels of SRL development (Zimmerman, 2000), the participants in the lower-proficiency group seemed to be able to do some observation and emulation in the best cases, but did not get to the Self-Control level, with the exception of Yaeko. Konomi tried to use a note-taking strategy she learned from a senior student, but she did not continue using this strategy. She also tried to form a routine of studying together with her roommate in the morning, but this habit disappeared as she got busier with practice for the college festival. Nana also once tried to join a study group in the morning, but she stopped going because she felt she was not as smart as the study group members. Konomi and Nana observed their peers and attempted to emulate study skills but did not succeed in utilizing skills on their own.

On the other hand, Yaeko seemed to reach Self-Regulation level. In the first semester she was not very successful in her SRL. However, in the second semester, she started to reflect on her experience, used self-vocalization to motivate herself, planned her time to self-study English, and adapted more strategies to study. Yaeko became able to adapt her skills across changing condition. In contrast, Mutsumi did not seem to be at any level of self-regulation. She never mentioned any observation or mimicking

strategies of her peers. She especially seemed to lack the skill of self-reflection and tended to attribute her failures to others.

Table 11 summarizes the SRL skills and trajectory of TOEIC scores observed among the four participants in the lower-proficiency group.

Table 11. *SRL Skills and Trajectory of TOEIC scores of Four Participants in the Lower-Proficiency Group*

Phase	Forethought		Performance			Self-Reflection	TOEIC scores
	Goal setting	Planning	Self-instruction	Help-seeking	Motivational strategies	Self-reflection	
Konomi	△	△	△	△	×	×	240→420
Nana	×	×	△	△	○	×	220→345
Mutsumi	△	×	△	×	×	×	250→450
Yaeko	△	○	○	△	○	○	240→500 →450

Summary

While the participants in the higher-proficiency group showed successful functioning on the three-phase cycles of self-regulated learning, these participants in the lower-proficiency group showed how lack of success in one phase leads to dysfunction in another phase. In the forethought phase of learning, while the participants in the higher-proficiency group had clearer goals in college (except one participant whose career goal was rather vague), the participants in the lower-proficiency group had rather vague goals. This affected their failure in setting key sub-goals and strategic planning.

In the performance phase, most participants in the lower-proficiency group did not use self-instruction skills well. While two of them used more rehearsing and memorizing skills, they did not develop much of cognitively more demanding skills, such as organizing and transforming which the participants in the higher-proficiency group showed development. Although one participant (Nana) organized lecture notes, she had difficulty in planning her time, so it was always last-minute cramming. Another participant (Konomi) did not develop skills suitable to college learning style and placed more priority on club activity and failed to make consistent effort to study. In addition, unlike the participants in the higher-proficiency group (except Fumiko), all participants in the lower-proficiency group tended to be distracted by their emotional distress. Only Yaeko developed strategies to control her worries. In this way, lack of success in setting clear goals and planning in the forethought phase led to poor strategy implementation in the performance phase. It was clear that use of more simple strategies was a notable characteristic of lower-proficiency group and controlling emotions was another important factor to assist self-instruction in the performance phase of learning.

Similarly, most of the participants in the lower-proficiency group did not reflect well on their experiences. Only Yaeko learned to reflect and make changes on her behavior in the next learning task, like the participants in the higher-proficiency group. However, three participants in the lower-proficiency group could not even reflect on themselves and attributed failure to other factors, such as bad teaching styles. Having difficulty in self-analysis led to unsuccessful goal setting in the planning phase in the next learning task.

In addition, competing demands such as living in the dormitory and extra-curricular activities seemed to pose an extra challenge to these participants in the lower-proficiency group. The start of the second semester was a particularly risky time for these participants in the lower-proficiency group. In the second semester, the classes were becoming more difficult with fewer easier classes like first-year semester, they were getting ready for the school festival, and more demands were being put on them from their clubs and student government. More exam dates for certificates were scheduled in the second semester. In addition, they had to think about job hunting and preparing for the exam to transfer to the affiliated university. Part-time job added more problem for Mutsumi, who could not take enough time to study. In many cases, the students were doing some of these things for the first time, and therefore had difficulties in understanding ahead of time what was going to be involved, what kind of goal setting and sub-goals were needed. As a result, they had trouble setting goals in these newer areas. It cannot be recommended that they take on more demands; rather, additional support with their studies and career planning should be provided.

CHAPTER 6
THE ADVISEE GROUP:
CLEAR DISTINCTIONS BETWEEN HIGH AND LOW
SELF-REGULATED LEARNERS

In this chapter, I present findings concerning the seven participants in the advisee group. In this group, the differences between highly self-regulated learners and less self-regulated learners are distinct. Their trajectories are presented by participants grouped together according to their cohort and majors, since they have some similarities in their experience. Hitomi and Fuyuki, both performed very well academically, had already developed SRL skills in the first semester and continued to adjust them for even better learning. Mitsuko and Yoshiko, despite many advising visits, could not develop their study skills and did not attain their goals. Itsuki and Rumi experimented and made adjustments in their development of SRL skills from the first semester to second semester. Shiho worked very hard utilizing SRL skills in the beginning, but eventually she felt burnout and stopped studying. I first describe their trajectories into their first year of college and their SRL skill development. I then discuss the similarities and differences among seven participants' development of SRL skills during their first year.

Hitomi and Fuyuki (Exemplary Self-Regulated Learners)

In this section, I describe the trajectories of the first year of Hitomi and Fuyuki, who entered KWC in 2015 and majored in business. They both turned out to be

exemplary students in the two years they spent in college. Both were continuously listed among the top five students in the department throughout all four semesters in college. At graduation in March 2017, Hitomi was awarded for her academic performance and her contribution to student activities. Fuyuki graduated as the top student in the class. Hitomi and Fuyuki showed both similarities and differences in SRL skill development during their first year. Their stories are presented in parallel in chronological order, shifting from Hitomi to Fuyuki.

Both Hitomi and Fuyuki had clear goals from the entrance to college. Hitomi had been determined to excel academically in college, in order to make up for what she could not achieve in high school. Hitomi had failed the entrance exam to elementary and junior high schools, and had finally passed the entrance exam to enter the high school affiliated to KWC. Similar to Ichiko (in the higher-proficiency group in Chapter 4), Hitomi felt that the class level was so high that it was difficult to catch up with her high school classmates. Her second year in high school had been especially difficult—she constantly felt inferior to her classmates. Her classmate once said 「あんなにやっていたのになんでそんなに（成績）低いの？」 “Why did you score so low, even though you have studied so much?” She was very shocked and felt 「努力するのが怖くなった。」 “I was scared to make any more effort” (Interview 1, July 24, 2015, 28:03). However, by the time she entered KWC she had decided to do her best to get good grades, a high TOEIC score, and as many certificates as possible. She hoped to study abroad and transfer to the affiliated university. When she visited the Advising Room (on June 17, 2015), she asked for advice on how to improve her TOEIC score and how to

communicate well with foreign students and teachers. Her TOEIC score in April was 400 and her goal was to get 500 in the official TOEIC test on June 28. I recommended that she practice solving questions with the official TOEIC textbook, especially its reading sections. In addition, we talked about her reading more English books to get used to long passages. In terms of communication, I advised her not to care about grammar mistakes and not to hesitate to make mistakes. Hitomi had a clear sense of purpose and plans for her college life, so she visited the Advising Room to seek help for achieving that purpose.

Similarly, Fuyuki also had a clear goal in college and came to the Advising Room to seek help. Her reason for visiting the Advising Room was to get advice on how to prepare for her final exam in English class, which was in a TOEIC test format (June 24, 2015). Her TOEIC-IP score in April was below 300 and English was her weakest subject (indeed, she had gotten an A+ in all courses other than English in the first semester; Interview 2, October 23, 2015). I recommended she review questions in the textbook until she could mark everything correct, memorize the vocabulary in the list and shadow the listening questions in her spare time. In Interview 1 (on July 24, 2015), Fuyuki told me that she had taken a break for three years after graduating from high school. She had hated high school so much that she did not feel like starting college immediately. She said: 「高校、学校が好きじゃなかったんです。学校が嫌いで、学校疲れたってその時思って」 “I did not like high school or schools. I hated schools and I thought I was tired of them” (Interview 1, July 24, 2015, 02:00). For the first two years, she had worked part-time; then in the third year she had studied on her own and

passed the entrance exam to KWC. At that time, she was not accepted into the affiliated university, and her parents had encouraged her to transfer after studying at KWC. Thus, her goal from the outset was to transfer to the university. However, her biggest worry was that she had no idea about how to study for the English test. That was why she had visited the Advising Room in June before the final exam period started. In this way, both Hitomi and Fuyuki had a strong sense of purpose in college, based on their experience prior to entrance, and in order to achieve their goals they did not hesitate to seek help by visiting the Advising Room in the first semester.

At the end of the first semester, Hitomi and Fuyuki reported on how they self-studied in English. They followed some of my advice, but also made adjustments. In Interview 1 (July 24, 2015), Hitomi reported that her TOEIC score had improved from 400 in April to 445 in June. She thought it was because she had studied well for the vocabulary tests in English class every week. Because the professor was so unpredictable, Hitomi had to study hard to answer all the possible questions. As a result, she did not have time to study the TOEC textbook as advised. However, as for communication, she took my advice and she became able to communicate more smoothly with both teachers and international students, because she tried not to care about her grammar mistakes. Fuyuki, on the other hand, while she was not very confident about her test results, reported that she had recorded her voice reading the vocabulary list on her smartphone and was trying her best to memorize it by listening to it all the time. She felt that that had worked well.

Whereas neither of them was very confident about English, Hitomi and Fuyuki both studied very hard for their business courses and exhibited SRL skills, such as planning skill, attention-focusing strategy, and organizing and transforming skills. Hitomi organized her tasks by writing a to-do list on her schedule book. Time management and strategic planning were crucial for her, because it took her two hours to commute to school from home. She had thought that sleep was most important and that she needed to sleep for 7 hours. Thus, she studied in school. After going home she did not study, except that she studied for bookkeeping on the weekends. Class time was most important for her and she decided to memorize everything during class. Like Yoshimi (in the higher-proficiency group), Hitomi bought a notebook for each class and took notes. During the 10-minute break before class, she checked the syllabus to preview the topics of the class so that she was ready for the class content (Interview 1, July 24, 2015).

Similarly, Fuyuki made notes for her lecture courses. In classes, she got a front seat so that she could concentrate on listening to the teachers. At home, she wrote up the key points from class in her notebook, in addition to the information she searched for on the internet to supplement her understanding. She tried to understand everything, so that she could remember everything from her notebooks when studying for the final exam. Even so, Fuyuki tended to worry about not getting a good grade. She had trouble sleeping when she read on Twitter about other students studying, so she slept only a few hours. Every day she went to bed at 9 or 10 p.m., woke up at 1 a.m., studied, then took a

bath at 6 a.m.; got ready and went to school by 8 a.m. to study before class (Fuyuki lived alone in an apartment). She said:

ツイッターとか見て、自分を追い詰めてるんです。みんなやってるって思うようにして。あんまりよくないやり方してるなとは思いますが。睡眠時間的にも、精神的にも自分で追い詰めてるんで。

I give pressure on myself by reading Twitter comments, telling myself that everyone is studying hard. I know this is not a good way, because I cut sleep and put too much pressure on myself. (Interview 1, July 24, 2015, 36:20)

Both Hitomi and Fuyuki had already developed some key SRL skills, such as strategic planning, attention focusing, and organizing and transforming skills in their first semester. However, Fuyuki tended to be distracted by her worries and had not found her ways to control her emotions and cut down her sleep hours.

The second semester was difficult for both Hitomi and Fuyuki in different ways. Whereas Hitomi had a busier schedule with her studies and student activities, Fuyuki was troubled by feeling more pressure from peers and teachers. Hitomi stayed in the library longer than before to study (until 8 p.m.). She felt that the course contents had become more difficult than in the first semester and that this required more thinking. However, she enjoyed this challenge, saying 「勉強に対する熱意だけは負けません。」 “I have a stronger motivation to study than anyone else” (Interview 2, October 28, 2015, 36:50). Hitomi stayed in the library and researched the points she had not been sure of in the textbook until she understood everything, like Fuyuki. She also tried to finish writing assignments quickly, so that she could prepare well for essay type questions in the final exams. She wanted to practice writing essay questions with evidence and

sound logic. In this way, Hitomi was able to recognize the new task, analyze what needed to be done, set aside time to practice, and reflect what she had done.

The study exhausted Hitomi every day; she felt burned out on weekends (Interview 3, January 26, 2016). However, her hard work seemed to be paying off. Her TOEIC score improved from 445 in September to 550 in November. Being somewhat modest, she thought it was because of the advice from her teacher in the Saturday class. He made students do shadowing repeatedly during the class and advised that they should listen to English every day. Taking that advice, Hitomi continued to listen to English for 10 minutes a day no matter how tired she was. Instead of studying a vocabulary book, she started to check unfamiliar words while she was doing shadowing. She explained:

英語の勉強の仕方は変わったかもしれませんね、やっぱり。550 取ったときは、本当にリスニングばかりやって。リスニングやってると、わかんない単語ってシャドーイングできないじゃないですか。それを調べる、みたいな。単語を増やしていきました。単語帳とか見るのがあんまり好きじゃなくて。知ってる単語とか見ると、だんだんだるくなってきちゃって。だから、そう、まとめて勉強っていうんですかね、わかんないですけど。単語は単語で勉強するっていう勉強の仕方をやめたっていう感じです。

I think the way I study English changed. When I scored 550, I really focused on listening. When you listen to English, if you do not know the words, you cannot do shadowing. So, I check the unknown words when I come across them. That is how I increased vocabulary. I do not like studying vocabulary books very much. If I see the words I already know in the book, I lose motivation. So, I do not know how to call it, but I study English holistically. I stopped the way I study just vocabulary. (Interview 3, January 21, 2016, 13:54).

Hitomi adapted more holistic way to study English, rather than just focusing on memorizing vocabulary.

In this way, she felt that her self-study in English had improved in quality. She was happy when she was selected to go to the study abroad program in New Zealand,

and she prepared for study abroad by researching New Zealand during the winter break. This was her first time to go abroad, so she researched about sightseeing sites, such as chocolate factories and penguin colony, and the carry-on baggage policies to protect the environment in New Zealand (Interview 3, January 26, 2016). Hitomi's SRL skills seemed to have developed to the use of more cognitively rich strategies rather than merely memorizing and rehearsing.

Even though Hitomi studied very hard, until the point of frequent exhaustion, she also managed to participate actively in student activities. Rather than letting the student activities take over her study time and add emotional distress, Hitomi took the challenge positively. For the college festival in October, she joined the committee to organize exhibition sections as a vice leader. Her job was to support the leader in organizing clubs and seminar groups which would make poster sessions during the festival. It was challenging for her to communicate with many different students in the groups and to keep everything on schedule. After the college festival, she had decided to become chair of the election committee within the student government. Her job was to plan and conduct elections to choose members of the student government. From time to time, she had to confront conflicts between committee members, and deal with the many other troubles that arose. Through these experiences, Hitomi felt that she had been able to change her thinking. She told me that she had become far less self-centered and judgmental. Through this leadership experience, she became able to understand the other students' points of view and acknowledge that everyone was doing their best. She talked about her change after the college festival:

今まで「あの人がやってないじゃん」って見つけちゃうタイプだったので。それをあまり気にしなくなったかなって。自分がこうやったから、人にもこうあるべきって押し付ける価値観だったけど、そうしなくなった。「あの子はあの子で頑張ってるな」って、人と話すようになったからだと思うんですけど。

I used to look for people who were not working hard and point it out. I do not care so much anymore. I used to expect others to do the same as I do things, but I do not do that anymore. I now think “she is doing her best in her own way”, maybe because I now talk with others more. (Interview 2, October 28, 2015, 17:55)

Hitomi was trying to make some strategic adjustments to her interpersonal skills. She reflected that the second semester was very busy, but also satisfying (Interview 3, January 26, 2016).

Fuyuki did not participate in any extra-curricular activities, but focused mainly on her studies. The second semester was more stressful for her in the beginning, but Fuyuki learned to manage her stress and also experimented and found a better way to study. In the beginning of the second semester, she began to feel much more pressure about staying on the top list of the department. She said, 「プレッシャー感じちゃって、後期の方がしんどい感はあります。」 “I feel so much pressure that the second semester seems harder than the last semester” (Interview 2, October 23, 2015, 56:16). Since the announcement of the list in September, her friends asked her how to study; others became her rivals. Still others followed her during class, getting a seat next to her to watch how she studied. Fuyuki felt even more pressure when the professors congratulated her for being on the list. She thought she had to keep the good grades. She got sick around the time of college festival, and in order to catch up with the class, she studied even harder. She read the twitter comments of the good students to motivate herself to study, but she did not write anything herself because she did not want others

to steal her way of studying (Interview 2, October 23, 2015). However, toward the end of the second semester, Fuyuki found out that other students were not studying as hard as she had. She heard other students talked about how they were not preparing for final exams. After that, her anxiety level gradually decreased and she slept more compared to the first semester. In addition, she found that writing everything in the notebook was rather a waste of time, and she started to photocopy the handouts on the notebook and make notes in the margins. Instead of writing down all the information, she started to focus more on listening to the professors during the class and writing the key words from the chapter in her own words in one page on the notebook (Interview 3, January 29, 2016). On the other hand, English received low priority. Fuyuki's TOEIC score improved 30 points from April to September, but she did not feel like studying any more than necessary, saying 「私も英語上げたいなって思ったけど、そんな授業外のことまで手が回らなくて」 “I wanted to improve English, but I cannot make time to study other than coursework” (Interview 2, October 23, 2015, 01:08: 36). Although Fuyuki did not find an effective English study method, her SRL skill for general studies developed from copying to summarizing, and she also learned to manage her anxiety.

In addition, both Hitomi and Fuyuki were good at asking for help. Hitomi never hesitated to ask questions to professors whenever she had some points which she did not understand from the course material (Interview 1, July 24, 2015). She also had two professors to talk to whenever she had personal problems (Member Checking, February 1, 2017). Similarly, Fuyuki never hesitated to ask for help. Throughout the year, she often visited the Learning Support Room if she had questions about bookkeeping,

English, and needed advice about how to write reports (Interview 3, January 29, 2016).

She also visited professors when she lost her motivation to study. For example, she said:

とりあえず先生のところに行って話しに行つて、気持ち作んなきゃって思つて話を聞いてもらつて。昨日は学習センターのFさんのところに行って、あー勉強しなきゃって思いました。(中略)学部を悩んでてつて言う話を聞いてもらつて、そこで勉強したつて感じですか。できるだけそういうところに行って気持ち作んなきゃつて。(中略)K先生のところに行って、すごい相談に乗つてもらつてます。学生時代どつう勉強してつたんですかつてつう話を聞いたりして。

I visit professors to raise my motivation by talking with them. Yesterday I went to the Learning Support Center to see Ms. F and got motivated to study. ...I talked about which department should I choose then I studied there. I have to raise motivation by visiting these places as much as I can. ...I also visit Professor K and he listens to my problems. I ask him how he studied when he was a student. (Interview 2, October 23, 2015, 24:30)

Although neither Hitomi nor Fuyuki came back to the Advising Room after their first visit, visiting me in the Advising Room had been one of their strategies to utilize available resources on campus.

When we met for the member checking session at the end of their second year, both Hitomi and Fuyuki reported that they had achieved their initial goals. Hitomi was accepted to transfer to the Economics Department and Fuyuki was accepted to transfer to the Education Department. Hitomi studied in New Zealand in the end of her first year in March and her TOEIC score improved to 595 by December. She also passed the pre-1st grade for a bookkeeping certificate. Meanwhile, she continued to serve as chair of the election committee and leader of the exhibition section of the college festival. Similarly, Fuyuki continued to study hard and served as a leader for her seminar group. She also ranked 20th in the national Microsoft Specialist competition. English was her

only weak subject, but she managed to score 375 on TOEIC, passing the requirement for the transfer exam.

Neither Hitomi nor Fuyuki changed their original goals, and they both persisted by placing priority on their studies. They experimented with note taking styles and found the best system for themselves. They were also good at seeking assistance from professors and utilizing available resources. Hitomi managed to take on leadership roles in student activities in addition to her studies. Fuyuki showed some vulnerability to anxiety, but she managed to control the pressures. Both Hitomi and Fuyuki exhibited characteristics of highly self-regulated learners, such as the use of strategic planning skill, organizing and transforming skills, controlling emotions, and seeking for assistance.

Mitsuko and Yoshiko (Students Struggling with Unrealistic Goals)

In this section, I describe the trajectories of the first year of Mitsuko and Yoshiko, who entered KWC in 2015 and majored in English. Both of them visited the Advising Room more than once during their first semester. They were the only ones who visited the advising repeatedly among the participants in the advisee group. They seemed to lack basic knowledge of English vocabulary and grammar, and both needed substantial support. Mitsuko and Yoshiko showed similarities in the way they could not develop their SRL skills during the first year. Their stories are presented in parallel in chronological order, shifting from Mitsuko to Yoshiko.

Both Mitsuko and Yoshiko did not have the experience of studying hard in high school. Mitsuko reported that she had never seriously studied in high school. She said, 「高校の時は、そこまで勉強に熱心じゃなかった。高3ぐらいになってくると、だらけてきてる自分がいて」 “I was not very serious about studying in high school. I got lazy especially in the third year” (Interview 1, July 27, 2015, 06:55). She had first wanted to be a nurse, but in the second year of high school, she figured out that she was not good enough at math and science. Then she saw her favorite soccer player play in foreign countries, and thought she wanted to go abroad to use her own English. She got a recommendation from her high school and came to KWC to major in English. On the other hand, Yoshiko wanted to come to KWC because her mother was a graduate of the college. However, her grades in high school were not good and did not improve, even after she started going to cram school. She said she was going to the cram school “very reluctantly” 「嫌々行ってた。」 (Interview 1, July 28, 2015, 11:08). Then her parents sent her to a one-month study camp during the summer of her senior year in high school. There she reviewed English grammar, starting with the very basics. After a month, she improved her English test score that still allowed her to barely pass the entrance exam to KWC (Advising Session 1, July 1, 2015).

During her seven visits to the Advising Room in the first semester, Mitsuko showed little development in her SRL skills. When she first visited the room on June 10, 2015, she told me that her dream was to study in New York, and asked how she could improve her English. These were vague goals and she was unable to break down into sub-goals. Her TOEIC-IP score had been below 300 in April. Even after two months

since the start of the semester, she still did not understand instructions in English conversation classes. In composition class, her teacher scolded her because she had used a translation website for her assignments, so her sentences were incomprehensible. In one of her English courses, she had been given a weekly vocabulary quiz, matching a word to an English definition. However, her score was always low because she had never studied using an English-English dictionary. Instead, for self-study she had tried to study words in a TOEIC vocabulary book, but she could not memorize them at all. I suggested that instead of studying the vocabulary book, she should check all the unfamiliar words in her course textbooks and write down their definitions using an English-English dictionary. In addition, we decided that she would write a sentence using the new word after she checked its definition.

After the first visit, Mitsuko did the advising assignments only twice in the next six visits, because she could not manage her time and motivation to study well. In her second visit (June 17, 2015), I checked 20 sentences she had written since our last advising session. In most cases, she had just changed a few words in the example sentences on the dictionary. Thus, most of her sentences were incorrect because she had written them without fully understanding the meaning of the example sentences. In her next visit (Advising Session 3, June 24, 2015), she had not written any new sentences since her last visit. When asked why, she said:

なんかモチベーションが…。ゼミのレポートとかが、まあ言い訳になっちゃうんですけど、基礎ゼミのレポートがやばくて。ずっとそれに（時間を）使ったりだとか、テスト勉強に使ったりとかしてたら。テスト結構あります、今週も小テストが。基礎ゼミのレポートがとてもヤバかったです、今日締め切りで。先週全然できてなくて、土日でもやろうって思ったんですけど、土日でも結構予定をちょっと入れてて。も

うやばいーって思って。そしたらこんなことに…。一応、英単語テストの単語は、意味と例文は書いて。英作文は作れなかったんですけど。

I have no motivation... I had a term-paper to write for the seminar. I know I am making an excuse, but I had a hard time with that paper. I spent all my time on the paper and studying for quizzes. I had many quizzes this week, too. The term-paper for the seminar was really hard. Today was the deadline. I could not work on it at all last week, so I was planning to do it on the weekend, but I had some plans on the weekend. I was in trouble...that is why I am in this situation now. At least I wrote down vocabulary and its definition and example sentences for the vocabulary test for the English class. I could not make a sentence on my own. (Advising Session 3, June 24, 2015, 00:05)

She had no time and motivation, because she had to write a mid-term paper and to take many short quizzes in class during the week. She was overwhelmed by many challenges so that there was less room for her self-reflection and persistence.

In addition, she talked about her worries about not understanding her native-speaking teachers at all in classes. I recommended that she do shadowing in her spare time. In the fourth visit (July 1, 2015), she had written seven more new sentences since the last visit. She had regretted not having made progress last time, so this time, she had decided to write at least one sentence per day. While I pointed out her mistakes, she could laugh at her own incorrect sentences. In the next visit (Advising Session 5, July 8, 2015), she had not written any new sentences again. She explained that she had had two final-term papers to write the previous week. She had not continued her shadowing practice either. Thus, we talked about where she could find 10 minutes to do shadowing every day (i.e., during her train ride, before going to bed). Mitsuko did not bring her composition work at all for her sixth (July 15, 2015) and seventh (July 22, 2015) visits. She explained that it had been difficult for her to find the time to self-study. She said:

勉強ができてないです。8時まで学校に残って勉強しようって決めたら、なんかもう家に帰っても疲れるし、朝起きてもだるくて。電車も、気づいたらもう着いてて。(勉強) やりたいのに。学校でも学校でしかやれないことって、パソコンとか、やるので。筆記の勉強とかができてなくて。

I am not studying as I want to. I decided to stay in school until 8 o'clock, then I get so tired at home, I am tired when I get up in the morning. I fall asleep in the train. I want to study more. In school, I do what I can do only at school, like using a computer. So, I cannot study, like writing. (Advising Session 6, July 15, 2015, 33:00)

We talked about time management; maybe she could do the same tasks in a shorter time and make the time to do what she wants to study, even for a short time. I advised her to take enough rest at home, so she could concentrate more while she is in school. In the seventh session (July 22, 2015), she could not do the advising assignment because of many course assignments and house chores (when she came to KWC, she started living at her grandparents' house that was closer to college and she had to take care of small cousins). She said:

勉強する気が落ちてきちゃって。課題とか、必要最低限のことしかしなくなって。(自分の勉強は) 全然できなかったです。もう私疲れた、嫌だ、みたいな。

I am losing my motivation to study. I do only minimum requirements, such as assignments. I could not study for myself at all. I am like "I am so tired. I do not want to do this." (Advising Session 7, July 22, 2015, 07:20)

During the first semester, Mitsuko had a hard time adjusting to her new life (i.e., new living environment, long commute, academic demands in college) and difficulty finding her time to study for herself. Eventually she was losing her confidence and motivation to study.

Similarly, Yoshiko could not study as steadily as she planned. Yoshiko visited the Advising Room three times in the first semester. In her first visit to the Advising Room (July 1, 2015), she said that she wanted to improve her TOEIC score to 600 in

order to get a job as a flight attendant. However, her score in April was 280. In order to apply for the job, she needed to get over 600. She thought she lacked basic knowledge of English grammar, and she had never made or followed a self-study plan. I found out that she had just bought the Japanese version of *Basic Grammar in Use* (Murphy, 2011) on the recommendation of another professor. Thus, we decided that she would study the grammar book for the following week. In her second visit (July 8, 2015), Yoshiko showed me that she had studied only Unit 1 (2 pages) and that she had made many mistakes in the use of the be-verbs. We reviewed how to use *is* and *are*. Like Mitsuko, Yoshiko was also worried about her listening and speaking skills in class. Thus, I recommended she practice shadowing. She regretted not having studied more units. When we talked about plan for next week, she explained how this would be challenging for her:

実は…こんなに本当に英文法を自分で勉強するのって初めてで。今まで授業でこういうのやってたんですけど、パーって聞いて、パーって理解して、すっと忘れるっていうのが私の基本だったので。だし、先生の授業についていけなくちゃっていう焦りと、メモしなきゃっていう焦りと、やらなきゃいけない不安、でもわからない、みたいなのがずっと続いていたので。自分ですんなり理解するっていうのが全然できなかったんです、高校時代。なので自分でこう変わろうって思って（テキスト）買ったのも初めてだったし。やろうって決めたのも大学に入ってからなので。

Actually, it is my first time to study the English grammar by myself seriously. I studied grammar in class, but I listened carelessly, understood for the moment, then quickly forgot. That was my pattern. Also, I was constantly worried about keeping up with the teacher, taking notes, and having to study, but I did not truly understand. I did not try to study until I understood by myself in high school. So, this is my first time to buy the textbook because I want to change myself. I decided to do this after I came to college. (Advising Session 2, July 8, 2015, 14:17)

In the next session (Advising Session 3, July 15, 2015) she had studied four more units. She had made some mistakes again on the use of be-verbs, but when we were reviewing,

she was able to notice these mistakes by herself. She planned to do five more units for the following week, but she canceled the appointment on that day for unknown reasons.

Both Mitsuko and Yoshiko came to the Advising Room every week, but they could not study as they planned. They showed no steady progress, as they studied once or twice, instead of practicing consistently. They tended to worry about their lack of basic knowledge of English and their inability to listen, yet they could not make steady efforts. Both Mitsuko and Yoshiko had difficulty in managing both their study time and their anxiety.

When asked how they used their time during the semester, Mitsuko and Yoshiko seemed to lack the planning skills needed to set sub-goals and use their time working on these goals. Mitsuko had been dreaming about going to New York but she realized that it was not realistic financially. She had no specific career plan, so at the time of Interview 1 (July 27, 2015), she was debating whether to get a job immediately to save money or transfer to the affiliated university. She also wanted to get many certificates, such as for secretarial work, Chinese characters, and announcing, but these goals were too many, with a lack of understanding of what might be entailed to attain each goal and she had no specific plan when and how to study. It was a problem of not knowing what is needed and how to reach the goal.

On the other hand, Yoshiko was sure that she wanted to be a flight attendant. Transferring to the affiliated university and then becoming a flight attendant was one option, but she was not confident if she could get a higher TOEIC score and GPA in order to pass the transfer exam. Yoshiko did not do any strategic planning as to how to

use her time. During the free time slots between classes, she usually spent time with her friends talking in the cafeteria. Only when she needed to do homework did she go to the computer room or do homework on the train using her smartphone as a dictionary. She also never studied at home. She said, 「追い詰められると課題をやるタイプなので、その(授業)前の空きコマにガーッとやったり」 “I do homework only in the last minute, so I try to finish it frantically during the free period just before the class” (Interview 1, July 28, 2015, 05:19). During the college festival period, she used all her free time slots to practice her dance performance; and she did her homework on the bus (Interview 2, October 26, 2015). Mitsuko lacked planning skills and her goal was vague. Yoshiko had a clear goal, but lacked the skills of setting sub goals and planning time to study.

After the first semester, Mitsuko gradually lost her motivation to study and started becoming heavily involved in student activities. During the summer break, her mother told her that it would be difficult for her to join the study abroad program in New Zealand in March. Mitsuko did not talk about this plan in Interview 1, but she had been wanting to apply for the program, so she was very disappointed (Interview 2, October 21, 2015). The second semester was busier with more classes, so Mitsuko started using a schedule book to make a to-do list. She said:

大学祭もあるし、課題あるしーって思ったら、ちゃんとスケジュール立てていかなきゃって思って。前期は立ててたんですけど、曖昧すぎて。見返した時に「うわ、超おおざっぱ」みたいな。ちゃんと色分けとかして。大事な行事は赤で、テストは青で、課題は緑、とか決めて。空きコマのところはこれやる、とかちゃんと決めて、やったら消す、とか。そしたら結構いい感じに。

I thought that I should plan my schedule, because it was college festival time and still we had assignments. I also planned in the spring semester, but it was vague. I looked at it again, and I felt “Oh, this is so vague.” Now I use colors: red for important events, blue for tests, green for assignments, for example. I

decide what to do in the free slots between classes and when I complete it, I delete the list. Then it is going well. (Interview 2, October 21, 2015, 06:05)

However, it was difficult for her to continue managing her time. She visited me at the Advising Room (Advising Session 8, November 11, 2015) and complained about how she had too much homework and had no time to study.

In the middle of the second semester, Mitsuko joined the student government section that supervised club activities. She had decided to join because she was very inspired by the senior students who worked hard when Mitsuko performed in the chorus group at the college festival. The student government met after school every day, so her schedule got even busier. She was so tired that she could not keep herself awake during the train ride (Interview 3, February 2, 2016).

Mitsuko was good at using available resources, but it also seemed to connect with her effort-minimizing attitude. This attitude did not change throughout the year. Taking a senior student's advice, Mitsuko had decided to use all the resources available in college. Thus, she came to see me at the Advising Room in the first semester. Moreover, she joined the extra sessions at the English Speaking Center every week and made a friend with an international student (Interview 1, July 27, 2015). However, she had difficulty persisting in making efforts. Mitsuko noticed that her mistakes on the vocabulary tests had been decreasing, thanks to the composition exercises she had done for the advising sessions in the first semester (Advising Session 7, July 22, 2015). Despite noticing their effectiveness, she did not continue the exercise after the semester. Even though she had been scolded by her composition teacher for using the translation website before, she started using it again in the second semester. She said it took too

much time to write the essays, because she had to look up each word on the dictionary (Interview 2, October 21, 2015). For a reading class, she used to write all the passages on the notebook and translate them, but then she stopped. She thought it was too much trouble to check all the unfamiliar words in the passage (Interview 2, October 21, 2015). She was still weak in her listening skills. She just kept asking me what the most effective way to improve listening skill was, without trying the shadowing exercise I recommended. She also doubted the effectiveness of the dictation exercise that she had to do repeatedly during the listening class. She thought it was vocabulary exercise rather than listening. Even at the end of her first year (Interview 3, February 2, 2016), she asked me if it was better to memorize all the phrases in the textbook or if there was any good grammar book. Mitsuko showed no effort in looking for books in the library by herself or reading instructions in the textbooks. She wanted to improve the TOEIC score, but she was lost. She said:

なんか自分でも TOEIC 頑張ろうって思うんですけど、なんかどうしたらいいかなーみたいな。なんかやっぱ文法固めたほうがいいんですかね？リスニングも全然できてない気がして。(中略) 就職先も、世界に行きたいんですかね、日本から出たいんですよ。(中略) 自分の中では世界に行きたいって思ってるんですけど、英語ができてない、みたいな。650点はあるって言われて。

I think I will study hard on the TOEIC, but I do not know what to do. Should I build basics on the grammar? I feel that I cannot listen to English at all. ...For a job, I want to go abroad, out of Japan. ...I want to go abroad in my mind, but I do not have English skills. I was told that I would need at least 650 (on the TOEIC). (Interview 3, February 2, 2016, 46:09)

Mitsuko continued to have a goal, but it was rather a far-reaching goal for her. It was difficult for her to see that each small task was a small step forward to reach her goal. It seems that she did not want to make efforts to do these small tasks.

In contrast to Mitsuko, Yoshiko chose to avoid the potential for failure. She stopped studying the grammar book by the time the second semester started (Interview 2, October 26, 2015). She had studied a few units during the summer break, but she did this during the break time for her part-time job, which was a very short time, i.e., 10 minutes, and she did not take a longer chunk of time to study.

夏休み中はふざけてました。先生と約束したじゃないですか。だけど、夏休みって気が抜けちゃうから、思った通りにできなくて。出来ませんでした。やりました、文法の教科書も。でも最後までできなかつたし、長文の問題読もうっていうのも全然チャレンジできなくて。(文法は)半分ぐらい。ぼちぼち。バイトの休憩中にやったり。バイトはやってたんですけど、週1回しか行ってなくて。

During summer vacation, I was fooling around. I promised with you, but I could not study as planned, because I felt a little too relaxed during summer break. I could not do it. I studied the grammar book, but I could not finish and I could not try to read long passages (of the TOEIC). I finished about half (of the grammar book). I studied it bit by bit, like during the short break at the part-time job. But I worked only once a week. (Interview 2, October 26, 2015, 01:20)

Instead of studying on her own, she started thinking about going to an airline school on the weekends (Interview 2, October 26, 2015). After she visited several schools, she chose one school and started to go on Saturdays in December (Interview 3, January 27, 2016). The school provided instructions on how to write a resume, put on make-up appropriately, and practice interviews in small groups. In addition, she had a private tutor in TOEIC at the school. Yoshiko said the tutor was very good because he provided tailored assignments every week and she just followed his instructions. Yoshiko was fortunate that her parents could provide financial support for her additional schooling. However, she chose the path to be instructed at the school, rather than planning and studying on her own.

Although both Mitsuko and Yoshiko could not persist in their self-study, their TOEIC scores steadily improved. However, they lacked reflection and self-analysis skills. Mitsuko's TOEIC-IP score was below 300 in April, but she scored over 300 in September. She explained about this score improvement that during the summer break she had studied the official TOEIC textbook every day. She even canceled her internship appointments in order to study for TOEIC in the summer. Her score improved to 450 on the official TOEIC in November. However, this time she did not know why her score had improved because she had not studied much. She said, 「勉強…したんですかね。記憶があやふや」 “I am not sure if I studied...my memory is not clear” (Interview 3, February 2, 2016, 08:05). In the following year, she got 540 in November. However, she could not explain what had contributed to her score's improvement. She could only think of perhaps having watched many movies in English, just like Fumiko (in the higher-proficiency group) who could not explain study methods other than watching movies and YouTube videos (Member Checking, January 30, 2017). Mitsuko was able to reflect on her self-study in the beginning, but later she seemed to lose this capability.

Yoshiko's TOEIC-IP score was 280 in April, but improved to 450 in September. Similarly, she could not explain why exactly her score had improved, but she said that it was because her TOEIC teacher in the first semester had explained the listening sections well. She was not planning to take TOEIC again during the semester because she was afraid that her score would drop again

TOEICは、毎回受けるたびにスコアが上がるよって誰かに言われたんだけど。でもなかなか自分でTOEICに挑戦しようっていう気持ちは、うーん…って感じで。

嫌なんですよ、落ち込んじゃう。下がるかもしれないっていうのが嫌なんです。
(中略) 受けなきゃいけないんですよ、わかってる。

Someone said the score will go up every time we take the TOEIC, but hmm...I do not have the guts to take it by myself. I do not want to feel down. I do not want to see my score go down. ...I know I have to take the test. (Interview 2, October 26, 2015, 26:06).

Yoshiko was afraid of the failure, so she had no courage. Also, her reflection did not lead her to study by herself. After Yoshiko entered the airline school, her score improved to 530 in May the following year. However, her score did not reach the requirement (600) and she did not get a job at an airline company (Member Checking, January 26, 2017). Both Mitsuko and Yoshiko lacked self-reflection skills that would have led them more effectively to the next phase of learning.

By the end of the second year, Mitsuko and Yoshiko had not achieved their initial goals. Mitsuko found a company she wanted to work for when she began job hunting, but could not get a job at the company. Later she got a job offer to work for another company. She told me that she would work at the company for a few years and save money in order to study abroad (Member Checking, January 30, 2017). Similarly, Yoshiko could not get a job as a flight attendant. She got a job offer from a cosmetic company. She said she would try for job interviews for an airline company the following year (Member Checking, January 26, 2017). In Mitsuko and Yoshiko's case, their initial goals were not very specific and practically unrealizable (i.e., studying in New York and get a score of 600 to become a flight attendant). They had difficulty breaking the goals down into sub-goals because they were not aware of the scope of their task to begin with. They did not hesitate to ask for help and they were good at

reaching for available resources; however, they tended to avoid making efforts and could not persist, or avoided the potential for failure. In addition, they did not reflect on their learning well, so that they did not take action to change their learning style in the next phase. Although they were the only ones who visited the Advising Room more than one time (others in the advisee group made only one visit), in the two years in college, it seems that they did not develop their SRL skills well.

Itsuki and Rumi (Students Progressively Developing SRL Skills)

In this section, I describe the trajectories of the first year of Itsuki and Rumi, who entered KWC in 2016 and majored in business. Both visited the Advising Room once in their first semester. Both Itsuki and Rumi went to correspondence high school. Itsuki failed an entrance exam to the high school where she wanted to go, but she did not want to go to the same high school with her junior high school classmates. Therefore, Itsuki chose to go to a correspondence high school (Interview 1, July 26, 2016). On the other hand, Rumi started going to high school, but she could not keep up with the class level and the busy schedule. She had quit school in the first year, and entered a correspondence school. Thus, it took her four instead of three years to finish high school (Interview 1, July 27, 2016 & Member Checking, July 5, 2017). Itsuki entered KWC through a recommendation from her high school. Rumi failed the entrance exam for both the affiliated university and KWC, but was accepted to KWC to fill a vacancy. For Itsuki and Rumi, the process of transition to college was not very smooth. However, drawing on difficulties faced during their first semester, they

developed some SRL skills. Their stories are presented in parallel in chronological order, shifting from Itsuki to Rumi.

Both Itsuki and Rumi had clear goals and set key sub-goals from the beginning of their first year. They were thinking about transferring to the affiliated university after graduating from KWC. In order to achieve their goals, they had visited the Advising Room earlier in the first semester to ask for advice on how to improve their TOEIC scores. Itsuki had not decided whether to do job hunting or continue her studies, but she wanted to improve her TOEIC score in case she wanted to transfer to the affiliated university (Advising Session, April 20, 2016). Her score was 305 in April, but she needed to get 350 or above in order to apply to transfer. I recommended shadowing to improve listening and a textbook for the TOEIC grammar section. On the other hand, Rumi was sure that she wanted to transfer to the Economics Department in the affiliated university (Advising Session, May 25, 2016). However, her TOEIC score was only 240 in April, so she wanted to know how to improve her listening and reading skills. Again, I recommended shadowing and we went to the library together and chose a textbook for the TOEIC grammar section.

Itsuki and Rumi tried to study English as advised, but the transition to college was challenging in the beginning. Itsuki went to the library and borrowed a book for the TOEIC grammar section after the advising session. She studied it every day, but could not finish the book because she got sick in the second week of May. She had a stomach flu and was absent from school for two weeks. This incident had a big impact on her. She suffered a lot of anxiety about falling behind in her classes. However, when she

went back to the dormitory, her dormitory friends welcomed her back warmly and the college staff and professors supported her smooth re-entrance to the classroom. She tried her best to catch up with classes by visiting professors and asking about what she had missed during the two weeks. She was depressed in the beginning, but thanks to this experience, she learned to be optimistic, because she thought nothing could be worse than this incident. In retrospect, she thought she had become sick because she had been under a lot of pressure not to fall behind the class and to get used to dormitory life in the first month of college. Thus, after this incident, she decided not to put a lot of pressure on herself. She said:

すごいやらなきや、やらなきや、みたいなのはありましたかね。やっぱり最初のうちに置いてきぼりにされちゃうと、あとあとになって積み重なってきちゃうんで。やれるところまでやらないと、って。高校の時は、授業のない学校っていうか、通信制の学校だったから余計に、生活環境っていうか、そういうのが一新して。怠けてた分、急にすぎりつく、みたいな。最初、大変なのは重々承知してたんですけど、なんか思った以上に体に負担が来たっていうか。

I was constantly feeling “I have to study. I have to study.” If I fell behind in the beginning, it would be even more difficult to catch up later. So, I felt I needed to try to keep up as much as I can. I went to a correspondence high school which had no classes, so the environment was totally new in college. I had been lazy (in high school), so I was barely hanging on in college. I knew it would be very hard, but it was putting more pressure physically than I expected. (Interview 1, July 26, 2016, 32:20)

Ituki overcame the difficult situation by getting unsolicited support from friends in the dormitory, in addition to help she sought out on her own. Unlike the participants in the lower-proficiency group, Itsuki dealt with the challenge in living in the dormitory well.

Similarly, the transition to college was not easy for Rumi. She also got sick from time to time. Rumi commuted to school from home for two hours and she came to school six days a week, including a Saturday class; so it was difficult for her to keep

herself healthy. She slept until late on Sundays. She had joined the brass band and the practice took place until 8 p.m. three days a week. Sometimes she skipped dinner because she was too tired when she got home. On the days she did not have practice, she stayed in the library and studied. She also used all the free time slots between classes to do homework. She said:

なかなか自分で取る時間がなかったんで、余裕がなかったです。空きコマをうまく使っていました。空きコマで宿題、課題をやったり。レポートは確かにできないから、材料集めぐらいの時間にして。どうまとめようかなってというのは、家でとか、電車が1時間かかるので、その間に考えられるところだけ考えて、みたいな感じですね。

I never had enough time for myself. I made good use of free time slots. During these slots, I did homework and assignments. I admit that I could not write a report in such a short time, so I used the time for collecting materials. Then, I thought about how to write it at home or during the train ride, because it took 1 hour in train. During that time, I developed ideas as much as I could. (Interview 1, July 27, 2016, 10:27)

In addition, she recorded the CD from the textbook of an English class on her smartphone, so that she could do shadowing in her spare time. In this way, by the end of the first semester, she felt that she could do shadowing better than in April. Even though it was challenging to balance her time between studies, brass band practice, and the long commute, and she sometimes got sick, Rumi managed to survive the first semester by using her spare time to study (Interview 1, July 27, 2016).

The second semester was even busier for both Itsuki and Rumi. They had to find ways to plan the time to study in order to achieve their sub-goals. Both of them decided to take tests for three kinds of certificates in November: secretarial work and two kinds of bookkeeping tests. Thus, they both took two Saturday courses (in the morning and the afternoon), which made their schedules even busier. In addition, both belonged to

the brass band, and Itsuki even belonged to another club, the tea ceremony club. As the college festival approached in October, both of them were very busy practicing for the performance. They thought the schedule would be lighter after the college festival, but they had other obligations to perform in November and December, so their practice schedules did not change (Rumi, Interview 2, October 28, 2016). Itsuki started to think about quitting the brass band (Interview 2, October 26, 2016). They somehow had to think about how to make the time to study.

Despite their busy schedules, both Itsuki and Rumi passed the certificate for secretarial work and one of the bookkeeping tests, but they failed another test for bookkeeping. They both took the official TOEIC test during the second semester, but their scores did not improve. Both Itsuki and Rumi made all kinds of efforts to pass the exams in different ways. Itsuki had almost no free time during the week. She had taken many courses this semester, so she had only one free time slot between classes in a day. That one free period was spent on preparing with seminar members for a presentation competition hosted by the city. Saturdays were filled with courses for the certificates, and on Sundays she needed to go grocery shopping, because she lived in the dormitory. She had free time only after 10:15 p.m. in the dormitory, so she used this time to make notes for her business courses. She wrote all the important information from textbooks and handouts into her notebook for the week, so that she did not have to panic before her final exam. It took her a lot of time. She thought 「精一杯やろうとは思ってるんですけど、実際問題考えて、これ無理だろーって冷静に考えてちょっと気づいて。部活の方を調整しないとなって思って」 “I want to try as much as I can. However, realistically I

cannot go on like this. I think I need to adjust the club activities” (Interview 2, October 26, 2016, 22:21). By November, she realized that one of the bookkeeping tests was too difficult to pass, so she decided not to take the test this time. Instead, she used the time to focus on studying for the easier test for her bookkeeping and secretarial certificates. She thoroughly studied the handouts which teachers distributed for class, and practiced the questions many times. She explained how she managed her self-studies:

授業の勉強は、課題を最低限やるぐらいにとどめておいて。検定の前とか1か月ぐらい前は、本当にそればかり勉強してたんですけど。基本は、土曜講座を、私は秘書検定だけ受けてたんですけど。あと簿記は、1級工業を受けてたんですけど、それはちょっと途中で追いつかなくなって、結局ちょっと破棄してしまって。一気に3つ同時期に取るって難しかったんだなって思って。(2つに絞る)じゃないと受からないって思って、切り捨ててやってたんです。

For classes, at least I did assignments. About a month before the exams for certificates, I really focused on them. Basically, I took a Saturday course for the test for secretarial work. I was also taking a course for the 1st grade bookkeeping, but I stopped going to the class because I could not keep up anymore. I realized that it was difficult to take all three tests at the same time. Unless I focused on the two tests, I would not pass any of them, so I cut the 1st grade bookkeeping. (Interview 3, January 2017, 26:27)

Her priority was put on these certificates for job hunting, and studying English was given lower priority (Interview 3, January 27, 2017). She eventually quit the tea ceremony club and stopped actively participating in the brass band, because she regretted not being able to take the more difficult test for bookkeeping in November (Member Checking, July 11, 2017). Itsuki learned to plan strategically by determining priorities and allocating her time and effort based on her priorities.

Rumi decided to balance her studies and club activities, so she learned to focus her attention to study even in short spare times. Like Itsuki, Rumi was also a brass band member; but instead of quitting, she took a leadership role in the club in November.

taking a TOEIC class was not enough to improve her score, feeling she needed to study more by herself. She said:

授業を受けて、TOEIC形式の授業だったんで、すごいためにはなったなって思うんですけど。自分からちゃんとやらないと、上がらないなっていうのをすごい思いましたね。やってれば大丈夫かなって、軽い気持ちで受けちゃってたんですけど、全然私はできてなかったっていうのが。(中略) 思い知らされたって感じでしたね。ちょっと対策しようって思いました。

I was taking the English course, which was for the TOEIC study, so I think it was very helpful. However, I really realized that if I do not study by myself, the score would not improve. I took the TOEIC, casually thinking “I am ok because I am taking that course.” I was not doing well at all. ...I learned it the hard way. I thought I should study more strategically. (Interview 3, January 28, 2017, 20:28)

Although English was low in her priority list, Rumi focused her attention on studying for general courses and certificates using her spare time.

Even though they had busy schedules, Itsuki and Rumi used strategies to keep their motivation. They took time to relax in order not to put too much pressure on themselves and had reward systems. For example, when Itsuki did not have urgent homework, she spent her free time at night watching YouTube and reading comics (Interview 2, October 26, 2016). During the final exam period, she bought a new TV game, so that she had something to look forward to after studying (Interview 3, January 27, 2017). On the other hand, Rumi decided not to study at home. She decided that home was the place to relax. Thus, she used every spare moment to do homework and study in school and on the train, so that she could read comics and play TV games at home and sleep in on Sundays (Interview 2, October 28, 2016). She also tried not to feel too much pressure about leadership in the club. From her experience in high school, she had realized that trying too hard could be harmful. Therefore, in college she tried to

balance her studies and club activities and tried not to accept too many emotional burdens in her leadership of the club. Rumi thought she had become able to do this successfully in college (Member Checking, July 5, 2017). Both Itsuki and Rumi developed strategies to keep motivation by relaxing and preparing small rewards in order to avoid physical and mental exhaustion.

Both Itsuki and Rumi initially worried whether they could keep up with college classes. Even though they sometimes got sick, they found ways to ask for help and manage their studies despite their busy schedules. They tended to put a lot of pressure on themselves, but they coped well with the stress. Itsuki decided to get a job after college graduation and started job hunting actively in the second semester. She went to company information sessions and participated in an internship during the semester. By the time of the member checking (July 11, 2017), she had not gotten a job at the bank where she wanted to work; but she was waiting for job offers from several companies. On the other hand, Rumi passed the transfer exam to the Economics Department. She was very happy that she could study in the department she originally wanted to join and was looking forward to studying there (Member Checking, July 5, 2017).

Shiho (An Overworked Student)

The last participant in this group is Shiho, who entered KWC in 2016 and majored in English. Shiho was the only one who majored in English and visited the Advising Room in her first semester. She only visited one time. Therefore, I am presenting her story separately in this section. Shiho studied very hard using many SRL

skills in the first semester, but eventually her interest shifted to friends and job hunting rather than study. In the second year, she stopped studying because she felt burned out. Her story is presented chronologically below.

When she entered KWC, Shiho was very motivated to become able to speak English in two years. She could not collaborate well with her classmates in junior high school, so she had studied in the separate room at the school. She said, 「高校までが一番集団じゃないですか。全部一緒でっていうそれが、周りになんまり共感できなくて」 “Until high school we needed to behave in groups. We needed to be together all the time. I could not relate with others well” (Interview 1, July 25, 2016, 40:17). She managed to go to high school, but her high school level was not so high, as her classmates were not very motivated to study. She had wanted to study English at the affiliated university of KWC. Even though she had studied very hard in high school, she could not reach the passing line in the mock tests, so she decided to get a recommendation to KWC instead (Interview 2, October 28, 2016). She felt strongly that she needed to start over and acquire English in her two years in KWC.

Soon after her entrance into KWC, Shiho visited the Advising Room to ask about what she could do to practice English speaking (on April 27, 2016). We talked about how to use free sessions at the English Speaking Center (where students can talk in English with international students) and how to practice speaking alone (e.g., shadowing, talking to herself in English). When we met at the end of the first semester (Interview 1, July 25, 2016), she reported that she had been to the English Speaking Center every week, had befriended an international student, and had found a favorite

Podcast program to listen to English all the time. She felt that her English skills had improved greatly in the first semester.

Shiho was good at planning her time (Interview 1, July 25, 2016). Every day she used the time between classes to finish homework and spent the rest of the day self-studying English. She said:

課題はスキマ時間でやる。夜空いてる時間、本当に勉強できる時間は、自習のためにとっておいて。でなんかこう誰かと会う予定とかがあって、あと15分あるってなったらもうそこでやっちゃったりとか。そういうようにしてて。こなすみたいな感じで。課題とかだけするよりもやっぱり自習してたほうが実力上がるじゃないですか。

I do homework during my spare time. I save the time for self-study at night, where I can really take time to study. For example, if I find 15 minutes before an appointment with someone, I finish one assignment then. I try to do like this, like getting the homework done. I think I could improve my skill more by self-study rather than just doing homework. (Interview 1, July 25, 2016, 11:54)

She went back to the dormitory immediately after class and did shadowing in her room. Because she had a roommate, this was the only time she could shadow out loud. At night, she studied for the TOEIC. She borrowed a TOEIC textbook from the library and studied test-taking strategies. When she went to bed, she studied 200-300 words from a TOEIC vocabulary book before going to sleep every day. Her TOEIC-IP score in April was 400, but her score improved to 700 in TOEIC-IP in September. She was also listed among the top five students in the department (Interview 2, October 28, 2016).

In the second semester, although she enjoyed the classes that were more demanding than the previous semester, Shiho spent less time on self-study. She felt that her self-study in the first semester had been rather on the surface level, but that it had helped her build a foundation (Interview 2, October 28, 2016). In the second semester,

she felt that her classes required more thinking. In class, she had assignments to watch TED Talks. It took her a long time to understand the videos, summarize the content and write her opinions. However, she enjoyed having discussions in English and she started reading more books in English. Although she enjoyed the challenging classes, Shiho spent less time on her self-study. Instead, she started to spend more time with her friends and became interested in school activities in the second semester. The dormitory students switched roommates every semester, and she got along well with her new roommate. Shiho spent more time relaxing with her and her other friends at night. After she joined a chorus group in the college festival in October, she became more interested in participating in school activities. At the time of Interview 2 (October 28, 2016), she was debating whether to take a leadership role in the student government. She talked about her change as follows:

学校嫌いだったので、初め短大に全くなじめなかったんですよ。（中略）結構みんなと一緒にいて、みたいなの。それがダメだったんです。何やってんの、この人たちってめっちゃ思ってたんですよ。2年間しかないのに何しとるんだらう、勉強しなあって思ってた。ほんと、短大を早足で歩く人だったんですよ。一人でサササって、帰って勉強！って。（中略）今までは友達とか周りをあんまり見てなかったんですよ。自分のことばかりやって。なんですけど、すごい頑張ってる友達がいっぱいいて。（中略）その人たちと話したいとか、どんなことしてるのか気になってきて。周りを見たりとか。（中略）いろいろ貢献しようっていうのを聞いてて、いいなって思ってた。

I did not like schools, so I could not get used to college at all in the beginning. ...Everyone was hanging out together. I did not like that. I was always wondering “What are you doing? We have only two years, we had better study.” So, I was always walking very fast to go back to my room and study. ... I was not looking at others, like friends. I was always focusing on myself. But I realized there were some friends who were working hard. ...I wanted to talk with them and wanted to know what they were doing, so I started to look at others more. ...I heard them saying they wanted to contribute to college, and I thought it was nice. (Interview 2, October 28, 2016, 36:58)

In the second semester, although she enjoyed the more difficult tasks in English classes, Shiho became more interested in friends and activities in college. As a result, she spent less time to self-study as she had done in the first semester.

At the end of her first year (Interview 3, January 27, 2017), her focus shifted more to job hunting. From her entrance to KWC, she was sure that she wanted to get a job immediately after college graduation, for financial reasons. However, she had difficulty deciding what kind of job she would like to get. She thought of many options, such as working at a bank, a public office, or just getting a part-time job. She said, 「自分の意見が変わりすぎて、今の意見も私自信を持ってないです。考える期間が長すぎて。考えれば考えるほどわかんなくなってくるんで」 “I am not confident in my opinion anymore, because I change my idea too often. I do not know anymore as I think too much” (Interview 3, January 27, 2017, 19:47). She spent many hours searching for companies and studying for the employment tests. As a result, she decided not to take a leadership role in the student government. She did not go to the English Speaking Center as often as she had in the second semester. She thought that because the conversation partner changed every time, it was hard to get to know the person and gradually she stopped going. In addition, she wanted to engage in more discussions, but other students in the group often used Japanese, so eventually she lost interest. On the other hand, she did not choose a native speaker for her seminar teacher, because the teacher was intimidating. Toward the end of the second semester, her goal and focus began to be changeable, and she started to blame external factors for her not trying to study more.

When we met for member checking in her second year (on July 12, 2017), Shiho's situation had changed dramatically. She had become depressed and had been barely attending classes. She visited me three months before member checking and reported that her TOEIC score had improved to 795 in March, and that she had been looking for a job that would allow her to work in a foreign country. However, she told me that soon after we met she had started feeling burnout. In retrospect, she had worked too hard in the first year by pressuring herself to start over and make up for her junior and senior high school days. Now she thought that she should take care of herself and would at least aim at graduating from college.

In summary, Shiho started her first year with a firm determination to acquire English skills in her two years in college, in order to make up for her junior and senior high school studies. She used effective planning skills to study English in every spare moment in the first semester. However, in the second semester, although she enjoyed challenging classes in English, her focus shifted more on friendship, student activities and job hunting. She started to attribute her not being able to persist to external factors. Soon after the second year started, she felt burnout and barely attended classes. She thought that she had worked too hard in her first year. She could not balance well between her studies, extra-curricular needs, and emotional burdens.

Table 12 shows the trajectories of the seven participants in the advisee group.

Table 12. *Trajectories of Seven Participants in the Advisee Group*

	High school	Initial advising session	First semester	Beginning of second semester	End of year	End of second year
Hitomi	Could not keep up with the class; feel inferior to classmates	Wanted to get 500; TOEIC textbook reading section; communication	445 in June; not hesitate to communicate in English; note-taking system	Stayed in library; more thinking; listened English every day	550 in December; studied in NZ; student government	Transferred to university; 595 in December; pre-1st grade of bookkeeping; awarded
Fuyuki	Exhausted; three-year break after high school	Prepared for final exam (TOEIC format); reviewed course textbook	Voice recorded vocabulary list; note-taking system; slept a few hours	Pressure being top student; got sick	Found new note-taking system; less anxiety	Transferred to university; national competition; awarded
Mitsuko	Never studied seriously	Checked words and wrote a sentence (2/7)	Got used to long commute; at least 30 minutes for reading in train	Lost motivation; avoided work (checking words in dictionary)	Joined student government; too tired to study	Did not get a job of the first choice; 540 in December
Yoshiko	One-month study camp for entrance exam	Wanted to be a flight attendant; studied grammar book	Spent free time slots for talking with friends; homework in train and bus	Stopped grammar book; college festival	Started to go to another school; private tutoring	Did not get a job of the first choice; 530 in May

Table 12 (continues)

Table 12 (continued)

Itsuki	Failed entrance exam and went to correspondence high school	Wanted to get 350 in case for transfer; shadowing and grammar text	Two weeks of absence for sickness; tried to catch up by asking professors	Busy with study for certificates and practice for college festival	Managed time to study for certificates and passed two tests; quit clubs	Has not gotten a job offer
Rumi	Quit a high school then entered correspondence high school	Wanted to transfer; shadowing and grammar text	Long commute; brass band practice; shadowing in spare time	Busy with study for certificates and practice for college festival	Bookkeeping was highest priority; passed two tests; became a club leader	Transfer to university
Shiho	Could not go to class in junior HS; HS level was low; could not reach the passing line of university	Wanted to improve speaking skill; English Speaking Center	Managed time well to study English; went to Speaking Center every week	700 in September; more thinking in coursework	More focused on job hunting rather than study	795 in March; depressed and felt burn out

Trajectories of SRL Skill Development

In this section, I discuss the similarities and differences among the seven participants in their development of SRL skills during their first year. Following Zimmerman's social cognitive model, I look at their skills based on the three cyclical phases of learning. The forethought phase concerns goal setting and strategic planning; the performance phase involves skills such as self-instruction and motivational strategies; and in the reflection phase, learners evaluate their own learning. In this section, how the participants developed or did not develop the skills of each phase of learning throughout the year is of most concern.

Goal Setting and Strategic Planning

Among the seven participants in the advisee group, some had specific goals from the beginning and showed effective strategic planning skills to achieve those goals. From the beginning of the first semester, transferring to the affiliated university was the goal for college for Hitomi, Fuyuki, and Rumi. Their goal did not change throughout the year and their priority was constantly on their studies. Hitomi and Rumi visited the Advising Room to ask mainly about how to improve their TOEIC scores in order to pass the requirement for the transfer exam. Fuyuki asked how to prepare for the final exam in an English class, because she wanted to get a good GPA. They also exhibited strategic planning. Both Hitomi and Rumi commuted from home for two hours. From the first semester, they decided to use time in school to finish homework and rest at

home. Fuyuki lived alone in an apartment and cut down on her sleep in order to study. They planned their time to study and worked hard to perform well academically.

On the other hand, goals were vague for Mitsuko and Shiho. Mitsuko first wanted to study abroad after college, but she found out it was an unrealistic goal. She was debating whether to get a job or transfer, but decided to do job hunting in the second semester. Mitsuko was also commuting from her grandparents' home, but she could not use her time well either at school or at home. Her initial purpose to come to the Advising Room was to ask how she could improve English, rather than focus on a specific skill. It seems that she did not know about her skills well and could not decide which skill to focus on. Thus, she had difficulty in setting sub goals over the long term. On the other hand, Shiho knew that she needed to get a job after college for financial reasons. Thus, she visited the Advising Room to ask how she could improve her speaking skill in two years. However, it took her a long time to decide what kind of job she wanted to get. In the first semester, she said she wanted to use English at work. Then in the second semester, she wanted to work for a bank so that she could finish work early and study English after work. Later, she stated she wanted to get a job abroad. Shiho wanted to use English and work abroad, but she did not find a specific job that she wanted to do. Finally, she felt burnout and stopped job hunting. While her goals were changeable, Shiho was very good at planning her study and keen on time management in the first semester. She was able to improve her TOEIC score from 400 in April to 700 in September. However, she felt exhausted by working too hard and she studied less in the second semester. This seemed to be related to her goal setting. Shiho

needed to get a job for a financial reason, so it was not her own choice. Since she had difficulty in deciding a specific job she wanted to get, she seemed to be losing the target or sense of purpose to continue making her efforts.

Itsuki's goal was rather vague and Yoshiko's goal was very specific, and they approached their goals very differently. Itsuki's goal was vague in the beginning, but she was good at planning and persisting in her plans. When she visited the Advising Room, Itsuki was not sure if she would transfer or get a job, but she wanted to improve her TOEIC score in case she wanted to transfer. Later she decided to do job hunting. In the second semester, she worked hard to find the time to study for certificates that would be advantageous in job hunting. On the contrary, Yoshiko's goal was very clear from the beginning; to become a flight attendant. However, she could never plan her studies by herself and set key sub-goals in order to achieve her goal in the long term. Yoshiko had a goal, but she was not successful in dividing this into sub-goals. In the cases of Itsuki and Yoshiko, strategic planning seemed to be very important whether their goal was clear or vague.

As discussed in Zimmerman (2000), goal setting and strategic planning are key elements in the forethought phase of self-regulated learning. Goal orientation and effective planning affect the next phase of learning. Like the participants in the higher-proficiency group, Hitomi, Fuyuki, and Rumi had specific goals and planned their time to study to achieve their goals. Itsuki had not decided her goal in the beginning, but she planned her use of time well so that it would allow her to pursue both options. On the other hand, Mitsuko's goal was vague and she could not plan her study very well. Shiho

was good at planning her time, but because her goal was vague, she failed to persist. Yoshiko's goal was very clear, but she could not set her sub-goals and plan her study, which was consistent to the characteristics of reactive learners (Zimmerman, 2004). These characteristics were similar to the ones among the participants in the lower-proficiency group.

Coursework and Self-Study

Among the seven participants in the advisee group, some took full advantage of the coursework and developed note-taking systems. Some showed effort-minimizing attitudes and others focused more on self-study. Hitomi and Fuyuki experimented and developed their note-taking systems. Hitomi had a very long commute, so she decided that the class time was most important. Similar to Yoshimi (in the higher-proficiency group in Chapter 4), Hitomi bought a notebook for each course and she wrote down as much information as possible in class. Similarly, Fuyuki wanted to make a notebook, which would cover all the necessary information in it for final exams. In the first semester, Fuyuki wrote down all the information from her textbook at home; but later in the second semester, she copied handouts and pasted them in a notebook. Instead of copying, she wrote down summaries in her own words. From the first semester, both Hitomi and Fuyuki had transforming and organizing skills that highly self-regulated learners use in their learning (Zimmerman & Martinez-Pons, 1986).

Similarly, Itsuki and Rumi also made most use of the coursework, using transforming and organizing skills. Itsuki lived in the dormitory and she had free time

only after 10 p.m., but she decided that she would at least make notes for her business courses. Similar to Fuyuki, Itsuki wrote down information from her textbook in the notebook. She also tried her best to concentrate on listening to the professor during class. Especially in Saturday courses for certificates, she noticed that listening to the teachers was important and the handouts the teachers prepared were very helpful for passing the exam. On the other hand, Rumi could not take enough self-study time, but she used the winter break to make lecture notes for business courses. She also used her time on the train to read textbooks and type keywords on her iPad. Itsuki and Rumi developed these study methods as well as transforming and organizing skills (Zimmerman & Martinez-Pons, 1986) in the second semester.

Mitsuko and Yoshiko did not seem to take the coursework seriously and they tended to show effort-minimizing attitudes. They seemed to believe that the coursework was not leading them to skill improvement and that there would be some quick solutions outside the coursework. Mitsuko did not stop using a translation website for her composition class even after her teacher scolded her. She also stopped translating work for her reading class because it was too much trouble to use the dictionary. She did not believe the effectiveness of dictation practice in her listening class either. She wanted to get advice on her self-study and visited the Advising Room. However, during her seven visits in the first semester, she did advising assignments only twice. She did not continue the composition work in the second semester. Nonetheless, she kept asking more advice on listening and building her grammar. Similarly, Yoshiko seemed to have trouble in focusing on tasks. She tended to finish homework quickly just before class,

rather than taking notes and taking full advantage of the course content. She used time in the train or bus to do homework using her smartphone as dictionary. After we decided to study a grammar book in advising sessions, she could not continue the study consistently and spent some 10 minutes during the break time of her part-time job. In the end, she started receiving private tutoring for TOEIC. She decided to avoid the potential for failure, and to receive more intrusive instruction rather than planning study on her own. Mitsuko and Yoshiko's behaviors seem to correspond to the effort-minimizing behavior discussed in Meece, Blumenfeld, and Hoyle (1988) as seeking frequent help and copying answers.

Unlike the other participants in the advisee group, Shiho followed a different pattern. She focused more on her self-study rather than coursework in the first semester, enjoyed challenging courses in the beginning of the second semester, but gradually she lost her interest in both coursework and self-study toward the end of her first year. In the first semester, Shiho finished her homework as quickly as possible so that she could spend more time on her self-study in the dormitory. She did shadowing out loud and studied 200 words for TOEIC in bed. After her score improved from 400 to 700 in September, she did not spend as much as time on her self-study. The coursework in the second semester required more thinking and discussions. Shiho enjoyed these classes, but her focus shifted more to socializing with friends and job hunting. Eventually she felt burnout and stopped study and job hunting.

Among these seven participants in the advisee group, those who performed well academically, such as Hitomi and Fuyuki, had already developed their note-taking

systems (transforming and organizing skills) in the first semester. Others, like Itsuki and Rumi, experimented and developed their skills and focused on coursework. They tended to have clear goals and planned their time effectively in the forethought phase. On the other hand, Mitsuko and Yoshiko showed effort-minimizing behaviors. They could not set key sub-goals well and had difficulty in planning and continuing their own study. These behaviors in the performance phase are closely linked to the learners' skills in the forethought phase.

Motivational Strategies

In the performance phase of learning, self-regulated learners use motivational strategies to control their emotions and concentrate on learning (Zimmerman, 2011). Some participants in the advisee group utilized these strategies and others did not.

Hitomi, instead of avoiding emotional distractions, proactively challenged herself to overcome her emotional weakness. Like other participants in the higher- and lower-proficiency groups, Hitomi was also distracted by her classmates. In the first semester, it was very difficult for her to cooperate with other students. She felt she lacked leadership skills and could not help worrying about what others thought of her. She wanted to challenge her weakness and decided to take a leadership position in the student government. Through student government activities, she learned that she had been judgmental about others and found out that in fact everyone was doing their best in their own way. Hitomi did not use motivational strategies, but she proactively challenged herself to overcome her emotional weakness.

Fuyuki, Itsuki, and Rumi developed their strategies to keep up their motivation to study, such as controlling emotions and having rest and rewards. Similar to Yaeko (in the lower-proficiency group in Chapter 5), Fuyuki used to get distracted by Twitter comments by her classmates. However, Fuyuki used these comments as a motivator to study more. She read how other students were studying hard and pressured herself to study more. In addition, she reached for social assistance to maintain her motivation to study. Whenever she felt unmotivated to study, Fuyuki visited professors or student advisors in the Learning Support Room to talk about how to study. On the other hand, Itsuki and Rumi maintained their motivation and avoided exhaustion by having time to relax and having something to look forward to. After taking a two-week absence for sickness in the first semester, Itsuki decided not to pressure herself. Whenever she had no urgent homework, she relaxed at night by watching YouTube, reading comics, and playing TV games in the dormitory. Similarly, Rumi decided to rest on Sundays. She used to get sick often in the first semester. Thus, she slept more on Sundays and spent her time reading comics and playing TV games, so that she would not get sick or feel burnout during the week. Fuyuki, Itsuki, and Rumi found their motivational strategies based on their experience in the first semester.

In contrast to the students above, Mitsuko, Yoshiko, and Shiho could not manage their motivation to study well. Mitsuko and Yoshiko mentioned that their motivation was higher than in high school, but they had difficulty in keeping their motivation to study. Mitsuko said that she never studied hard in high school; but that in college, she had more motivation to study. Thus, she came to the Advising Room.

However, her motivation dropped dramatically when her mother told her that it would be difficult for her to study abroad for financial reasons. Yoshiko mentioned that her grades had not improved until she went to a cram school in summer. She had never planned her studies by herself, but her motivation to study was high in the beginning when she came to the Advising Room. However, she could not continue her study, and eventually she had a private tutor who could keep her motivated every week. On the other hand, Shiho's motivation to study was very high in the first semester. She used all her spare time to study and improved her TOEIC score. However, eventually she felt burnout and did not continue her study. Shiho's motivation was quite high and she managed to sustain it for a long time. However, if she could manage her motivation and exhaustion well by having time to relax from time to time, like Itsuki and Rumi, she might have been able to avoid feeling burnout in the end. Mitsuko, Yoshiko, and Shiho had high motivation in the beginning, but could not find a strategy to persist in their motivation well.

In the performance phase of learning, motivational factors have an important effect on learning (Zimmerman, 2011). Hitomi proactively took action to overcome her emotional weakness. Fuyuki controlled her motivation by using the Twitter comments of her friends. Itsuki and Rumi managed their motivation by taking the time to relax and by having something to look forward to. Mitsuko, Yoshiko, and Shiho had a high motivation to study, but could not keep their motivation. How the learners regulate their motivation has an impact on how they continue their learning.

Self-Reflection

How learners reflect on their learning in the reflection phase affects their goal setting and planning in the next forethought phase. Thus, self-analysis and attribution in the reflection phase are important factors in cyclic model of self-regulated learning (Zimmerman, 2000). In addition, the participants in this group showed that sufficient reflection on their own abilities and analysis of tasks also play a critical role in earlier phase of learning, in the goal setting.

Hitomi analyzed her performance well so that it would lead her to the next phase of learning. For example, her TOEIC score improved from 400 in April to 445 in June. She thought that was so because her TOEIC class teacher was unpredictable, so she studied more to get good scores on the weekly quizzes. Her score dropped in September and she thought it was because she had not listened to English over the summer. When her score improved to 550 in November, she said it was because she took the advice she got from her professor in the Saturday course and listened to English for 10 minutes every day. In this way, Hitomi attributed her failure and success to her own efforts and made adjustments accordingly.

Similarly, Itsuki and Rumi reflected well on their experiences and tried to make changes in their behavior. Similar to Hitomi, Itsuki thought she should have listened to English every day during the summer, so she chose to take a TOEIC class with a strict teacher in the second semester. Also in the second semester, she reflected that she did not take enough time to study for a test for one certificate, so she decided to quit her clubs. Similarly, Rumi also thought she could not listen to English every day as she had

decided in the first semester, so she chose the same strict teacher as Itsuki in the second semester. Rumi took the TOEIC tests in December and January, but she felt that she had not prepared well for the new test format. Thus, she decided to study with the new format more for the next test. In short, both Itsuki and Rumi tried to make changes in the next learning phase based on the reflections on their previous behavior.

On the other hand, Fuyuki did not often reflect on her performance. Perhaps because she got an A+ for all courses except for her English courses, she gained confidence that her study methods were effective. She possibly thought that she did not need major adjustments in the next semester. However, she continued to try to find a better way to study in the second semester by adjusting her note-taking style. She also put pressure on herself to study more in order to maintain her academic standing.

While the four participants above showed self-analysis skills which led to the next phase of learning, Mitsuko, Yoshiko, and Shiho either did not reflect on themselves well or attributed their performance to external factors. Mitsuko was able to analyze well why she could improve her TOEIC score in September. She thought that studying the TOEIC textbook every day was for her a good study method. However, in terms of her listening skills, she could not analyze well why her listening would not improve. Until the end of the first year, she could not figure out what was wrong with her listening practice. She even blamed her listening teacher that he just made students do a lot of dictation, which Mitsuko thought it was for vocabulary learning rather than for listening practice.

Similarly, Yoshiko did not analyze her performance well and she never attributed the results to her own behavior. When she improved her TOEIC score in September, she thought it was because her TOEIC teacher's explanation was good. In the second semester, she started going to another school because she thought that the professors in college were not professionals in the airline industry. She also thought she did not feel urged to work hard because none of her friends were working hard. These reflections did not lead her to make changes in her behavior in her next learning phase.

In addition, both Mitsuko and Yoshiko lacked the self-analysis skill when setting their goals from the start. Mitsuko wanted to study in New York and work using English and Yoshiko wanted to get TOEIC score 600 to be a flight attendant. Their score was below 300 in April and they had only a year to achieve these goals. They seemed not to understand the enormity of the tasks and this resulted to set unreasonable or unattainable goals. Self-analysis skills of sufficiently knowing their ability and fully understanding what entails to achieve their goals were critical even in the forethought phase of goal setting. Lack of these skills seemed to be a major reason for Mitsuko and Yoshiko's unsuccessful goal attainment.

On the other hand, Shiho tended to blame others for her not continuing her studies. At the end of the second semester, Shiho said that she did not continue going to the English Speaking Center because the speaking staff always changed and it was hard to get to know the person. Moreover, she wanted to have more discussions, but other students used Japanese, so she lost interest. Some of her criticisms might be true, but she could not make optimal use of the available resources in her environment. These

three participants did not reflect on their own behavior, and did not make changes for the next learning phase. In this way, the skill of analyzing their own behaviors and not attributing their performance to others are the key factors to lead to the next learning planning phase in self-regulating learning.

Extra-Curricular Activities

The students in this study had to face with emerging needs from various new communities they joined newly in college. For example, they needed to adjust to new living environment, long commute, club activities, student government, part-time jobs, in addition to college studies. It was shown to be challenging to balance studies and extra-curricular activities for participants in both high- and lower-proficiency groups (in Chapter 4 and 5). It was also a challenge for some participants in the advisee group. However, some participants managed to balance their studies and other activities. Here again, strategic planning and time management, and choosing priorities played a major role for successfully dealing with these challenges.

Living in the dormitory was particularly challenging for the participants in both higher- and lower-proficiency groups. However, the two participants in the advisee group were not bothered by living in the dormitory as much as other participants. Although Itsuki got sick because of the pressure catching up and getting used to new living, she managed to deal with the stress by not putting too much pressure on herself after being welcomed back by her dormitory mates warmly. Many other participants had difficulty coping well with dormitory mates, but Shiho enjoyed the time with her

roommate, especially in the second semester. Living in the dormitory was not particularly challenging, but it was rather pleasant for the two participants in the advisee group.

Like Ichiko (in the higher-proficiency group in Chapter 4) who managed her time well despite her long commute, Hitomi and Rumi successfully managed to achieve a balance between their studies, student activities and long commute. From the first semester, Hitomi used her free time slots and her time after school to finish the homework so that she could sleep more at home. Even after she joined the student government, she worked harder to study in her spare time so that she could rest at home. While Rumi struggled in the first semester, she learned to manage her time to study, take part in club activities, and take time to rest to keep her health in good condition in the second semester. Even though the second semester was busier, Rumi took a leadership position in the brass band and still managed to study hard without losing her time to rest at home. Rumi experienced working too hard in brass band to the point of exhaustion in high school, so that this time she was able to make the balance between her club activities, studies, and taking care of her health.

On the other hand, Fuyuki, Itsuki, and Shiho deliberately decided not to take part in extra-curricular activities. Fuyuki decided not to join a club, so that she could focus on her studies. Later she became a leader in her seminar group in the second year, because she felt that she had gotten used to college life so that she could manage her time. On the other hand, Itsuki joined two clubs: but in the second semester it became too hard to manage her time to study. She felt that she should have taken enough time to

study for certificates; thus, at the end of the first year, she quit the clubs. On the other hand, Shiho was inspired by the college festival and wanted to participate in student activities. However, she decided not to join because she wanted to focus on her job hunting. Although she decided to focus on job hunting, later she ended up stopping her job search.

While Mitsuko could not balance well her studies and extra-curricular activities, Yoshiko did not show much interest. Like many participants in other groups, Mitsuko had a very good experience in chorus group in college festival. She wanted to help organize club activities in college. Thus, she joined the student government toward the end of the first year. The activity took place every day after school, so Mitsuko felt exhausted and studied less, but she really enjoyed the activity. On the contrary, Yoshiko once used all her free time in her dance performance for the college festival, but did not show enthusiasm toward the club activity. Even though she was a member of the Korean language club, her priority had shifted to going to airline school outside the college toward the end of the first year.

Among the seven participants in the advisee group, Hitomi and Rumi made a proactive choice to take the leadership positions and managed to balance extracurricular activities with their studies. Others, such as Fuyuki and Itsuki, strategically decided not to participate in the club activities. While Shiho also decided not to take part in student activities for the sake of job hunting, she still found that she could not continue job hunting. Mitsuko could not balance her studies and extra-curricular activities, or she became more involved in student activities rather than study. Although it was

challenging, four participants in the advisee group managed to balance their studies and extra-curricular activities, using the skills of strategic planning and prioritizing.

Table 13 summarizes the SRL skills and trajectory of TOEIC scores observed among the seven participants in the advisee group.

Table 13. SRL Skills and Trajectory of TOEIC scores of Seven Participants in the Advisee Group

Phase	Forethought		Performance			Self-Reflection	TOEIC scores
Skills	Goal setting	Planning	Self-instruction	Help-seeking	Motivational strategies	Self-reflection	
Hitomi	○	○	○	○	○	○	400→445→530→595
Fuyuki	○	○	○	○	○	△	Below 300 →375
Mitsuko	×	×	×	△	×	△	Below 300 →450→540
Yoshiko	△	×	×	△	×	×	280→450→530
Itsuki	△	○	○	○	○	○	305
Rumi	○	○	○	○	○	○	240→390→360
Shiho	×	△	△	△	×	×	400→700→735

Summary

The participants in the advisee group showed characteristics similar to the participants in both higher- and lower-proficiency groups. In the forethought phase of SRL, some participants in the advisee group (Hitomi, Fuyuki, and Rumi) had a very clear goal and they were good at setting sub-goals and strategic planning, just like the participants in the higher-proficiency group. Those who shared the characteristics of the participants in the lower-proficiency group, such as Mitsuko and Yoshiko, had rather unreasonable goal or failed to set sub-goals, plan their time, and persist. However, the difference between the lower-proficiency and advisee groups was that these advisees reached for assistance earlier in their first year, in order to achieve their goals, whether their goals were clear or vague. Seeking social assistance was one of the important strategies that self-regulated learners use (Zimmerman & Martinez-Pons, 1986). While some of the participants in the higher-proficiency group often sought assistance from peers by studying together, other participants in the lower-proficiency group tended to stop working with others or did not reach for available resources on campus. High achievers in the advisee group, such as Hitomi and Fuyuki, often sought assistance from adults, such as professors and student assistants. However, unsuccessful participants in the advisee group, such as Mitsuko and Yoshiko, showed dependence and effort-minimizing behaviors.

In the performance phase, four of the participants in the advisee group (Hitomi, Fuyuki, Itsuki, and Rumi) developed organizing and transforming skills. Only successful learners developed these skills in the higher-proficiency group as well. The

participants in the lower-proficiency group did not use them, but they only used more rehearsing and memorizing strategies, which are less cognitively demanding. Others in the advisee group (Mitsuko and Yoshiko) showed effort-minimizing behaviors and had difficulty in persisting their studies. Use of motivational strategies is another important factor to assist strategy implementation during the performance phase. Just as the participants in other groups, the participants in the advisee group also had emotional distress, such as lack of confidence and peer pressure. Like the successful participants in other groups, successful learners in the advisee group (Fuyuki, Itsuki, and Rumi) also learned to use strategies to keep their motivation based on their failures in the first semester. However, it was notable that one particular participant (Hitomi) proactively challenged her emotional weakness by taking leadership positions in college. No other participants in the study showed this kind of proactive attitude like Hitomi.

In the reflection phase, the participants in both higher- and lower-proficiency group who were able to reflect on themselves and analyzed the causal factors of their success and failure were able to make changes and plan well in the next forethought phase. As such, successful learners in the advisee group (Hitomi, Itsuki, and Rumi) also showed good self-reflection skills. Similarly, unsuccessful learners who did not analyze well (Mitsuko, Yoshiko, and Shiho) tended to attribute their performance to external factors, such as teachers. In regards to extra-curricular activities, although one participant (Mitsuko) could not balance well with her studies and another (Yoshiko) did not show much interest, most participants in the advisee group managed the balance

well by proactively challenging or placing priorities. Living in the dormitory did not trouble them very much, either.

In summary, the high-achieving participants in the advisee group exhibited most successful development of SRL skills. It was shown that they had clear goals, strategic planning to achieve those goals, and utilized effective study methods and strategies to keep motivation. They analyzed their performance well and made a better plan in the next task. Most notably, they reached for the available resource on campus (e.g. advising) as one of their strategies in order to achieve their goals. For most of them, the advice they were given did not contribute fully for their achievement, but they tried to implement it and include recommendations in their strategies. On the other hand, there were participants who ended up depending on the advisor and not planning and persisting their studies. It might be necessary to consider a different form of advising for these learners. Rather than giving advice on meta-cognitive strategies, more explicit advice and frequent meetings (probably close to tutoring) might be necessary for these type of students. These students might benefit from assistance with realistic goal setting along with assessing self and task attainability, setting sub-goals, and anticipating added demands in college life.

CHAPTER 7

DISCUSSION

In this chapter, I discuss the findings of the cross-case analysis of the 15 first-year students' trajectories of SRL skill development, during their transition to college. In order to answer Research Question 1 (What trajectories do first-year Japanese students take in their development of SRL skills?) and Research Question 2 (How do SRL skills in general studies impact on first-year Japanese students' language learning?), I first discuss the self-regulation practiced by these participants in the framework of Zimmerman's social cognitive model for self-regulated learning. I then discuss the key factors that affected their SRL skill development. Next, I discuss the impact of advising in this context in order to answer Research Question 3 (What is the impact of language advising on first-year students' development of self-regulated language learning?). Finally, I propose an approach to language learning advising for lower-proficiency learners based on the analysis.

Social Cognitive Model of Self-Regulated Learning

In his social cognitive model, Zimmerman (2000) explained that self-regulation involves three distinct phases: forethought, performance, and self-reflection. How the learner evaluates themselves and changes their approach affects the next phase of forethought; thus, SRL processes are considered cyclical. In general, the cross-case analysis of the 15 participants confirmed that these processes are indeed cyclical.

On the one hand, the participants mostly in the higher-proficiency group who had clear goals were also good at setting key sub-goals and at strategic planning (the forethought phase). With good plans, they managed their time well, utilized effective self-instruction skills such as transforming and organizing, along with strategies to keep up their motivation to study. They were able to seek advice, get specific recommendations for strategies, and use the new strategies selectively (the performance phase). They were also good at reflecting on themselves and at analyzing factors contributed to their performance (the self-reflection phase). Based on reflection, they made changes to create a better plan in the next task (the forethought phase). However, with some tasks and challenges that were new (e.g. studying for qualifications, TOEIC tests, college coursework, student government), they had difficulty in breaking clear sub-goals and finding new strategies.

On the other hand, those who with initial vague goals mostly in the lower-proficiency group tended to have difficulty setting sub-goals and planning their strategies (the forethought phase). Without strategic planning, they could not persist or showed effort-minimizing behaviors, depending too much on others' help. In addition, they tended to be easily distracted by their emotions and did not know how to control their stress (the performance phase). They usually did not reflect on their own behavior and attributed their failure to external factors (the self-reflection phase). As a result, they had difficulty making changes in their behavior, and making a better plan for the next task (the forethought phase). Some students in the lower-proficiency group had less specific ideas for strategies and tended to be overwhelmed by level of instruction,

which left less time for SRL. They tended to use what had worked before, not learning or adapting new strategies. Moreover, they were further overwhelmed as extra-curricular demands increased in the second semester (such as club activities, school festival, part-time jobs).

Among the participants in the advisee group, their trajectories followed similar patterns of both the higher-proficiency group and the lower-proficiency group. Those who had clear goals set clear key sub-goals, utilized effective self-instruction strategies, and reflected on their learning well. They sought necessary help and adapted new strategies they learned. Those who shared the characteristics of the lower-proficiency group had problems with persistence. This mainly related to the difficulty of their goals. Their goals were rather unrealistic and they had difficulty anticipating the time and efforts necessary to reach the goal. Therefore, they could not set clear sub-goals, had difficulty persisting and this led to low sense of achievement.

Although most of the participants seemed to follow Zimmerman's phases, there was considerable variation in how the participants did or did not develop SRL skills. Moreover, there did not appear to be clear patterns based on the different groups. Among the 15 participants in this study, Hitomi and Fuyuki (in the advisee group—A group) seemed to have already developed their SRL skills prior to entering college and they built on their SRL skills in the first semester. Many participants, like Ichiko and Yoshimi (in the higher-proficiency group—HP group), Yaeko (in the lower-proficiency group—LP group), Itsuki and Rumi (A group), developed these skills in the second semester, after experimenting and making mistakes in the first semester. Fumiko (HP

group) achieved all of her goals, but did not develop her SRL skills. Mie (HP group), Konomi and Nana (LP group) did not achieve their initial goals and did not fully develop SRL skills. Mutsumi (LP group) finally achieved her goal after one year of difficulties. Shiho (A group) used her SRL skills well in the first semester, but gradually felt burned out, working too hard. Mitsuko and Yoshiko (A group) ended up not developing SRL skills despite many advising sessions. These students who did not fully develop their SRL skills seemed to be at the level of observation and emulation stages (among the four levels of development which Zimmerman suggested; see Table 5 p. 45). Many of them observed how their classmates, dorm mates, friends, and senior students studied. They imitated these peers' strategies, such as note-taking and memorizing vocabulary. However, many of them had difficulty continuing to use these strategies (self-control level) and could not adapt these strategies when personal and environmental conditions changed (self-regulation level). A number of factors affected the development of SRL skills in their first year in college. In the next section, I discuss these factors.

Key Factors Affecting Self-Regulated Learning Skill Development

Zimmerman (2000) explained that self-regulation involves the interaction of personal, behavioral, and environmental processes (see Figure 1 on p. 44). In the triadic forms of self-regulation, learners observe and adjust their performance processes (behavioral self-regulation), they observe and adjust environmental conditions or outcomes (environmental self-regulation), and they monitor and adjust their cognitive

and affective states (personal or covert self-regulation). Feedback from prior performance promotes making adjustments during current efforts. Because personal, behavioral, and environmental factors are constantly changing during the course of learning, efforts in making adjustments are necessary. In the case of the 15 participants in this study, environmental factors certainly played a major role in their self-regulated learning. Mainly, the participants faced challenges when the unanticipated demands of added community commitments emerged. There were 5 main environmental factors affecting their development of SRL skills: difficulty in setting goals, academic demands, a new living environment, student communities and responsibilities, and friendships. Because of these challenges, the first year in a two-year college posed many challenges for the participants.

The Pressure of Making Future Choices

Zimmerman (2000) defined self-regulation as “self-regulated thoughts, feelings, and actions, that are planned and cyclically adapted to the attainment of personal goals” (p. 14). Learners regulate their learning in order to achieve their personal goals. Thus, it is inevitable that these goals play an important role in the SRL processes. It is critical to set long-term and specific goals at an early stage, and this held true for the participants in this study.

Particularly in the context of this study, a two-year college, the participants needed to decide their goals for college very early on. In Japan, college students start job hunting in March (at the end of the first year in a two-year college), and get job

offers in the first semester of their second year. Thus, early planning is important in getting a job. Even for transfer to a four-year university, as in KWC's case, students apply for transfer to the affiliated university in March, taking interview tests and getting a result by May of their second year, 10 months before graduation. The selection is made mainly based on their TOEIC score and GPA, so students who want to transfer need to get good grades from the first semester. For most students in KWC, they choose one of these two options: job hunting or transfer.

However, making this decision was not very easy for some participants in the study for a number of reasons. In the cases of Nana and Mutsumi (LP group) their difficulties came from their lack of understanding that they did not actually have much time to think about their future plans. In the first semester, they thought they had more time to make a career decision. Before entering KWC, Nana planned to take courses that interested her and to study abroad, and then to decide if she wanted to study further. However, she soon realized that this was unrealistic. This resulted from her lack of research prior to entrance, her intuitive decision to come to KWC, and her failure to adjust her plans quickly. Similarly, Mutsumi could not make up her mind for a long time. She wanted to study abroad before she would decide whether or not to transfer. She lacked confidence and could not take action until the end of her first year. She had failed the entrance exam to the affiliated university, and coming to KWC was her second choice. This might have affected her taking more time to adjust her plan, because she could not go to the four-year university as originally planned. This was also true for Yaeko (LP group) who wanted to go to a public university in her hometown.

Later in the second semester, she changed her goal to transfer to the affiliated university, but it was too late to make up for her low GPA in the first semester. In this way, the participants experienced difficulty in part due to a mismatch between the timing of their goal setting and the university's and job market's timing of decisions. Moreover, one problem arises when students do not fully grasp the demands of the task or challenge, thus they are unable to set specific goals. Without specific sub-goals, they are unable to identify strategies and it is hard for them to persist.

On the other hand, Mitsuko and Shiho (A group) experienced a different type of difficulty with their goal setting, not one of timing, but rather one of attainability. Both Mitsuko and Shiho wanted to pursue their studies, but they had no choice but to get a job because of financial reasons. In Mitsuko's case, she learned about the financial situation of her family during the summer break after her first semester. After that, her motivation to study dropped dramatically. In Shiho's case, from the beginning she had known that she had to work after graduation; however, she could not decide what kind of job she wanted to get and ended up feeling burned out. Mitsuko and Shiho perhaps could not accept the fact that they had to work soon after graduation, and they could not keep up their motivation to study. This corresponds to Zimmerman's claim about self-set goals. Students who select their own goals are in general more committed to goal attainment than those who have goals imposed on them (Zimmerman, 2008).

In contrast to the participants who had difficulty anticipating the timing of expectations, Itsuki (A group) was the only one who could anticipate what would be necessary, and to plan ahead despite the fact that she had not decided her career plan. At

her entrance to KWC, Itsuki had not decided whether she wanted to start work or to transfer after the graduation. However, she learned that she needed to get a high GPA and TOEIC score in order to transfer, so she visited the Advising Room for advice on how to improve her TOEIC score. She knew she could start job hunting in the second semester, but she could not start to study to get a good GPA and TOEIC score any later. Even after she decided not to transfer in the second semester, she started job hunting immediately. She researched about companies and went to information sessions from November. Itsuki was able to foresee the steps she needed to take, to plan in the long-term, and to take action accordingly.

Other participants had clear goals from the beginning, but the level of their goal attainment varied because of the attainability of their goals. As one of the desirable qualities of goals, Zimmerman (2008) discussed the level of difficulty. Difficult or challenging goals motivate students better than easy or arbitrary goals. Like Ichiko (HP group) and Hitomi (A group), the participants who set more challenging but attainable goals achieved more, with their ability to imagine or understand what was required of them. Rather than just transferring to university or getting a job, Ichiko and Hitomi wanted to excel academically in college, in order to make up for their high school days. They managed to get a higher TOEIC score, to pass a transfer exam or to get a job, and they got actively involved in student activities. By graduation, they both had earned a sense of achievement. Other participants, whose goal was just to transfer or get a job, did not perform as well as Ichiko or Hitomi. Yoshimi (HP group), Fuyuki and Rumi (A group) passed the transfer exam to the affiliated university they had originally wanted,

but their TOEIC score stopped improving after they had gotten a score which barely passed the criteria. Fumiko (HP group) achieved all of her goals, but did not develop her SRL skills; and her self-satisfaction was low. By graduation, Fumiko got a job she wanted, studied in New Zealand, and scored over 600 in TOEIC. However, she tended to feel overwhelmed with competing demands, not knowing how to plan and prioritize. She also could not motivate herself to study if there was no one to compete. It seemed that she did not have to waste her time and energy worrying so much if she developed her skills sufficiently to get herself under control. She could have enjoyed her college life more if she had set a more challenging goal, such as getting more involved in student activities rather than competing with others. In short, even though many students had clear goals in the beginning and achieved them in the end, those who set more challenging but achievable and concrete goals achieved more and enjoyed their college life more.

In summary, it seems critical that students in a two-year college set their goals clearly in their first year. It might be difficult to decide their career plan soon after they entered college, especially for some who did not originally plan to enter a two-year college. However, unless they set their goals as early as possible, they are subject to the risk of wasting the first two semesters in college; by the time they wake up, it is too late to make up for lost time. Although setting realistic goals is important for less well-prepared students, for those who have the ability, it is also important to set challenging goals to achieve more, and to increase their satisfaction. Students in four-year

universities might have the luxury of making up for lost time, but a two-year college life poses additional time constraints on first-year students.

The Ability to Set Key Sub-Goals

Another important quality that determined a successful transition was the student's ability to set key sub-goals. In order to achieve long-term goals (i.e., in college), it was critical for the participants to set sub-goals to move progressively toward their larger goals. Among the 15 participants, some were good at setting sub-goals whereas others could not set sub-goals well because their long-term goals were rather unrealistic. In some cases, these goals were not sufficiently understood by the participants; some did not and could not understand what was needed to achieve the goals, such as studying for licenses and studying for the TOEIC. Not knowing how much work was needed connected to not knowing strategies to use, and this led to lack of persistence. Setting sub-goals seemed to involve both a student's prior experience and their ability to self-reflect. This ability to set sub-goals also involved the student's continued motivation, because achieving sub-goals itself led to learner's satisfaction.

Some participants had experience planning their own studies prior to college, and this positively affected their ability to set sub-goals. For example, Yoshimi (HP group) had the habit of studying on her own since junior high school. She did not go to a cram school and had planned her studies on her own for the entrance exam to college, with support from her flute teacher. Upon entrance to KWC, she had set goals for her TOEIC score and scheduled to take the test every two or three months. Similarly,

Fuyuki (A group), had taken a three-year break since graduation from high school and she also did not go to a cram school to pass the entrance examination to college. During those three years, she had learned to plan and had studied on her own. In college, she was good at planning and pacing her self-studies.

On the other hand, prior experience seemed to have a negative influence on participants who were used to getting constant advice from cram school teachers about what to study. In particular, these participants struggled in setting sub-goals on their own based on their own self-analysis. For example, Mie (HP group) had gone to cram schools since elementary school and credited being successfully admitted to KWC to her cram school teachers. Although she was able to set goals as to which certificates she would try to obtain each semester, she could not pass any of them. She did not know what was needed to pass the qualifications, thus she was unable to set sub-goals and identify effective strategies. Mie seemed to lack the ability to set realistic goals on her own, based on a reflective analysis of her ability and the time she could spend on her studies, because she had never experienced doing this on her own. Similarly, Yoshiko (A group) said that she could barely pass the entrance exam to KWC, thanks to the one-month study camp in high school. She had never planned and studied by herself. Through advising, we tried to set sub-goals together, but it was difficult for her to keep studying on her own. In the end, she chose to go to an airline school on the weekends, in order to avoid a potential failure. In this way, some students who had little to no experience planning their studies had difficulty in analyzing their abilities and building sub-goals based on their self-analysis.

Being unable to self-reflect and analyze their own ability and what the task requires almost inevitably led to setting unrealistic goals. This tendency was observed in Mutsumi (LP group) and Mitsuko (A group). Upon entrance to KWC, both of them dreamed about going abroad and working using English, though their TOEIC scores were below 300 then. It seemed difficult for them to realize what it would take to reach their goals, and they had only a short time to achieve them. As a result, they were not very successful in setting sub-goals. Moreover, it took time for them to improve their TOEIC scores or realize that their English skills were actually improving, so they tended to lose motivation and think about other options. Namely, they tended to switch their sub-goals often and they had too many and inconsistent goals (e.g., studying Korean, Kanji characters) and could not stay focused on one task. Perhaps they were substituting their sub-goals with goals that seemed more attainable, after experiencing difficulty in attaining their original (and unachievable) goals.

Whereas several participants did not succeed in or learn to set attainable goals and sub-goals, some participants who struggled at first gradually gained confidence as they achieved their sub-goals. In the cases of Ichiko (HP group) and Hitomi (A group), they thought that they could not perform well in high school so that they hoped to excel in college. From the beginning of college, they set a clear goal and sub-goals. Ichiko wanted to improve her TOEIC score, study abroad, and get a job. Hitomi wanted to get a good GPA and TOEIC score, study in New Zealand, and transfer to university. They steadily achieved these goals. In the cases of Itsuki and Rumi (A group), they went to correspondence high school and they pressured themselves to keep up with others in

college. Although they did not focus so much on English studies, they set sub-goals to get certificates and achieved most of their goals in their first year. As Lens and Vansteenkiste (2008) stated “achieving subgoals can be rewarding in itself because such goals have a reinforcing value when they satisfy important needs” (p. 152). These participants seemed to gain confidence by achieving each sub-goal and this led to higher motivation and encouraged them to set more sub-goals in the next learning phase.

In this way, setting achievable sub-goals seemed to be important in successful self-regulated learning. The skill of setting sub-goals and ability to break down the task to understand what was needed were related to prior experience, self-reflection and analysis, and motivation. Those who had never experienced planning their studies in high school had a disadvantage when it came to planning and setting sub-goals. Also, those who did not analyze their ability or their performance tended to set unrealistic goals. The students who were able to set realistic sub-goals and achieve them steadily gained confidence and became motivated to study more. The following figures show these patterns for two types of learners.

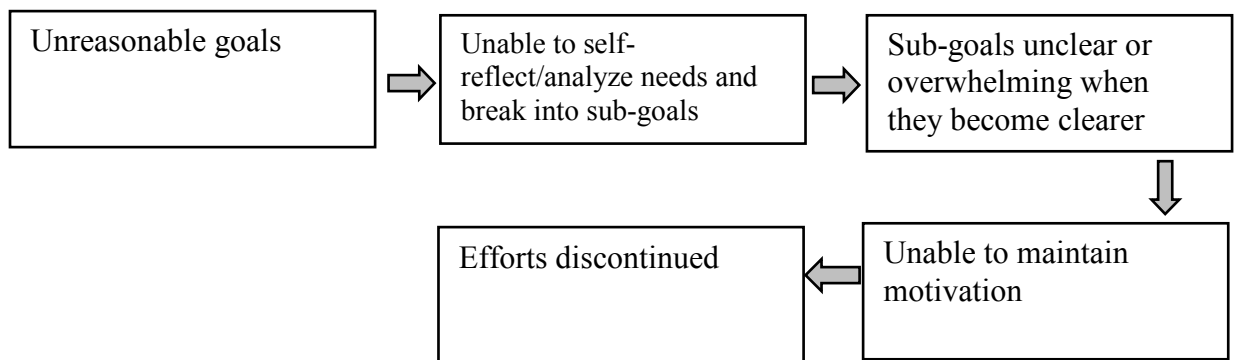


Figure 9. Pattern of unrealistic goal setting.

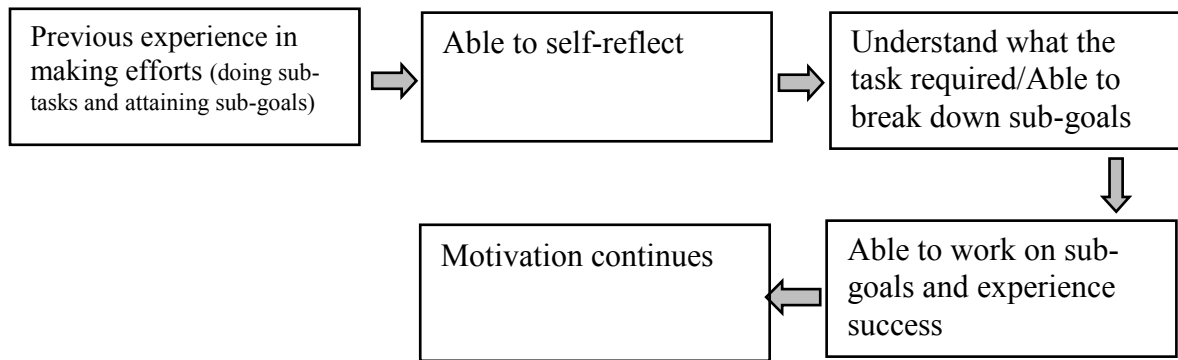


Figure 10. Pattern of attaining sub-goals.

Zimmerman’s social cognitive model (2000) shows that the three phases of learning (forethought, performance, and self-reflection) are cyclical. It broadly explains how self-reflection leads to better goal setting in the next learning task. The patterns of the participants in this study added more detail to the model by showing how learner’s previous experience also influences their ability to self-reflect and to set goals. In addition, it presented how achieving attainable sub-goals increases learner motivation, which leads to a better planning in the next learning phase.

Academic Demands

Not only the quality of goals, but how quickly the first-year students adjusted to the college learning style also affected their smooth transition to college. While students face many new academic demands in the first year, the skills of transforming and organizing information seemed to be the key SRL skills that students needed. In addition, it was critical that the students balance emerging demands from various new

commitments, choose priorities among them, and allocate time and effort based on their priorities. This was especially true in the second semester, when students have additional extra-curricular demands, such as college festival, club activities and part-time jobs. In addition, the course contents became more difficult in the second semester. Development of SRL skills were important for successful transition to college.

First-year college students face many academic demands associated with new tasks they have never experienced. Many participants in this study experienced difficulty adapting to college learning styles and the demands of coursework and assignments. For example, Konomi and Nana (LP group) complained about the fast pace of lecture courses. Mitsuko and Yoshiko (A group) could not understand instructions by native speaking teachers in English classes. Mutsumi (LP group) did not know how to write a term paper and procrastinated. Fumiko (HP group) did not know how to study for essay-type questions in the final exam, so she just used the memorizing strategy she had used in high school. Getting used to different teaching styles from high school and finding their own way to adjust were certainly challenging for some participants. In the Japanese context, very few studies to date have looked at the difficulty of adjusting to college coursework (although see Holthouse, 2005 and Taguchi & Naganuma, 2006 for discussion on adjusting to different teaching style in college English classes). Results from this study suggest that more research in this area is needed.

Many participants experienced similar difficulties adjusting to new learning styles in college. However, among the SRL skills, the development of organizing and

transforming skills was particularly important for the 15 participants in this study. Organizing and transforming information involves more thinking and requires students to learn the contents more deeply and with more complexity, compared to merely memorizing and rehearsing information. Yoshimi (HP group), Hitomi and Fuyuki (A group) had already developed a note-taking system in the first semester. However, they experimented and adjusted the system to make it work even better for them in the second semester. As a result, their learning deepened. Similarly, Ichiko (HP group), Itsuki and Rumi (A group) learned to use more transforming and organizing skills to take lecture notes in the second semester. Although Mie (HP group) and Konomi (LP group) were also business major students like Ichiko, Itsuki and Rumi, they never mentioned taking notes for the lecture courses. Mutsumi and Yaeko (LP group) and Shiho (A group), probably also because their courses were mainly English, tended to use more memorizing and rehearsing skills. However, Yoshimi (HP group), also an English major, used class notes effectively to improve her English skills. Those participants who used or developed organizing and transforming skills had more involvement in, and consequently control over, their learning. Those who did not use these skills either did not achieve their initial goals or had great difficulty before achieving them. These findings correspond with the study by Zimmerman and Martinez-Pons (1986) that high achieving students used more transforming and organizing skills.

Finding Time for Self-Study: Certificates and Proficiency Tests

In addition to adjusting to college studies, it was challenging for many participants to keep a balance between coursework and self-studies for the TOEIC and other certificates. As discussed in the setting section in Chapter 2, KWC places an emphasis on obtaining certificates and improving TOEIC scores, to give students more advantages in job hunting. However, the courses for these certificates are offered as extra classes on Saturdays. It is up to the students whether or not to take these certificates, and which certificates to get. Making this decision was another challenge for some participants. As discussed in the previous section on setting sub-goals, it was especially difficult for Mutsumi (LP group) and Mitsuko (A group), to decide which certificates to focus on. Their target was inconsistent and changeable (switching to Korean to Chinese character, or announcement). It was also very difficult for them to understand what obtaining the certificates required. In the end, they ended up not getting any of these certificates.

Even if they knew which certificates they wanted to get, many participants had a difficult time finding a balance between the coursework and self-studies. Yaeko (LP group) first thought that the college English courses were not helpful to improving her TOEIC score, so she thought that she had to study on her own more for the TOEIC, but she found that it was difficult to balance the time. She later decided to focus more on the coursework. Similarly, but in contrast, Mutsumi (LP group) thought the courses focused too much on the TOEIC, and she needed to self-study to improve her English skills. She did more self-study, rather than taking enough time to do her course

assignments. Similar to Mutsumi, Shiho (A group) felt the need to study more for the TOEIC by herself. She finished her homework as quickly as possible and did a lot of self-study. Aside from Shiho, who improved her score to 700, Yaeko and Mutsumi could have benefited more by focusing more on the coursework because they seemed to have needed to build basics in their first semester. On the other hand, Yoshimi (HP group), who focused more on the coursework with her note-taking, improved her TOEIC score faster than Yaeko and Mutsumi, and was selected to join the study abroad program. In Yaeko and Mutsumi's cases, it seemed that their efforts were rather scattered than focused. Although many participants had difficulty in finding a balance between the coursework and self-study for the TOEIC, in general, it seems that these students with lower proficiency benefited more from focusing on the coursework.

Some participants could not find the balance and did not get any certificates; others experimented with time management and found a balance between coursework and self-studies. An additional characteristic of students who successfully found time for extra-curricular studies was that they manage to prioritize the use of their limited time available. In the cases of Itsuki and Rumi (A group), their goal was to get as many certificates as possible in their first year. From the first semester, they learned that just taking the courses was not enough to pass the tests. Thus, they tried to set aside more time to self-study in addition to taking the courses. During the second semester, Itsuki realized that she was unlikely to pass one of the bookkeeping tests, so she decided to focus on the other tests (another test for bookkeeping and a test for secretarial work). Rumi also decided that her highest priority was bookkeeping, and whenever she found

spare time, she studied bookkeeping. In this way, they were able to allocate their time and energy based on their priorities and managed to pass tests for many certificates. On the other hand, even though Mie (HP group) set her goal to get one certificate per semester, she ended up not getting any certificate until the end of her first year. She thought she should have taken more time to self-study, instead of just taking the Saturday courses. Part of the reason she did not devote more time to studying outside of the certificate class was undoubtedly because she had prioritized her marching band. In the case of Konomi (LP group), she decided that studying for the TOEIC was not her first priority. In the second semester, she started routinely to study for TOEIC vocabulary in the morning, but she eventually stopped this practice. She decided to focus on other studies because she thought that it would take too long to improve her TOEIC scores and she would not be able to make it by the time she started job hunting. However, Ichiko (HP group) and Hitomi (A group), also business major students like Konomi, managed to find the time to study English and improved their scores in their second semester. As we can see from these examples, here again, clear goal setting and effective planning played an important role in determining how successful participants were in balancing their coursework and extra-curricular studies. This also corresponds to the discussion of Gollwitzer (1996) who argues the benefits of planning. He stated that planning is essential when various volitional problems occur (such as distractions, facing task difficulty, getting derailed from primary goal pursuit) planning can help alleviate these problems during goal striving.

To summarize this section, in addition to the challenge of deciding career goals immediately, the first-year students in this two-year college faced the challenge in adjusting to college studies. With regards to SRL, development of organizing and transforming skills seemed to be important in college, rather than mere use of memorizing and rehearsing skills. The participants also needed to decide which certificates to take or focus on, including the TOEIC. Balancing the coursework and self-studies for these extra needs was difficult for most participants. In the case of participants who successfully found a balance, it took some self-experimentation, but clear goal setting and effective time management were essential to their success.

New Living Environments

The adjustment to a new living environment posed an additional challenge for the first-year students. Among the participants in this study, those who lived in the dormitory seemed to experience more difficulty than others. Although living in the dormitory had numerous advantages, it seemed more difficult for the students who had to juggle the many adjustments they were attempting to navigate, especially at the beginning of the first year. These challenges of living in the dormitory included managing household chores, responsibilities to the dormitory, and interpersonal issues. In addition, changes of the roommates added extra challenge in the second semester when other demands are increasing, such as more difficult classes and college festival.

For some participants who lived in the dormitory, managing household chores was challenging; but others learned time management at the same time. For many

participants, it was their first time living away from family. Thus, in the beginning, it was hard for them to manage household chores. For example, Nana (LP group) talked about how she constantly felt tired doing household chores. She had to learn to cook, do laundry, and clean by herself for the first time in her life. In the beginning of the first semester, she constantly felt sleepy from doing all of the chores by herself, on top of going to college. Similarly, Mutsumi (LP group) became sick from having to manage many things, such as cooking and cleaning, packing for summer break, and studying for the final exams, at the same time at the end of her first semester.

Whereas some participants had difficulty dealing with the demands of the dorm, others benefitted from the structure by learning to manage their time better. Dormitory students had a strict curfew and scheduled clean-ups. Konomi (LP group) and Itsuki (A group) thought that they did not have enough time to study at night because of the clean-ups. However, they learned to manage their time, because they could study only before the clean-up of the public space started at 11 p.m. or at 6:30 a.m. They adjusted by setting routines for studying between 10 p.m. to 11 p.m. and before 6:30 a.m. Although no participant directly mentioned the benefits of these practices, certainly they benefitted from learning to do household chores and manage time by themselves.

Resident life also brought with it the benefits and undesired consequences of peer relationships. On the positive side, residence has been reported as one of the factors that affected a students' sense of belonging. Wilcox, et al. (2005) found that having a few good friends was critical in the first year, and that living in a dormitory helped students feel more included. All the participants who lived in the dormitory

seemed to enjoy the friendship and sense of belonging they built with peers, because the dormitory students had more opportunity to get involved in student activities and to interact with others. Konomi, Mutsumi, and Nana (LP group) and Shiho (A group) mentioned that they had a very good experience in the college festival (because the dormitory students were encouraged to participate in the chorus group by the college) and seemed to strengthen their sense of belonging. Itsuki (A group) found a strengthened sense of belonging when her dormitory friends welcomed her back warmly after she recovered from illness in her first semester. Fumiko (HP group) became best friends with her roommate in the first semester. This friend motivated her to study hard. On the other hand, interpersonal relations also negatively affected some participants. For example, when Fumiko changed roommates in the second semester, her motivation to study dropped. Although Shiho got along well with her roommate in the second semester, she ended up spending more time with her and less time studying than in her first semester. Living with others was stressful for Konomi and Yaeko (LP group). Konomi's roommate made noise during the night, so she had trouble sleeping. Yaeko felt obliged to always spend time with friends, otherwise she was worried about being excluded by her immediate group. In this way, their dormitory life was greatly influenced by their roommate. There have been very few studies on dormitory life in Japanese colleges, but Ohno (2002) described in detail about struggles of dormitory students in a two-year college. She stated that the first semester is especially stressful for the dormitory students. Almost all of the interviewees had complained about dormitory regulations (such as curfews and available time length for shower) and had

mentioned stress about human relations especially with roommates. The study was conducted in a two-year women's college, and the problems discussed were very similar to the stress experienced by the participants in this study.

Many of the participants who commuted from home did not have trouble with house chores or dorm friends, but it was still a challenge to find the time to study. Most participants who lived at home had a two-hour commute, resulting in four hours a day spent on trains and buses. Like the participants who lived in the dormitory, some of these participants had trouble managing this life change, whereas others learned how to manage their time better. For example, Ichiko and Yoshimi (HP group) quickly developed a weekly routine of when and where to study (i.e., coming to school to study early in the morning) in the first semester, and they observed this routine throughout the year. Similarly, Hitomi and Rumi (A group) decided to study as much as they could at school so they could relax at home. Although Hitomi experienced physical fatigue and Rumi got sick from time to time in the beginning, they kept the good study routine throughout the year. On the other hand, some participants could not manage time well. For example, Mie (HP group) who had planned to balance her time between studying and practicing for the marching band, in addition to the long commute, could not find enough study time to allow her to pass the tests for the certificates. Similarly, Mitsuko and Yoshiko (A group) did not plan their time well, and seemed unable to create a regular routine. They sometimes studied in school, sometimes at home, and other times on the train or the bus. They could not concentrate well on their tasks and could not

manage their time and energy very well. In this way, for those who lived at home also had a difficulty managing their time and energy because of the long commute.

Sugitani (2009) reviewed studies on student development and on-campus living experience in America. Most of the studies reported that resident students outperformed academically and had better experiences, such as interactions with peers and faculty, than those who lived in rental rooms or commuters. Other studies also supported the benefits of living in a residence hall as it enriches out-of-class experience and encourages deeper involvement (Pike, 1999; Terenzini, Pascarella, & Blimling, 1999). However, I could not find any study that was focused on problems associated with living in a dormitory or commuting, except Ohno (2002) who described female students' stress in adjusting to dormitory life. The participants in this study experienced much difficulty in adjusting to the new living environment. Although these problems were temporary, as they were alleviated once students got used to college life, the impact of stress or need to adjust is large on the smooth transition. This is especially true in a two-year college.

As discussed above, changes in living environment and in the participants' daily commute introduced issues related to interpersonal relationships and time management into an already complex adjustment equation. While living in the dormitory had benefits, such as learning to do household chores, time management, and building a sense of belonging, many participants had a difficult time because of relationships with their dorm mates. Even for participants who lived at home, it was not easy to balance study time with a long commute. However, generally speaking, the participants adjusting to

dormitory life faced more difficulties than those who commuted from home. Having said this, it is important to note that Fumiko was the only participant in the higher-proficiency group who lived in a dormitory. Meanwhile, Fuyuki was the only participant in the advisee group who lived in an apartment. Thus, because of this unequal distribution of participants, it is not possible to comment on how proficiency level might interact with living arrangement in this study. The unequal distribution of participants, while perhaps a random outcome of participant sampling, does raise the issue of whether lower-proficiency students are more likely to live in dormitory in the Japanese context. If this turns out to be the case, questions of why this might be happening, and how to better support this subgroup might be fruitful areas for further investigation.

Social Obligations

In addition to the academic demands and adjusting to a new living environment, first-year students had to deal with the social obligations that arose in joining new communities in college. These communities include clubs, student government, seminar groups, and part-time jobs. Some participants chose to get more involved in the new communities in college than others. These obligations also increased in the second semester, as study demands and demands due to qualification tests, study abroad applications, tests to transfer and job hunting also became more salient. Attempts to manage the balance between the extra-curricular activities and study influenced their goal achievement.

Some participants managed to balance well student activities and studies, by good planning and prioritizing. In the cases of Ichiko (HP group) and Hitomi (A group), they both made a deeper commitment to student government activities and still achieved their personal goals; of getting a job or transfer to university, improving TOEIC scores, and studying abroad. Ichiko changed her plan to study abroad, and managed to exercise leadership and study in the Philippines later in the second year. When Hitomi took over a leadership position in the second semester of her first year, her schedule became even busier—in addition, she had a long commute. She constantly felt exhausted, but she did not cut down her study time. On the other hand, Itsuki (A group) decided to step back from club activities in order to dedicate more time to her studies. In the second semester, she gave up studying for one of the bookkeeping certificates because she did not have enough time to study. She belonged to two clubs and decided to quit one of them. Making this decision was difficult for her, but she was able to give priority to her studies. Similarly, Fuyuki (A group) decided not to become involved with any student activities because her priority was on her studies in her first year. However, after she felt that she had settled down in college, she decided to take a leadership role in a seminar in the second year and she was satisfied with her decision. Rumi (A group) was in a similar situation to Itsuki, but instead of quitting clubs, she decided to take the leadership position. Although she felt overwhelmed with her busier schedule in the beginning, she managed to fulfil her responsibility and achieve her goals. In this way, many participants managed deeper commitment to student activities while achieving their personal goals at the same time—they prioritized well.

In contrast, some participants could not achieve good balance between social obligations and studies. For example, once Konomi (LP group) joined a cheerleading club, almost all of her spare time was spent on baton practice. She got deeply involved with the club activity and had difficulty making enough time to study. Similarly, Mie's life was centered on marching band practice outside college. Most of her time after school and summer break was spent on band practice. She did not have enough time to study and could not pass the tests for certificates she wanted to get. On the other hand, Mitsuko and Shiho (A group) gradually shifted their focus to social activities rather than their studies. In the beginning, their motivation to study was very high. However, once Mitsuko found out it was financially difficult to study abroad, her motivation to study dropped and she became more involved with student government activities. Shiho found a good friend in the dormitory and she started to spend more time socializing rather than studying. In this way, some participants found more motivation in student activities and socializing rather than studying.

Meanwhile, other participants chose not to get involved with student activities at all. Some participants chose to do so because they wanted to study more. For example, Fumiko and Yoshimi (HP group) did not commit themselves to clubs or student government. They spent more time on themselves (i.e., study, job hunting). However, later in the second year, they mentioned that they should have committed more to student activities in some way, so that they would feel more fulfilled with college life. On the other hand, Nana (LP group) did not get involved in any activities, but she did not study much, either. In Nana's case, there was no major factor that interrupted her

studies. However, she did not commit herself to any activities nor to her studies, even though she wanted to transfer to a four-year university and she knew she had to study hard. It seemed that Nana was barely surviving college life and she could not focus on her studies. She did not pass the transfer exam by the time she graduated from college. In this way, deeper commitment to student communities seems to be related to a students' overall satisfaction with college life and motivation. Avoiding the commitment did not necessarily lead to a sense of achievement. This is also supported by previous studies. Several studies have reported that student's sense of belonging was related to their academic standing. The sense of belonging was developed through social acceptance from peers and instructors (Freeman, Anderman, & Jensen, 2007; Pittman & Richmond, 2008).

As discussed above, dealing with social obligations associated with new communities in college was another factor that influenced students' studies and goal achievement. Once students became deeply committed to extra-curricular activities, they needed to strike a balance between these activities and studies. Good time management was most critical, but also the flexibility of adjusting plans and choosing priorities was important. At the same time, becoming involved in these activities also seemed to be related to motivation and a sense of achievement. Those participants who took the leadership position felt more satisfaction with college life than others who did not. In this respect, merely avoiding these social obligations was necessarily not a better solution. Students needed to use SRL skills such as planning and prioritizing in order to achieve a balance between student activities and their studies.

Emotional Distractions

Emotions have been reported to relate to self-regulated learning. Positive emotions promote self-regulation in learning, while negative emotions tend to lead to less effective learning strategies (Frenzel & Stephens, 2013). Bown and White (2010) also reported on how emotional regulation affected independent language learning. Many participants in this study experienced emotional distress that distracted from their studies. Preoccupation with emotional issues left less room in life for SRL. As a final factor that influenced their learning, how participants managed to control their emotions is discussed below.

Some participants successfully learned to deal with their negative emotions, such as anxiety and worry. Ichiko and Mie (HP group) were first worried about their low scores on their English weekly vocabulary tests. They felt inferior and lost confidence, comparing themselves with their classmates. However, eventually they overcame their worries by preparing well for the quizzes each week. Hitomi (A group) had the same teacher as Ichiko and Mie's, but instead of worrying about exchanging scores with classmates, she took the challenge positively. She thought that because the teacher made up unpredictable test questions, she decided to prepare more than enough for the quiz each week, and this practice resulted in score improvement in the TOEIC. Itsuki and Rumi (A group) heard about this teacher in the first semester, and deliberately chose the teacher in the next semester, because they thought that the teacher

would force them to study harder for the TOEIC. In this way, many participants dealt with negative emotions well or took the challenge positively.

On the other hand, many other participants tended to be distracted by negative emotions related to friendship. Some of them were so distracted that these emotions interrupted their studies. For example, after Konomi (LP group) had trouble with her friends, she could not stop thinking about the problem. She struggled with focus in class. Yaeko (LP group) had difficulty in concentrating when she was worried about being excluded from her immediate group of friends. Peer pressure was another issue. In the case of Nana (LP group), when she saw other dormitory mates studying until late at night, she became worried. Similarly, Fuyuki (A group) had trouble sleeping when she read classmates' twitter comments mentioning that they were studying until late at night. Fumiko (HP group) also felt that she had to study more when she saw her roommate studying until late at night. In this way, peers play a major role in students' life.

The students tended to compare themselves with peers, and this related to their self-confidence. Some showed vulnerability because their confidence was faltering. Zimmerman (2000) discusses one shortcoming of comparing oneself to others (i.e., using normative criteria in the self-reflection phase rather than previous performance) as it tends to deemphasize self-observation. Many participants in this study emphasized peers, sometimes this helped lower self-regulated learners. However, at other times, influence of peers had negative effects. Controlling emotions and focusing on their own efforts were another important SRL skill for students in their first year.

The Transition to College and Self-Regulated Learning Skill Development

This case study of 15 first-year students revealed that there were many challenges the students faced during the transition to college. Successful transition during the first year in college was closely related to the use and development of SRL skills. Effective goal setting and planning were crucial from the beginning of the first year. In order to adjust to academic demands in college, transforming and organizing were key SRL skills. Controlling emotions was another important skill. At the same time, emerging needs to adjust to new communities were factors that prevented the effective use or development of SRL skills. For example, the need to decide their career goals in such a short period of time was a great challenge for many of the students. Many students struggled with adjusting to a new living environment, managing household chores or having a long commute. Managing the balance between studies and social obligations was another difficulty. Some students were greatly distracted by worries and stress associated with friendship and comparison with peers. These challenges are similar to the ones experienced by the first-year students in America as discussed in Upcraft, Gardner, and Barefoot (2005). All of these factors introduced a new element, or in many cases several new elements, into the participants' lives. Each additional change in the participant's life necessarily engendered new demands on the participants' available time, emotional energy, and coping—or SRL skills. In turn, they also directly influenced the resources that the participants had available to deal with the rapid changes in their lives. These factors that the participants experienced are

summarized in Table 14. SRL skills and context were closely related. Environmental factors truly influence the learners' SRL.

On the other hand, there seems to be no clear patterns between the three groups how they developed their SRL skills during their transition processes. Among the 15 participants in this study, Hitomi and Fuyuki (A group) seemed to have already developed their SRL skills prior to entering college. They were performing well from the outset and they built upon their skills even further in the second semester. Many others, five participants across groups (Ichiko and Yoshimi—HP group, Yaeko—LP groups, Itsuki and Rumi—A group), struggled in the first semester. However, they experimented with various skills, learned from their mistakes, and further developed SRL skills in the second semester. Interestingly, Fumiko (HP group) was the only participant who did not seem to develop SRL skills, but achieved all of her goals, such as improve her scores, study abroad, and get a job. Among the four levels of SRL development discussed in Zimmerman (2000), Fumiko was good at observing and mimicking the study skills of her friends. She was able to use the skills under structured conditions (Self-Control level), however, she could not continue using them once her personal and environmental condition changes; she lost motivation to study when she had a less hardworking roommate in the second semester. Other five participants across the groups (Mie—HP group, Konomi and Nana—LP group, Mitsuko and Yoshiko—A group) neither developed their SRL skills nor achieved their initial goals. They were

Table 14. *Extra-Curricular Elements Experienced by the Participants in the First Year*

	Living environment	Certificate attempted	College festival	Student activities	Career goals	Study abroad	Activity outside school
Ichiko (HP)	Long commute	Book keeping (3rd)/TOEIC	Cashier	Student government	Job hunting	Philippines	
Mie (HP)	Long commute	Secretary/ business writing/MOS/TOEIC	Cashier		Job hunting		Marching band
Fumiko (HP)	Dormitory	TOEIC			Job hunting	New Zealand	
Yoshimi (HP)	Long commute	TOEIC		Club (once a week)	Transfer	New Zealand	Part-time job (1st semester)
Konomi (LP)	Dormitory	TOEIC/ Bookkeeping (2nd)/secretary (pre-1st)	Club performance	Cheerleading club	Job hunting		
Nana (LP)	Dormitory	TOEIC	Chorus group		(Transfer)	Wanted to go	
Mutsumi (LP)	Dormitory	TOEIC/ Chinese characters/ Korean	Chorus group		(Transfer/Job hunting/Study abroad)	Canada	Part-time job
Yaeko (LP)	Dormitory	TOEIC			(Transfer)		Part-time job (1st semester)
Hitomi (A)	Long commute	TOEIC/ bookkeeping (pre-1st)	Organizing committee	Student government	Transfer	New Zealand	
Fuyuki (A)	Apartment	MOS/TOEIC		Seminar leader	Transfer		

Table 14 (continues)

Table 14 (continued)

	Living environment	Certificate attempted	College festival	Student activities	Career goals	Study abroad	Activity outside school
Mitsuko (A)	Long commute	TOEIC/ secretary/ Chinese characters/ announcing	Chorus group	Student government	Job hunting	Wanted to go	Take care of cousins
Yoshiko (A)	Long commute	TOEIC	Dance performance		Job hunting		Part-time job/ airline school
Itsuki (A)	Dormitory	Bookkeeping/ secretary/ TOEIC	Club performance	Brass band/Tea ceremony	Job hunting		(got sick)
Rumi (A)	Long commute	Bookkeeping/ secretary/ TOEIC	Club performance	Brass band (leader)	Transfer		
Shiho (A)	Dormitory	TOEIC		Korean language club	Job hunting	Wanted to go	

able to observe and emulate their peers to a certain point, but they never seemed to reach to the self-control stage. Most of them lacked the ability to understand what the task or challenge required of them, which was critical to set sub-goals and persist. They also had difficulty in structuring the learning environment and tended to attribute their own failure to others. Mutsumi (HP group) and Shiho (A group) followed unique patterns. Mutsumi did not exhibit any use of SRL skills during the first year. However, once she set a clear goal to transfer to the affiliated university after studying in Canada, she started to regulate her learning in her second year. Her first year was spent on negotiating her goals and adjusting to new life. On the contrary, Shiho showed very successful use of SRL skills and performed very well in her first semester. However, she felt burnout and stopped studying and job hunting. She could not balance her energy and emotions very well. The development of SRL skills of 15 participants is summarized in Table 15.

Table 15. SRL Development of 15 Participants

	HP Group	LP Group	A Group
Already had SRL (based on prior experience)			Hitomi Fuyuki
Developed SRL in 2nd semester	Ichiko Yoshimi	Yaeko	Itsuki Rumi
Did not develop SRL but achieved all goals	Fumiko		
Did not develop SRL nor achieve goals	Mie	Konomi Nana	Mitsuko* Yoshiko*
Others		Mutsumi	Shiho

Note. HP = Higher-proficiency; LP = Lower-proficiency.

While there has been little research to date which has focused on academic skills and transition to college and SRL skill development longitudinally, this study has

described how first-year students developed or struggled with developing SRL skills in a rich context, during their transition to college. This study added a deeper understanding of SRL skill development of the first-year students and factors that challenged these developments. However, it needs to be further investigated why there are variances of students' SRL skill development and how we can help students develop SRL skills during the transition to college.

Self-Regulated Learning Skills and Language Learning

The trajectories experienced by 15 participants of this study showed that SRL skills in general studies are indeed related to students' language learning. It has been shown that making the balance between general studies and self-studies in English is challenging for many students, especially business major students. However, in general, successful self-regulated learners managed the balance and were successful in language learning as well.

Although making the balance between general studies and language learning proved to be challenging for business major students, successful and unsuccessful SR learners approached English studies differently. For example, Ichiko and Mie (HP group) both had high anxiety toward English classes in the beginning. Both learned how to use an English-English dictionary to prepare for the weekly quiz and their scores gradually improved. Ichiko started to enjoy studying English and took a more challenging writing course in the second semester. As other business courses also became more demanding, Ichiko learned to set aside time for English studies and

improved her skills steadily. On the other hand, Mie felt more relaxed once her TOEIC score went down and she was placed in the lower English level class. Since then, she did not proactively find the time to study English. Later she found out getting a higher TOEIC score was important when she wanted to get a recommendation for a company. However, it was too late. She ended up not getting any certificates and not improving the TOEIC score by the end of the first year. Similar to Ichiko, Hitomi (A group), a successful self-regulated learner, also proactively tried to study English outside the classroom. She was able to excel in business classes and also put the same amount of efforts toward her English studies. Both Ichiko and Hitomi managed to perform well in business courses, improved the TOEIC score, studied abroad, and got a job or transferred to a four-year university.

Other students made a deliberate choice not to study English more than necessary. For Fuyuki, Itsuki, and Rumi (A group), highly self-regulated learners, their priority was on general studies rather than studying English. However, they knew that getting a higher TOEIC score was necessary for them to pass the transfer examination. They visited the Advising Room in the first semester, received advice, studied just enough to allow them to pass the criteria, then prioritized their tasks and chose to spend more time on other studies. For less self-regulated learners, such as Konomi and Nana (LP group), it was difficult to manage their time to study. Konomi had difficulty in structuring her environment to study, both in general and in learning English, with her main interest was always on club activities and she tended to be distracted by troubles with friends. Nana had trouble focusing her attention. She wanted to transfer to the

affiliated university and knew a higher TOEIC score was necessary, but she could not focus on her studies both in business courses and English courses.

Even for English major students, sometimes it was difficult to make the balance between their coursework and self-study. For Yaeko and Mutsumi (HP group), they struggled to set aside time to self-study because they thought that taking English classes was not helping them to improve their TOEIC score. Yaeko eventually realized the importance of the coursework and she focused more in class, which allowed her to gradually improve her score. However, Mutsumi did not take the coursework seriously and also failed to take enough time to study outside class. Similarly, Mitsuko and Yoshiko (A group) did not seem to believe that they were improving their English skills through the English courses. They tried to self-study with my advice at the Advising Room. However, Mitsuko was barely finishing assignments for classes on time and had difficulty in finding time for self-study. Yoshiko did not seem to take the coursework seriously and had problems with persisting.

For both business and English majors, many students had to negotiate how to make the balance between the coursework and self-study in English. In general, students who could utilize effective SRL skills in general studies were also good at managing their language learning outside classroom. The lower-proficiency students with limited SRL skills did not adopt new language learning strategies and did not persist with the strategies that were recommended to them. However, most students still managed to improve their TOEIC scores. This may be due to the college English program focusing on test preparation. The test preparation classes provided many

opportunities to practice test tactics. These practices seemed to support students' score improvement. Although some students did not self-regulate their learning, they managed to make score gains with the other-regulation imposed on them.

The Impact of Advising in Language Learning

In the context of this case study, advising in this college proved to have at least two kinds of roles. One was to provide confirmation of students' plans. Some students already had clear goals when they visited the Advising Room. Some of them, like Hitomi and Shiho, had their own study plan and just wanted to check if they were on the right track. Other students who were not very confident about their English skills, like Fuyuki, Itsuki and Rumi, needed initial advice with their study strategies. They knew how to set sub-goals and manage their own studies, so with the advice they were able to make progress on their own after the visit. On the other hand, another role of advising was to provide more intrusive guidance on setting sub-goals and planning study. With Mitsuko and Yoshiko, who needed substantial support to build basic English skills, I (as an advisor) set goals and provided weekly assignments, along with follow-up advice on time management. However, interviews later on revealed that they could not continue their self-study and eventually Mitsuko gave up her study and got more involved with student activities, and Yoshiko found a private tutor outside college. They could not achieve their initial goals. Therefore, with the participants in this study, students who had already built their SRL skills seemed to benefit more from my advising. However,

my advising had little impact with the students who have lower-proficiency and limited SRL skills.

The language learning advisor's central goal is "the development of learner autonomy which includes fostering the ability in learners to identify language needs and personalize the learning experience by selecting appropriate resources, planning, monitoring, and evaluating ongoing language learning" (Carson & Mynard, 2012, p. 14). In accordance with this definition, I as an advisor could not achieve this goal to help Mitsuko and Yoshiko with developing autonomy. The main cause for this failure seems to be the mismatch of their goals and proficiency. Even though their English proficiency was low (TOEIC score below 300), their goals were high (to study abroad and to become a flight attendance). They had only a year to achieve the goal and it was difficult for them to estimate the time and effort necessary to reach the goal. Unrealistic or unreasonable goals eventually led to their low self-efficacy. Other factors involved might be related to the demands of the college program. The students were generally overwhelmed by the demands of the program and they were unable to find space for SRL, especially in the second semester. In addition, giving advice mainly on language learning strategies (such as shadowing and grammar exercises) did not seem to provide enough support for these students. More advice on SRL strategies seems to be necessary.

Four suggestions when advising lower proficient students can be proposed based on the findings of this case study. First, students should be notified of any possible difficulty in achieving their goals. Although they should never be discouraged from pursuing their goal, they should realize what effort and how long it might take to do so,

based on their proficiency. Since presenting numerical data is difficult, concrete examples of previous students (both successful and unsuccessful) might help them realize the distance between their current state and their goal. This should help the students adjust their goals and study plans. Advisors can also help students better understand what is needed to achieve their goals.

Secondly, the advisor should deepen their understanding of the context. Until I conducted this case study, I was not fully aware of the two-year college situation. This study revealed that first-year students experience many challenges in adjusting to college life, and these challenges might interfere at times with their using or developing SRL skills. The advisor should take the context into consideration when giving advice, rather than merely focusing on their academic needs. In any setting, the advisor should fully understand the context in which their advisees are placed. In addition to providing advice on how to study and how to develop SRL skills, the results from this study suggest that the advisor can play an instrumental role in helping students identify potential challenges to time management in the transition to college. Advisors can help raise learners' awareness about the time demands of club activities, dorm life, studying for qualifications, etc. Particularly, increasing demands in the second semester should be informed, including college festival, more difficult classes, and job hunting. In addition, advisors can provide students with examples of how successful students have previously structured their study time (with regards to use of time, space, and peers). Part of being more aware of contextual factors might also entail investigating the ratio

of lower-proficiency learners in dormitories, and becoming particularly aware of the time and interpersonal demands placed on these learners.

Third, students, especially lower proficient learners, should be made aware of the benefits of their coursework. In the cases of Mitsuko and Yoshiko and other participants in the lower-proficiency group, they tended to underestimate the value of the coursework. They did not believe that their coursework was helping them improve their English skills. As a result, they tended to try to focus on self-study outside class rather than focusing on the coursework. One possible solution might be creating a list or chart that connect their coursework with language skills, together with the advisee. Once the students realize the connection of the work they are doing and the skills they are trying to improve, they might take the coursework more seriously; and this in turn might help with their language development.

Finally, the advisor should be extremely attentive on the advisees' self-efficacy. As this case study has shown, students, especially lower proficient learners, were conscious of their ability and anxious when comparing themselves with peers. They tended to be less confident because they thought they had not studied enough in high school. In the cases of Mitsuko and Yoshiko, they eventually lost their self-efficacy because they accumulated negative emotions from not having achieved tasks or assignments from their advisors. Probably the advice could have focused more on raising their self-efficacy through accumulating a sense of achievement completing much easier tasks. By doing so, they would gain more confidence in planning their study and pursuing their goals. In summary, I would like to propose that advisors should

adjust their approach with lower-proficiency learners: by making the distance between goals and the current situation clear, taking context into consideration, helping learners realize the benefits of coursework, and choosing strategies that raise self-efficacy.

Previous studies on advising in language learning have focused on mainly on management issues and advising skills. Little has been investigated with regards to the impact of advising, especially on lower-proficiency learners. This case study illustrated the process of (un)development of SRL skills, and of factors that might contribute to the lack of goal achievement. Moreover, this study confirmed the importance of understanding the context in which the advisees are placed. Advisors should be well aware of the learners' proficiency and their readiness for autonomy, and adjust their advising approach according to the learner and the context.

Summary

The trajectories of SRL skill development of the 15 first-year students in this study supported Zimmerman's social cognitive model of SRL. When students set clear goals, they executed study plans well and based them on good self-analysis. As a result, they set reasonable goals for the next phase. When students' goals were vague, their efforts did not continue, and they could not reflect on themselves well; as a result, they made another unrealistic goal, gave up, or ultimately elected to devote their time and energy to other pursuits (e.g., social relations in club activities or school events). During their transition to college, they had to deal with many emerging needs because of the new communities they joined in college. These challenges made it difficult to regulate

their learning. Self-regulated learning was greatly influenced by the environmental factors. At the same time, using and developing SRL skills were crucial to balancing these various needs and studies. This was especially challenging for lower-proficiency learners. Language learning advisors might be able to help them by changing advising approach according to the learner's level of readiness. Advisors should perhaps inform the students with lower proficiency about the various challenges they might face during the first year. Giving advice on language learning strategies might not be sufficient with these learners, but more advice with SRL strategies should be provided. Advisors could also help them build self-confidence by helping them experience a sense of achievement. Overall, understanding the context seems to be most important in advising first-year students.

CHAPTER 8

CONCLUSION

Over the ten years of advising experience, I have noticed that there are three types of learners: highly independent learners, independent learners in progress, and highly dependent learners. By investigating the trajectories of 15 first-year students in this study, I confirmed that these three types of learners can be framed within the self-regulated learning model. The highly independent learners, based on the SRL skills they had already built prior to entering college, knew what they wanted to do and what kind of advice they exactly needed when visiting the advisor. They further developed their SRL skills, performed well both in general studies and language learning, and achieved their goals, just like Hitomi and Fuyuki in the advisee group. Many of the participants were independent learners in progress, who struggled in the beginning, but eventually developed their SRL skills after experimenting and learning from mistakes. They were like Ichiko and Yoshimi in the higher-proficiency group, Yaeko in the lower-proficiency group, and Itsuki and Rumi in the advisee group. Highly dependent learners surely existed among the participants, like Mitsuko and Yoshiko, who did not learn to self-regulate learning on their own and needed advice constantly. However, this case study made me realize that there was actually the fourth type of learners: those who struggle but do not seek help. These students had great difficulty using SRL skills and faced tremendous challenge adjusting to college life, like Nana and Mutsumi in the lower-proficiency group. However, I found that they did not seek support. Unless I

happened to invite them as participants, it was unlikely that I noticed that they were struggling. These students are in need most and should be reached out during the transition process to college.

In this chapter, I summarize the findings of this study, then write limitations of the study. After that, I discuss suggestions for future research. Finally, I conclude with final comments.

Summary of the Findings

In this case study of 15 first-year students, investigating their trajectories in their development of SRL skills, there were four main findings. First, Zimmerman's social cognitive model of SRL (2000, 2004, 2011) was applicable in the context of the first year in a Japanese college. As Zimmerman proposes, the 15 participants in this study also showed the SRL pattern of three phases (forethought, performance, and reflection). The students who had a clear goal were generally good at setting sub-goals and planning (forethought phase), and self-instructed toward the goal attainment (performance phase). Based on their self-analysis (reflection phase), they could change their behavior and set goals for the next phase (forethought phase). On the other hand, those who had vague goal could not set key sub-goals, and did not find a good strategy for college learning and time management. They tended to attribute their results to external factors. They could not reflect well on themselves and set unreasonable goals for the next phase. In this way, Zimmerman's social cognitive model was also true for the Japanese first-year college students, for both successful and unsuccessful cases. In

addition, the participants in this study showed that their previous experience also affected their ability to set reasonable goals and key sub-goals. Those who experienced planning their study on their own, such as in preparation for the entrance examination, had built some SRL skills prior to entering college. Achieving these sub-goals also led to more confidence. Whereas the previous research has been mostly cross-sectional or conducted for a short period of time, this study focused on how the students developed or did not develop their SRL skills longitudinally.

Second, this study revealed that there were many factors that affected the development of SRL skills during the transition to college. The first-year students needed to adjust well to the emerging needs of added communities and their demands. For example, they needed to make career decisions early, needed to adjust to academic demands in college, and at the same time, they also needed to adjust to a new living environment, club activities, part-time jobs, and so on. While adjusting to these new demands, they also needed to strike a good balance between these emerging needs and their studies. Controlling emotional distractions was also important. Although the SRL skills played a critical role in students' achieving the balance between these needs, these needs also became factors that made it difficult for the students to develop the SRL skills, because at times the students were simply overwhelmed in this kind of challenging environment and did not have time to devote to SRL. In this study, I have shown that the challenges that the first-year students faced during the transition process in the Japanese context. Many of these challenges were similar to the ones discussed in the US and UK context, but the requirements and added time pressure regarding to job

hunting were unique in this junior college context. SRL skills played an important role in successful transition.

Third, this case study showed that SRL skills in general studies did impact on the students' language learning. For many participants, it was difficult to make the balance between studies for their majors and other certificates, and self-study for English (mainly for the TOEIC). This was especially true for business major students. However, some students who were good at planning and time management, achieved both good academic standing in general and TOEIC score improvement. Even among English major students, some made most use of the coursework and utilized these skills for their self-study. Other students could not manage their self-study well, nor take advantage of the coursework. In this way, SRL skills in general studies influenced their self-study in English.

Finally, this study revealed that a different kind of approach is needed to support lower-proficiency learners. Although first-year students are susceptible to many changes they have to deal with in their transition to college, lower-proficiency students are in a riskier position. The lower-proficiency students and less successful advisees in this study tended to have difficulty in setting their long-term and short-term goals, and thus experienced difficulty in persisting and achieving their goals. Rather than giving them advice with only language learning strategies, they might benefit more from advice on SRL skills. For example, they should be explicitly made aware of the time demands of activities, such as clubs, part-time jobs, and of the compressed time line they have to achieve their goals. Then, the advisor should support them in increasing

their self-efficacy by helping them achieve short-term goals. More frequent meetings might be necessary with these students. Although this study did not fully unravel the impact of advising, it added insight into how students had difficulty in achieving their goals and developing SRL skills in the first year. In addition, the study suggests that some students need more help with SRL skills.

This study added understanding about the process of SRL skill development. By observing them longitudinally, this study enabled me to investigate changes that students made during their transition process. Moreover, this study described what difficulties especially lower-proficiency students had in their process of development of SRL skills. It was shown that SRL skills also impacted their studies in English. In advising, giving advice on SRL skills might be more beneficial rather than giving advice only on language learning strategies. The study suggests that a different approach is needed for less prepared students. Finally, this study helped to understand better the transition process in the Japanese context.

Implications

This study has several implications for researchers, language learning advisors, teachers, and university administrators. First, this study can benefit researchers who are interested in the area of college transition and self-regulation. While there has been some research focusing on academic skills during the transition process, this study provided a rich description of how SRL skills played an important role in adjusting to college life. At the same time, this study provided insight of how added demands posed

challenges on the development of SRL skills and a smooth transition. Especially, the detailed description of how lower-proficiency students struggled in their transition process and developing SRL skills was unique in this study. Based on the findings of this study, a questionnaire could be developed in order to identify higher and lower SRL students in the context of Japan.

Second, the findings about struggles of lower-proficiency learners can benefit language learning advisors. This study suggests that merely giving meta-cognitive advice on language learning strategies and techniques might not be very helpful in cases of less prepared students. In many cases, students had problems with self-regulated learning, and if they did not resolve those issues, they could not adapt the strategies that were recommended to them. Conversely, students who were able to adapt the strategies, already had fairly well developed SRL. A different approach, such as more hands-on advice and frequent meetings focusing on SRL, might be necessary. In addition, advisors need to understand the context, the rhythm of the academic year, and what challenges students face at different times, and the sub-goals and strategies that need to be identified for the plethora of new challenges and tasks that students face. The study re-emphasizes the importance of understating of the context and suggests that more flexibility is needed according to learner's readiness for autonomy.

Third, teachers can use the information from this study in their classroom and academic advising. By better understanding the transition process, teachers can give advice on note-taking and test preparation. They could also use activities in class and assignments which encourages students' proactive learning. For example, language

teachers and first-year seminar teachers could give students some readings on SRL and the different strategies that students need to use and develop. They can also assign readings on the levels of SRL, then have the students discuss on which strategies they are good at and they need to develop more. These types of exercises will help students and teachers become more aware of SRL skills that they are good at and need to work on more. During academic advising, teachers could listen to student's situations and give advice on time management and making career decisions, and guide them to resources available on campus. This study showed that students who are struggling do not necessary seek help by themselves, thus, teachers can play an important role in reaching out to those students.

Finally, policy makers and university administrators can utilize the information from this study when designing curriculum and induction programs. This study showed that less academically prepared students certainly struggled more in adjusting to college life. University administrators could plan programs to provide support to these students. For example, they could bring the materials on SRL into first-year classes. Moreover, new challenges that students are going to face as they enter the second semester should be informed. It is important to let students know ahead of time of how demands seem to converge in the second semester, and help students make choices about what they want to prioritize, and help them better understand the sub-goals and strategies that need to be identified and used to help them achieve some of their larger goals (e.g., job hunting, tests for certificates). Administration could also work on scheduling so that these demands would not occur at once in the students' lives. Moreover, as admissions offices

move toward the recommendation system, more students with limited SRL abilities and lower levels of linguistic proficiency will be admitted. Administrators should be well aware that these students are in need of support. There is no easy solution, but we could start from taking small steps and keep making improvements.

Limitations of the Study

Although I tried to increase the trustworthiness of this study through prolonged engagement, testing rival hypotheses, and peer debriefing, there are several limitations in this study. They are concerned with positionality, the limited sample size and single location, and participants' goal attainment.

First, as I have been a full-time faculty member at KWC for five years, it was unavoidable to be part of the participants' living communities. While I tried not to intervene (except with advisees), but build rapport at the same time, sometimes it was difficult not to intrude, especially when the students were struggling and needed help. Although I could not help but give advice when it seemed necessary, I think that this talking from the heart helped us maintain our rapport, with the result that no participant withdrew from the study. I appreciated their trust and honesty to share their struggles with me.

Next is about limit of the sample and the single research site. Although the longitudinal observations of 15 students helped gain a deeper understanding of the transition process, this sample is certainly not representative of all Japanese college students. These processes were experienced by selected students, in a small, two-year,

women's college in a suburban area in Japan. Even in the affiliated four-year university located on the same campus as KWC, the first-year transition process would be experienced somewhat similarly, but also quite differently. For one, students in four-year universities are working with a more relaxed timeline, and do not have to take some decisions (e.g., applying to a four-year university into a consideration). In addition, I had an attrition issue when recruiting participants to the advisee group. My initial plan was to recruit more advisees who continued their visits over the course of one year. However, most first-year students visited only once in the academic years I collected the data for this study. Only two advisees made multiple visits among eight participants in the advisee group. Therefore, the sample is limited in terms of investigating the impact of advising.

Finally, I must state that the 15 students in this study are still on their way to attaining their goals. The students were categorized as "successful" and "unsuccessful" due to attainment of their initial goals at the point of their second year. However, this was for the sake of practicality. Many of them might be struggling now with another transition process to the new environment, at their working place, or at a four-year university. Through the process, they might be developing more effective SRL skills. They might still be working toward their long-term goals and switch their career (as is often the case with new graduates). Others might be studying another year after graduation to pass the transfer exam to a four-year university. Some of the students may have developed better SRL skills by now. Students' success is a life-long process and it

is not possible to determine it based on observations for two years, and I hope they continue developing their skills toward their goal attainment.

Suggestions for Future Research

I think there are two possible areas for future research. First, more needs to be investigated on the transition process of the first-year college students, particularly in Japan. This case study described how first-year students struggled to adjust to college learning style while adjusting to their new life, and SRL skills play a key role to help them survive. The study showed that lower-proficiency students are especially at higher risk. However, in this study I merely observed how they struggled throughout the year. Except students in the advisee group, I did not provide much support, unless it felt necessary. Based on the findings of which kinds of SRL skills are necessary in what phase, intervention studies should be conducted to find out how to support less-prepared students. The information from this study can be also used to help develop a questionnaire on SRL for Japanese students. Using this questionnaire might help teachers to identify students who are struggling and to provide support at an early stage.

Second, similar to the first point, more intervention studies should be conducted on how to give advising to lower-proficiency students. The initial purpose of this study was to investigate the impact of advising. However, findings suggest that my approach to language learning advising did not have a large impact on development of advisees' SRL skills. Despite many visits to an advisor, Mitsuko and Yoshiko could not develop their skills and did not achieve their goals. However, except these two students, there

were not many students who continued to visit the advising room in the first place. More participants should be observed longitudinally. Effective advising approaches for lower-proficiency learners should be explored. Furthermore, the study suggests that students at a larger risk might not take initiative to visit an advisor. They might not seek for assistance, since they are simply overwhelmed with other things that they have to deal with. Empirical studies will be necessary to investigate how to reach out to these students who are struggling but do not seek help.

Final Comments

Before conducting this study, I used to judge students as lazy if they showed tardiness, such as not showing up for appointments or not doing assignments. However, after taking a peek at a part of their busy first-year life in college, I felt ashamed about my ignorance on how overwhelming the adjustment process can be for many students. Basically, there were a lot of things going on in and outside classroom. Now that I have a better idea of what students in general are going through in their first year, I cannot help but feel embarrassed whenever I listened to my advising recordings, because I sounded very critical and intimidating as advisor (although of course I thought I was always trying not to be). Now I know how many students (especially lower-proficiency students) feel insecure about their English skills and might be feeling overwhelmed with the many other things they have to deal with, I can imagine how they must have felt intimidated by my advice and lost confidence. Conducting this study was a great journey of discovery and self-reflection. Although 15 students cannot represent the

whole student body, learning about their struggles and their attempts at overcoming them has enriched my perspectives and experience as a teacher and advisor. I hope to continue developing my skills to inform my advising practice. I hope that the trajectories of these students helps deepen the understanding of the first-year transition process for the readers as well.

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APPENDICES

APPENDIX A

THE SYLLABUS OF THE TEST PREPARATION COURSE (SPRING 2015)

2015 Academic Year Course Description and Syllabus

Course Name

English 1 (2credits)

Goals and Objectives

The purpose of this course is to familiarize students with the TOEIC and improve their scores. The focuses of the course include: the development of basic English vocabulary, the understanding of sentence structures, listening and reading for specific information.

General Description

This course is designed as an introduction to business English. Students will review basic vocabulary and grammar points in English and practice using them in the context. Students will also practice listening and reading for specific information. By drill practice, students will utilize these knowledge and skills on the TOEIC format.

Course Schedule

	Content
Class 1	[Monday, April 6] Introduction to the class
Class 2	[Thursday, April 9] Vocabulary Quiz 1 Unit 1: Present Tense (1)
Class 3	[Monday, April 13] Unit 1: Present Tense (2)
Class 4	[Thursday, April 16] Vocabulary Quiz 2 Unit 2: Past Tense (1)
Class 5	[Monday, April 20] Unit 2: Past Tense (2)
Class 6	[Thursday, April 23] Vocabulary Quiz 3 Unit 3: Gerunds/Infinitives (1)
Class 7	[Monday, April 27] Unit 3: Gerunds/Infinitives (2)

Class 8	[Thursday, April 30] Review Test 1 (from Unit 1,2,3)
Class 9	[Thursday, May 7] Vocabulary Quiz 4 Unit 4: Subject-Verb Agreement (1)
Class 10	[Monday, May 11] Unit 4: Subject-Verb Agreement (2)
Class 11	[Thursday, May 14] Vocabulary Quiz 5 Unit 5: Auxiliaries (1)
Class 12	[Monday, May 18] Unit 5: Auxiliaries (2)
Class 13	[Thursday, May 21] Freshmen's Camp
Class 14	[Monday, May 25] Vocabulary Quiz 6 Unit 6: Relative Pronouns (1)
Class 15	[Thursday, May 28] Unit 6: Relative Pronouns (2)
Class 16	[Monday, June 1] Review Test 2 (from Unit 4,5,6)
Class 17	[Thursday, June 4] Mid-Term Exam
Class 18	[Monday, June 8] Vocabulary Quiz 7 Unit 7: Nouns/Pronouns (1)
Class 19	[Thursday, June 11] Unit 7: Nouns/Pronouns (2)
Class 20	[Monday, June 15] Vocabulary Quiz 8 Unit 8: Adjectives/Adverbs (1)
Class 21	[Thursday, June 18] Unit 8: Adjectives/Adverbs (2)
Class 22	[Monday, June 22] Vocabulary Quiz 9 Unit 9: Comparisons (1)
Class 23	[Thursday, June 25] Unit 9: Comparisons (2)
Class 24	[Monday, June 29] Review Test 3 (from Unit 7,8,9)
Class 25	[Thursday, July 2] Vocabulary Quiz 10 Unit 10: Conjunctions (1)

Class 26	[Monday, July 6] Unit 10: Conjunctions (2)
Class 27	[Thursday, July 9] Vocabulary Quiz 11 Unit 11: Modifiers (1)
Class 28	[Monday, July 13] Unit 11: Modifiers (2)
Class 29	[Thursday, July 16] Vocabulary Quiz 12 Unit 12: Negation (1)
Class 30	[Monday, July 20] Unit 12: Negation (2) (Review Test 4 from Unit 10, 11, 12)

Course Materials

1. Taylor, A., & Byrne, G. (2007). Very easy TOEIC (second edition): Beginning TOEIC test-taking skills. Compass Publishing.

Reference Materials

1. Supplementary materials will be provided by the instructor.

Evaluation/Assessment

Learning outcomes of class 【Assessment step/ Individual Allocation point】	Allocation point
1 Students will be able to answer correctly on the tests of new vocabulary covered in the course. Students will also be able to use the vocabulary properly in sentences (Vocabulary). [Mini-test (Vocabulary Quiz) 10%]	10
2 Students will be able to understand the basic sentence structures and use them correctly in their writing (Grammar). [Mini-test (Review Tests) 5%, Midterm Exam 5%, Final Exam 10%]	20
3 Students will be able to comprehend listening and reading materials (Listening/Reading). [Mini-test (Review Tests) 10%, Midterm Exam 10%, Final Exam 20%]	40
4 Students will be able to utilize TOEIC tactics covered in the course effectively on the tests. [Midterm Exam 10%, Final Exam 20%]	30

Grading Method: ABC

APPENDIX B

E-MAIL ASKING FOR PARTICIPATION IN THE STUDY

(English Translation)

Title: Ask for participation in a research study (interview)

Sent: May 25, 2015, at 13:07

Hello. My name is Yukiko Ishikawa, an assistant professor at XX Department.

This email is being sent to eight people including you (as BCC).

I am writing this to ask for your participation in a research study in which I am studying about transition process from high school to college.

I would like to have one-on-one interviews with you, four times a year (each lasts about 1 hour) (in my office), about your study at this college.

If you are willing to participate, I would like to give you more explanation about this study and procedures. Could you visit my office during this week? (After explanation, you have the right to refuse to participate.)

I will be in my office in the following time slots this week.

5/26 (Tue) 4th and 5th periods (until 18:00)

5/27 (Wed) lunch break and 3rd and 4th periods

5/28 (Thu) 5th period (until 18:45)

I would appreciate it if you could stop by my office during the above time (explanation will take about 10 minutes).

I am sorry to ask you abruptly, but I would really appreciate your cooperation, since this study is very important to me.

Thank you very much for your consideration.

Yukiko Ishikawa

(Japanese)

タイトル：研究（インタビュー）へのご協力のお願い
送信日時：2015年5月25日13:07

こんにちは、XX学科講師の石川由紀子です。

このメールは、8名の方に（アドレス非表示で）送らせていただいています。

今回、1年生の高校から大学へ移行プロセスを研究することになり、突然ですが、その研究へのご協力をお願いしたいと思い、メールしました。

研究内容は、一人ずつ1対1で、1年に4回（各1時間程度）（場所は私の研究室で）インタビューさせていただき、短大での学習についてお話を聞かせてもらいたいというものです。

内容を詳しく説明させていただきたいので、もし協力してもいいですよ、という人は、今週いちど研究室へお越しいただくことは可能でしょうか？（説明を聞いたうえで、やりたくないです、と断ってもらっても大丈夫です。）

私は今週は以下の時間に研究室（326）にいる予定です。

26日（火）4限と5限（18時まで）
27日（水）お昼休みと3・4限
28日（木）5限（18時45分まで）

お手数ですが、どれかの時間に来ていただければありがたいです。（説明は10分くらいで終わります。）

突然のお願いで恐縮ですが、私にとってとても大事な研究になりますので、もしご協力いただけたら本当にありがたく思います。

どうぞよろしくお願ひします。

石川由紀子

APPENDIX C

E-MAIL ASKING FOR PARTICIPATION IN THE STUDY (ADVISEES)

(English Translation)

Title: Ask for participation in a research study (interview)

Sent: July 20, 2015, at 18:12

Hello, Ms. XX.

My name is Yukiko Ishikawa, an assistant professor at XX Department. I am writing this to ask you for a favor.

Last time when you visited Advising Room, I talked about my research study about learning support. In regards to the study, I would like to interview some of the students who visited Advising Room.

In the interviews, I would like to ask you about college life so far, your study history in high school and so on for about an hour.

I am sorry to ask you this during the busy time of final exam, but if you are willing to participate, could you tell me 2 time slots you are available from the time table below? (For example: 7/23 (Thu) 11:00-12:00)

It is no problem if you do not want to participate.

I am sorry to ask you abruptly, but I would really appreciate your cooperation.

Thank you very much for your consideration.

Yukiko Ishikawa

July

		7/23 (Thu)	7/24 (Fri)	7/25 (Sat)	7/27 (Mon)	7/28 (Tue)	7/29 (Wed)	7/30 (Thu)	7/31 (Fri)
(1)	10:00-11:00	○		○			○		○
(2)	11:30-12:30		○		○				○
(3)	13:30-14:30		○	○	○				
(4)	15:00-16:00		○	○	○		○		
(5)	16:30-17:30	○		○	○	○			○

(Japanese)

タイトル：インタビューご協力をお願い
送信日時：2015年7月20日 18:12

XXさん、こんにちは。

XX学科の石川由紀子です。今回はお願いがあつて、メールさせていただきました。

以前、英語の学習相談に来てくれた時に、私は学習支援の研究をしている、とお話したと思うのですが、その研究の延長で、前期に学習相談を利用した学生にインタビューをさせてもらいたいと思っています。

インタビューでは、短大でのこれまでの生活についてや、高校までの学習ヒストリーなど1時間ほどお話を聞かせてもらえたらと思っています。

試験期間中の大変なときに、お願いして本当に恐縮ですが、もし協力をお願いできるようでしたら、以下の時間帯の○がついているところで、空いている時間帯を2つ教えていただけないでしょうか？（例：23日（木）11:00-12:00 など）

辞退して頂いても問題ありません。

急なお願いで恐縮ですが、もしご協力いただけたら、大変ありがたいです。
ご検討いただけたら幸いです。どうぞよろしく申し上げます。

石川由紀子

7月

		23日 (木)	24日 (金)	25日 (土)	27日 (月)	28日 (火)	29日 (水)	30日 (木)	31日 (金)
(1)	10:00-11:00	○		○			○		○
(2)	11:30-12:30		○		○				○
(3)	13:30-14:30		○	○	○				
(4)	15:00-16:00		○	○	○		○		
(5)	16:30-17:30	○		○	○	○			○

APPENDIX D

INTERVIEW QUESTIONS

The First Interview

On adjusting to college

- IQ 1: Please tell me how you feel about coming to college.
Follow-up question: What is different from high school?
- IQ 2: What do you find most challenging in your college life now?
Follow-up question: How do you deal with the challenge?
- IQ 3: Which class do you find most enjoyable?
Follow-up question: Why?
- IQ 4: Which class do you find most difficult?
Follow-up question: How do you deal with the problem?
- IQ 5: What do you think about English classes?
Follow-up question: Are they different from high school?
- IQ 6: What is your personal goal?
Follow-up question: Are you doing anything to reach that goal?

On learning history

- IQ 1: What was your experience like in your high school?
Follow-up question 1: Which subject did you like the most? Why?
Follow-up question 2: How did you study for the subject?
Follow-up question 3: What was the English class like?
- IQ 2: What was your experience like with the entrance exam?
Follow-up question 1: How did you enter this college?
Follow-up question 2: Was it a recommendation by high school?
Follow-up question 3: Which subject did you take, Japanese or English test?
Follow-up question 4: How did you prepare for the entrance exam?
Follow-up question 5: Did you go to a cram school?
- IQ 3: When did you start studying English?
Follow-up question 1: Did you go to lessons outside school?
Follow-up question 2: How long did you go to these lessons?
- IQ 4: Have you been to abroad?
Follow-up question 1: Was it a study abroad?
Follow-up question 2: Was it a short travel with family?
Follow-up question 3: Where did you go?
Follow-up question 4: How long did you go?
Follow-up question 5: Did you use English there?

(Japanese)

大学への移行について

- IQ 1: 短大へ入学してからの生活はどうですか?
FQ: 高校生活とどのように違いますか?
- IQ 2: 今の短大生活で大変なことはなんですか?
FQ: その問題について、どう対処しているんですか?
- IQ 3: 短大ではどの授業が一番楽しいですか?
FQ: どうしてですか?

- IQ 4: 短大ではどの授業が一番難しいですか？
 FQ: どう対処しているのですか？
- IQ 5: 短大の英語の授業について、どう思いますか？
 FQ: 高校の授業とどのように違いますか？
- IQ 6: 自分の目標は何かありますか？
 FQ: その目標に向かって何かしていることはありますか？

学習経験について

- IQ 1: 高校時代はどのようなものでしたか？
 FQ 1: どの科目が好きでしたか？なぜですか？
 FQ 2: その科目ではどのように自主勉強したのですか？
 FQ 3: 英語の授業はどのようなものでしたか？
- IQ 2: 受験勉強はどのようなものでしたか？
 FQ 1: この短大へはどのような受験形式を受けて入ってきたのですか？
 FQ 2: 推薦入試でしたか？
 FQ 3: 国語と英語のどちらの受験科目を受けましたか？
 FQ 4: 受験勉強はどのようにしていましたか？
 FQ 5: 塾は行きましたか？
- IQ 3: 初めて英語を勉強したのはいつですか？
 FQ 1: 学校以外で英語を習いましたか？
 FQ 2: (もし英語を習っていたとしたら) どのくらいの期間習っていたのですか？
- IQ 4: 外国へ行ったことはありますか？
 FQ 1: 留学としていったのですか？
 FQ 2: 家族旅行だったのですか？
 FQ 3: どこへいったのですか？
 FQ 4: どのくらいの期間行ったのですか？
 FQ 5: そこで英語は使いましたか？

The Second Interview

- IQ 1: Reflecting on the first semester, which area would you like to change?
- IQ 2: Did you see any changes in you compared from the beginning?
- IQ 3: In what area did you do well?
- IQ 4: Who did you talk to when you were in trouble?
- IQ 5: How did you manage your time, doing assignment outside of class?
- IQ 6: What learning style did you find suitable to yourself?
- IQ 7: Where did you spend your time most after school?
- IQ 8: Did you have any strategies to keep your motivation to study?
- IQ 9: What kind of support would you like to have in college?
- IQ 10: What is your plan for summer?
- IQ 11: Based on your experience in the first semester, do you have any goals from now?

(Japanese)

- IQ 1: 前期を振り返って、反省点は？
- IQ 2: 短大に来てから、自分はここが変わったなって思うところは？
- IQ 3: 良く出来たなあと思うところは？
- IQ 4: 困ったとき、誰に相談していましたか？
- IQ 5: 課題とか、授業外の時間、どうやってやりくりしてましたか？
- IQ 6: 自分はこういうスタイルがあってるな、と見つけたことは？
- IQ 7: 放課後はどこでどう過ごすことが多かったですか？

- IQ 8: やる気を保つため、またはやる気を出すために、なにか工夫をしていましたか？
 IQ 9: こんなサポートがあったらいいな、と思うことは？
 IQ 10: 夏休みの計画は？
 IQ 11: 前期を踏まえて、次から挑戦したいと思うことはなんですか？

The Third Interview

- IQ 1: Please tell me your experience in summer etc. after we met last time.
 Follow-up question: Did you see any changes in you since last time?
 IQ 2: How did the experience change your study habit?
 Follow-up question: How did you cope with the change?
 IQ 3: How did the experience change your motivation to study?
 Follow-up question: How did you deal with the change?
 IQ 4: What was your study habit like during the summer and the college festival?
 IQ 5: Did you have any strategies to keep your motivation to study?
 IQ 6: What are your goals from now?

(Japanese)

- IQ 1: 前回お会いした時から、夏休みなどどう過ごしていたか教えてください。
 FQ: 前回お会いした時から何か変化したことはありましたか？
 IQ 2: 勉強のスタイルには何か変化はありましたか？
 FQ: どういうふうに対処していたのですか？
 IQ 3: 勉強に対するやる気には何か変化はありましたか？
 FQ: どういうふうに対処していたのですか？
 IQ 4: 夏休みや大学祭の準備期間では、どのような勉強をしていたのですか？
 IQ 5: やる気を保つため、またはやる気を出すために、なにか工夫をしていましたか？
 IQ 6: この期間を振り返って、これから挑戦したいと思うことはなんですか？

The Fourth interview

- IQ 1: Looking back your first year in college, how did you change over the year?
 IQ 2: What would you have done differently?
 IQ 3: What advice would you give to the incoming students?
 IQ 4: What were your turning points during the first year?
 IQ 5: What was the biggest challenge you faced?
 IQ 6: What was the biggest difference from high school academically?
 IQ 7: Which study habits do you think you acquired in the first year?
 IQ 8: Which motivational strategies do you think you acquired in the first year?
 IQ 9: What kind of support do you think helpful for the incoming students?
 IQ 10: What are your goals for the second year?

(Japanese)

- IQ 1: 短大1年間を振り返って、成長したと思う点はどこですか？
 IQ 2: 反対に反省点はありますか？
 IQ 3: 新1年生に、前期、夏休み、後期、冬休みの過ごしかたでアドバイスはありますか？
 IQ 4: 短大1年間を振り返って、ターニングポイントはどこでしたか？
 IQ 5: 短大1年間で、一番困ったことはなんですか？
 IQ 6: 高校と違うと思ったところはどこですか？
 IQ 7: 勉強で身についたスタイルはなんですか？
 IQ 8: やる気を保つためにやっていたことはなんですか？
 IQ 9: 助けてほしかったことはありますか？（短大にあったらいいと思うサポートは？）
 IQ 10: 2年生にやりたいことは？

APPENDIX E

ADDITIONAL INTERVIEW QUESTIONS FOR ADVISEES

IQ 1: Please tell me about some of the things you considered when deciding to come to the advising session in the spring semester.

IQ 2: In what way, if any, were the session helpful?

IQ 3: What factors influenced your decision to continue/stop coming?

IQ 4: What kind of support program do you think helpful for future students?

(Japanese)

IQ 1: 何がきっかけで相談室に来ようと思ったのですか？

IQ 2: 相談セッションは役に立ちましたか？

IQ 3: どうして相談を続けよう／やめようと思ったのですか？

IQ 4: 未来の後輩のために、どのような支援プログラムがあったらいいと思いますか？

APPENDIX F

INTERVIEW QUESTIONS FOR ADMINISTRATORS AND FACULTY

- IQ 1: What kind of skills do you want students to acquire by the time of graduation?
Follow-up question: What kind of gap do you find between the expected outcome and skills that entering students have?
- IQ 2: In what ways are you involved with first-year students (in your job responsibility)?
- IQ 3: What are your impressions of the first-year students this year?
Follow-up question: How do you compare them with first-year students in previous years?
- IQ 4: What kind of skills do you feel students need to acquire during the first year?
- IQ 5: What kind of challenges do you see students face during the first year?
- IQ 6: What do you think about the various kinds of support that the university provides first-year students?
Follow-up question: What do you expect for Learning Support Center?
- IQ 7: What experiences if any, have you had with students who could not adjust well and dropped out?
Follow-up question: What do you think the university could have done better to support these students?

(Japanese)

- IQ 1: 短大卒業までに、学生にどんなスキルを身につけてほしいと考えますか？
FQ: 望ましい卒業生像から比べて、新入生に足りないスキルなどは何ですか？
- IQ 2: 職務上、1年生に関わるお仕事は何ですか？
- IQ 3: 昨年度、今年度の新入生はどのような印象ですか？
FQ: これまでの学生と比べてどうですか？
- IQ 4: 1年生の間に身につけるべきスキルは何だと思えますか？
- IQ 5: 学生が1年次によくぶつかる壁は何ですか？
- IQ 6: 大学・短大が1年生に向けてできるサポートは何だと思えますか？
FQ: 学習支援センターには何を期待しますか？
- IQ 7: 大学になじめずにいる学生の傾向を教えてください。
FQ: どういったサポートが必要だと思えますか？

APPENDIX G
LIST OF DOCUMENTS

Information about Keinan Women's College:

1. Keinan Women's College website
2. Keinan schools' websites
3. School brochures
4. Booklets for school events
5. Course syllabuses
6. Meeting documents
7. Benesse hensachi list website

From participants:

1. Lecture notes
2. Planners
3. Textbooks
4. Handouts

APPENDIX H
SAMPLE DATA LOG

Data Log
 Start Date: 2015/08/01
 Interview 1 with Ichiko
 Interview Date: 2015/06/01, Tuesday, from 15:00 (50 min)

Time	Topic	Memo
	Talk about bookkeeping class in the 5 th period → Never had class until 18:00	
01:00	Q1: What was the hardest thing after coming to Tandai? Things that takes time to get used to? → I feel very sleepy every day → Commuting from downtown Tokyo → Commuting 1.5 hours in high school too, but now even worse; come home later and leaves earlier → Bicycle 20 minutes to station, 90 minutes in train, leaves before 7:00 → In junior high, used to go to bed before 23:00 and wake up at 7:00; but since high school, three years I am sleepy; now go to bed close to midnight Q: Didn't you get used to this rhythm? → No; I sometimes fall asleep during class → That's why worried about grades; other courses maybe I can study by reading textbook and get by with quizzes, but for English I I feel devastated every day; don't feel achievement at all	Wonder if she is still sleepy Commuting time is very long; even bicycle to home and to school Fall asleep in class
About 05:00	About English I class → I get nervous when I hear everyone's marking correct when checking quizzes; even if I don't understand, when ask a friend, she can explain it very clearly → Today, covered relative clauses; I didn't fully understand (when first learned in junior or senior high) now I feel I have to pay price for this → I know I've learned this; but I always choose wrong answer; feel ashamed when teacher explains it → My teacher is so straight; I feel like she is saying "I'm stupid"; feel depressed; feel I'm hopeless	Classmates are much better than "me" Teacher makes her feel ashamed; stupid; hopeless

APPENDIX I

SAMPLE TRANSCRIPT WITH CODING

74 (33:00)
75 (レポートのやりくりはどうしてたの?)
76 →プレゼントポスター発表のときは、この日までにこれを終わらせようって、ここで完成できたらいいねって私がグチグチ言っていました。

77 (なんでできるようになったの?)
78 →せっぱつまりたくないんです。おろそかになっちゃってギリギリになったりとか、粗末になったり、それが嫌だった。浪人 年目に、そういうスケジュールを作るようになった。高校がグダグダだったので、こういうのは嫌だって思ったのがあります。

79 →友達がポスター発表の朝にも終わってなくて、かわいそうって思いました。グループの日程が合わなかったり、絵が上手い人がいなかったり。

80 →ツイッターとかみて、みんなやってるって思って、追い詰められてるんです。あんまりよくないやり方してるなって思います。睡眠時間的にも、精神的にも自分で追い詰めてるんで。でも夏まであと少しなんで。8月6日から26日まで帰ります。

81 【変な睡眠時間のリズム。ツイッターみて心配で眠れない】
82 【課題に追われていたから、朝来た。基礎ゼミ、自分中心でやらなければいけなかった】
83 【切羽詰まるのが嫌だからスケジュール管理をできるようになった。浪人の時にやり始めた】

APPENDIX J

CITI PROGRAM COMPLETION REPORT

COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI PROGRAM) COURSEWORK TRANSCRIPT REPORT**

** NOTE: Scores on this Transcript Report reflect the most current quiz completions, including quizzes on optional (supplemental) elements of the course. See list below for details. See separate Requirements Report for the reported scores at the time all requirements for the course were met.

- **Name:** Yukiko Ishikawa (ID: 4766293)
- **Email:** yukiko.ishikawa@temple.edu
- **Institution Affiliation:** Temple University (ID: 926)

- **Curriculum Group:** Human Research
- **Course Learner Group:** Social/Behavioral Research Course
- **Stage:** Stage 1 - Basic Course
- **Description:** Choose this group to satisfy CITI training requirements for Investigators and staff involved primarily in Social/Behavioral Research with human subjects.

- **Report ID:** 15702737
- **Report Date:** 08/19/2015
- **Current Score**:** 89

REQUIRED, ELECTIVE, AND SUPPLEMENTAL MODULES	MOST RECENT	SCORE
Students in Research (ID: 1321)	04/03/15	10/10 (100%)
History and Ethical Principles - SBE (ID: 490)	04/04/15	5/5 (100%)
Temple University (ID: 1758)	04/03/15	No Quiz
Defining Research with Human Subjects - SBE (ID: 491)	04/04/15	5/5 (100%)
Belmont Report and CITI Course Introduction (ID: 1127)	04/03/15	3/3 (100%)
The Federal Regulations - SBE (ID: 502)	04/06/15	5/5 (100%)
Assessing Risk - SBE (ID: 503)	04/06/15	5/5 (100%)
Informed Consent - SBE (ID: 504)	04/07/15	4/5 (80%)
Privacy and Confidentiality - SBE (ID: 505)	04/09/15	5/5 (100%)
Research with Prisoners - SBE (ID: 506)	04/11/15	4/5 (80%)
Research with Children - SBE (ID: 507)	04/12/15	5/5 (100%)
Research in Public Elementary and Secondary Schools - SBE (ID: 508)	04/12/15	5/5 (100%)
International Research - SBE (ID: 509)	04/16/15	5/5 (100%)
Internet-Based Research - SBE (ID: 510)	04/16/15	5/5 (100%)
Research and HIPAA Privacy Protections (ID: 14)	04/17/15	4/5 (80%)
Vulnerable Subjects - Research Involving Workers/Employees (ID: 483)	04/17/15	4/4 (100%)
Unanticipated Problems and Reporting Requirements in Social and Behavioral Research (ID: 14928)	04/18/15	3/5 (60%)
Hot Topics (ID: 487)	04/18/15	No Quiz
Conflicts of Interest in Research Involving Human Subjects (ID: 488)	04/17/15	5/5 (100%)
External IRB Review (ID: 16711)	04/19/15	0/5 (0%)

For this report to be valid, the learner identified above must have had a valid affiliation with the CITI Program subscribing institution identified above or have been a paid Independent Learner.

CITI Program
 Email: citisupport@miami.edu
 Phone: 305-243-7970
 Web: <https://www.citiprogram.org>

APPENDIX K
INFORMED CONSENT FORMS

(English Translation)

April 2015

Informed Consent (For Interviewees)

Study Title: Development of Self-Regulated Learning during the Transition to College

I will conduct a research study entitled above as a doctoral dissertation and I would like to ask you for participation in the study. The results of the study will be presented at conferences and in academic journals.

The principal investigator is Yukiko Ishikawa, an assistant professor in XX Department at YY College. If you have any questions regarding this study, please contact Yukiko Ishikawa at *****@*****ac.jp.

The purpose of this study is to investigate first-year students' trajectories in development of self-regulated learning in their transition to college from high school. By doing so, I would like to propose a practical approach for supporting first-year students.

As part of data collection for this study, I would like to interview you four times during the first year (at the beginning and end of the first and second semesters). The study results will be submitted as a doctoral dissertation, and also will be presented at conferences and in academic journals. A pseudonym is used for interviewees and no identifiable information for the person or the college will be presented. You can ask for the deletion of any information from the interview data, even after the interview. Data will be password protected and can be referred only by the researcher.

The participants for the interviews were randomly chosen from the student list of English core course and from those who have visited the Advising Room. The participation for the study is voluntary and the person who decided not to participate will receive no penalty. The participants can decide to withdraw from the study anytime by March 2016.

If you agree to participate, please sign below as an informed consent.

"I read the explanation and I agree to participate in this study."

Signature: _____
Student ID: _____
Date: _____
Email address: _____

(Japanese)

2015年4月

研究参加に関する同意書（インタビュー参加者用）

研究課題名：

高校から短大への移行時での語学における自己調整学習習慣の確立プロセスについての研究

この度、以上の課題名で博士論文執筆のための研究を行うことになり、そのデータの収集にご協力をお願いすることになりました。その内容は、学会発表や論文として公表する予定です。

研究者は〇〇短期大学××学科講師 石川由紀子(****@****.ac.jp)です。以下の内容、及び研究・調査に関する質問は石川由紀子までご連絡下さい。

この研究では、短大1年生が語学学習においてどのようなプロセスを経て、高校とは違う学習スタイルを確立していくのかを検証し、学習サポートのよりよいあり方を探求していくことを目的としています。

研究の一環として、年4回（前期はじめと終わり、後期の中旬と終わり）にわたりインタビューをさせていただき、そのインタビューを録音したデータを分析に使わせていただきたいと考えています。研究の結果は博士論文として提出される予定で、その他学術会議・学術論文などでの発表を予定しています。インタビューのデータは仮名を使用し、短大および個人を特定できるような記載は一切ありません。また、インタビュー後に記述を避けたい箇所があれば、削除することも可能です。データはパスワードで保護される記録媒体に保存し、研究者のみが閲覧できます。

参加者は、習熟度別の英語科目を履修する学生と学習相談を受けた学生の中から、レベル別、学科別にランダムに選びました。研究への参加は任意であり、参加に同意しない場合もいかなる不利益も受けることはありません。また参加者は調査期間中（2016年3月31日まで）この同意を取り下げ、この研究への参加を中止することができます。

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

私は同意書を読み、研究の目的・内容を十分理解した上で研究に参加することを同意します。

署名 _____

学籍番号 _____

日付 _____

E-mail アドレス _____

(English Translation)

April 2015

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The purpose of this study is to investigate first-year students' trajectories in development of self-regulated learning in their transition to college from high school. By doing so, I would like to propose a practical approach for supporting first-year students.

As part of data collection for this study, I would like to record and analyze your advising sessions. The recorded data will be used only for analysis along with the interview data, and the recorded conversations will not be public to other people. The study results will be submitted as a doctoral dissertation, and also will be presented at conferences and in academic journals. A pseudonym is used for interviewees and no identifiable information for the person or the college will be presented. You can ask for the deletion of any information from the recorded data, even after the session. Data will be password protected and can be referred only by the researcher.

The participation for the study is voluntary and the person who decided not to participate will receive no penalty. The participants can decide to withdraw from the study anytime by March 2016.

If you agree to participate, please sign below as an informed consent.

"I read the explanation and I agree to participate in this study."

Signature: _____

Student ID: _____

Date: _____

Email address: _____

(Japanese)

2015 年 4 月

研究参加に関する同意書（学習相談利用者用）

研究課題名：

高校から短大への移行時での語学における自己調整学習習慣の確立プロセスについての研究

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この研究では、短大1年生が語学学習においてどのようなプロセスを経て、高校とは違う学習スタイルを確立していくのかを検証し、学習サポートのよりよいあり方を探求していくことを目的としています。

研究の一環として、学習相談の様子を録音し、そのデータを分析に使わせていただきたいと考えています。このデータは、他で行うインタビューデータと照合して分析するためのものであり、その音声他を他人に公開することはありません。研究の結果は博士論文として提出される予定です、その他学術会議・学術論文などでの発表を予定しています。その際、個人名や短大名を特定できる情報は一切記載されません。また、録音した相談内容に記述を避けたい箇所があれば、削除することも可能です。データはパスワードで保護される記録媒体に保存し、研究者のみが閲覧できます。

研究への参加は任意であり、参加に同意しない場合もいかなる不利益も受けることはありません。また参加者は調査期間中（2016年3月31日まで）この同意を取り下げ、この研究への参加を中止することができます。

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

私は同意書を読み、研究の目的・内容を十分理解した上で研究に参加することを同意します。

署名 _____

学籍番号 _____

日付 _____

E-mail アドレス _____

(English Translation)

March 2016

Informed Consent (For Staff and Faculty)

Study Title: Development of Self-Regulated Learning during the Transition to College

I will conduct a research study entitled above as a doctoral dissertation and I would like to ask you for participation in the study. The results of the study will be presented at conferences and in academic journals.

The principal investigator is Yukiko Ishikawa, an assistant professor in XX Department at YY College. If you have any questions regarding this study, please contact Yukiko Ishikawa at *****@*****ac.jp.

The purpose of this study is to investigate first-year students' trajectories in development of self-regulated learning in their transition to college from high school. By doing so, I would like to propose a practical approach for supporting first-year students.

As part of data collection for this study, I would like to conduct an interview with you. The recorded data will be used only for analysis along with other student interview data, and the recorded conversations will not be public to other people. The study results will be submitted as a doctoral dissertation, and also will be presented at conferences and in academic journals. A pseudonym is used for interviewees and no identifiable information for the person or the college will be presented. You can ask for the deletion of any information from the recorded data, even after the session. Data will be password protected and can be referred only by the researcher.

The participation for the study is voluntary and the person who decided not to participate will receive no penalty. The participants can decide to withdraw from the study anytime by December 2016.

If you agree to participate, please sign below as an informed consent.

"I read the explanation and I agree to participate in this study."

Signature: _____

Date: _____

Email address: _____

(Japanese)

2016年3月

研究参加に関する同意書（教職員用）

研究課題名：

高校から短大への移行時での語学における自己調整学習習慣の確立プロセスについての研究

この度、以上の課題名で博士論文執筆のための研究を行うことになり、そのデータの収集にご協力をお願いすることになりました。その内容は、学会発表や論文として公表する予定です。

研究者は〇〇短期大学××学科講師 石川由紀子(****@****.ac.jp)です。以下の内容、及び研究・調査に関する質問は石川由紀子までご連絡下さい。

この研究では、短大1年生が語学学習においてどのようなプロセスを経て、高校とは違う学習スタイルを確立していくのかを検証し、学習サポートのよりよいあり方を探求していくことを目的としています。

研究の一環として、教職員の方にインタビューを行い、そのデータを分析に使わせていただきたいと思います。このデータは、他で行っている学生のインタビューデータと照合して分析するためのものであり、その音声を他人に公開することはありません。研究の結果は博士論文として提出される予定で、その他学術会議・学術論文などでの発表を予定しています。その際、個人名や短大名を特定できる情報は一切記載されません。また、録音した相談内容に記述を避けたい箇所があれば、削除することも可能です。データはパスワードで保護される記録媒体に保存し、研究者のみが閲覧できます。

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私は同意書を読み、研究の目的・内容を十分理解した上で研究に参加することを同意します。

署名 _____

日付 _____

E-mail アドレス _____