

Japanese university students' strategy use in Mobile-Assisted Language Learning

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1. Introduction

1.1 e-Learning for Out-of-Classroom L2 Learning

- 80% or more universities (Suzuki, 2018)



The REALITY (Goda et al. 2013)

- “Deadline” type: 75%
- “Steady” type: **4.5%** ... ☹️

- Deadline type ... last minute
- Steady type ... many times (Frequency)
many weeks (Period)
long time (Time)

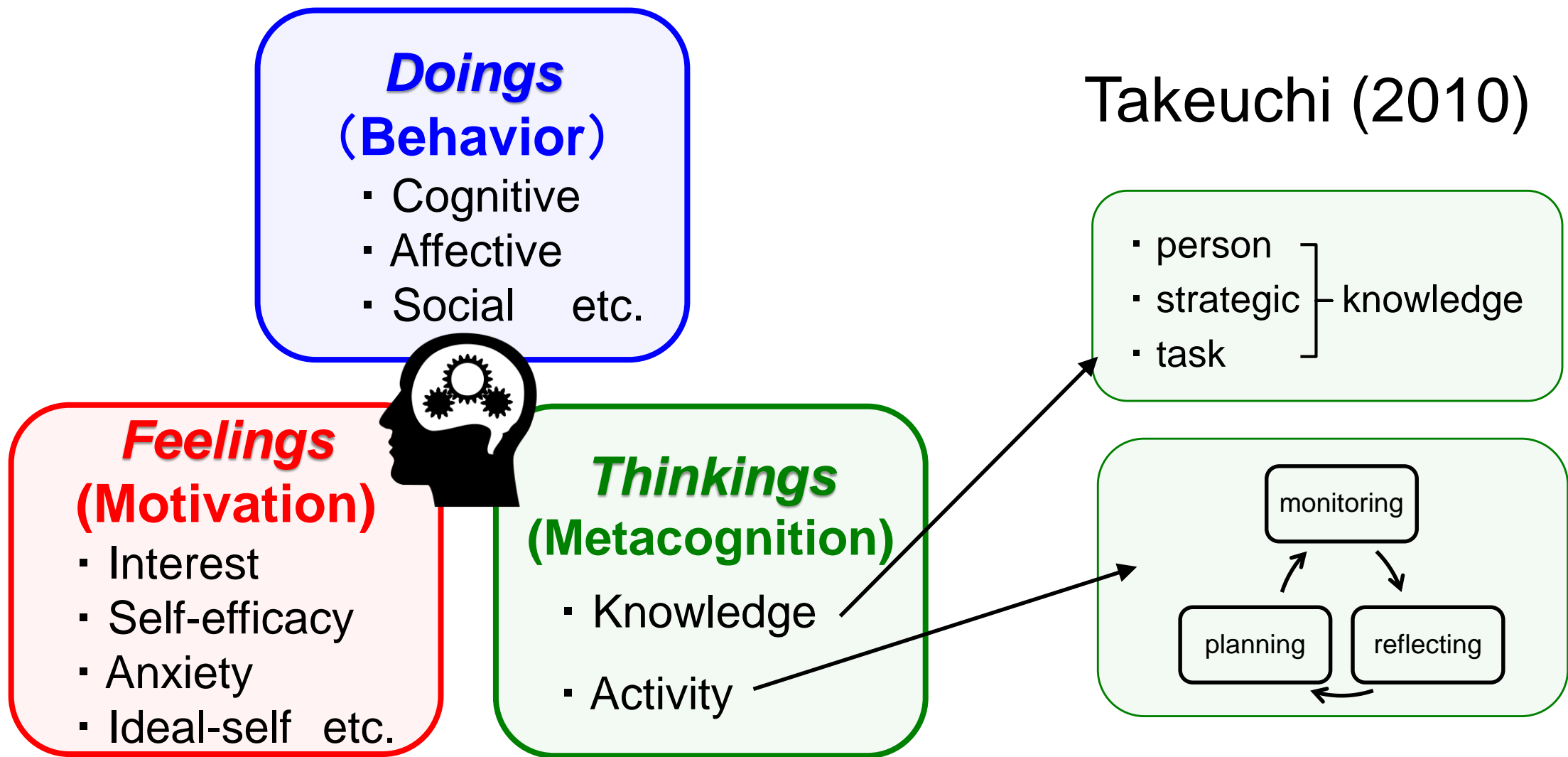
Out-of-classroom learning



Self-regulated learning skills

1.2 Self-Regulated Learning

Self-regulated learners are “**metacognitively**, **motivationally**, and **behaviorally** active participants in their own learning process” (Zimmerman, 1989, p. 329)



“(M)ore frequent use of **metacognitive strategies** leads to more learning activities outside the classroom.”

(Takeuchi & Ikeda, 2017)

1.3 Research Questions

1) Do **steady type students** achieve better learning outcome than deadline students?

Frequency of logins

Period of learning

Time of each lesson

2) What **strategies** do successful students use for effective e-Learning?

2. Method

2.1 Participants

- Freshmen of a university in Japan ($N = 165$)
- Out-of-class activity for Listening (required)
- Proficiency: Beginner-Intermediate
- Study abroad (US) in the 2nd year → motivation

2.2 Materials

- e-Learning courseware for listening

Practical English 7 (Reallyenglish Japan Co.,Ltd.)

- 25 lessons

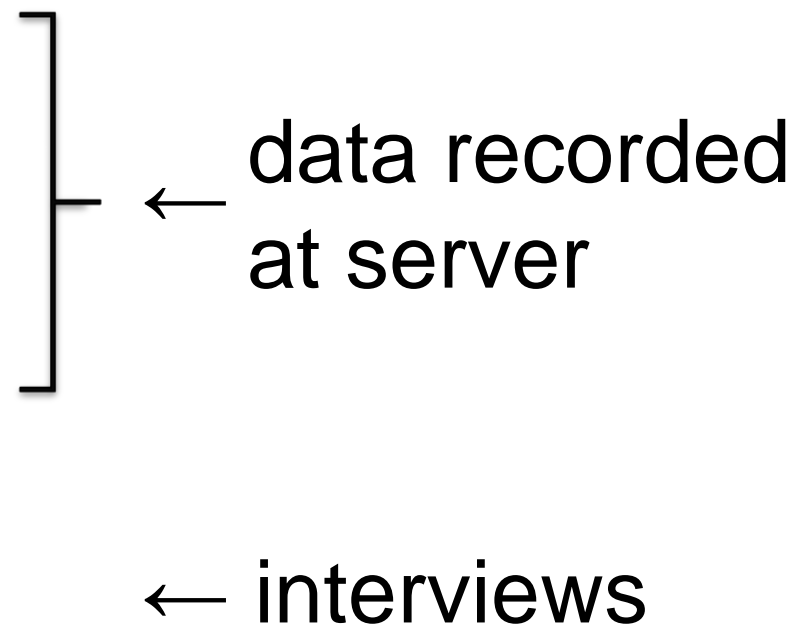
1) words → 2) practice → 3) quiz [70%]

- Reviewing

2.3 Procedures

- Apr
 - Pretest (TOEIC; listening)
 - Workshop
- Apr-Sept
 - e-Learning (25 lessons)
- Oct
 - Posttest (TOEIC; listening)
 - Interviews ($n = 10$)

2.4 Data Collection & Analysis

- Listening Improvement (outcome) ← pre-/post-test
 - **Frequency** (number of logins)
 - **Period** (number of weeks)
 - **Time** (length of time per lesson)
 - **Strategies**
- ← data recorded at server
- ← interviews
- 

3. Results

3.1 Outcome & Frequency, Period, Time

1) Descriptive Statistics

| | <i>n</i> | <i>M</i> | <i>SD</i> | <i>min.</i> | <i>max.</i> |
|-----------------------|----------|----------|-----------|-------------|-------------|
| Listening Improvement | 165 | 50.38 | 49.20 | -108.00 | 178.00 |
| Frequency | 165 | 39.46 | 20.41 | 9 | 133 |
| Period | 165 | 8.29 | 4.02 | 1 | 21 |
| Time (sec.) | 165 | 527.14 | 166.65 | 204.00 | 1122.50 |

3.1 Outcome & Frequency, Period, Time

2) Correlation with Listening Improvement

Frequency $r = .30$, $df = 163$, **Low**

Period $r = .34$, $df = 163$, **Low**

Time (sec.) $r = .10$, $df = 163$, **no**

3.2 Interviews

- $n = 10$
- Listening Improvement ≥ 100 ($M = 50.38$)
- Frequency = 74.00 ($M = 39.46$)
- Period = 14.13 ($M = 8.29$)
- High motivation to improve listening skills
- Many times and many weeks as instructed

Q) What did you intentionally do to improve your listening through e-Learning?

- “I just listened many times.” (**Frequency**)
- “I don’t like to see my scores of 70 or 80%, so I repeated those lessons until I got 100%.”
- “I felt uneasy when I passed with 90% or below. So in the following days, I checked such lessons on the past score page, and I did them again.”

Self-efficacy & Monitoring → **Frequency**

Q) What did you intentionally do to improve your listening through e-Learning?

- “I tried to do it every week.” (**Period**)
- “I put the Practical English icon next to the LINE so that I don’t forget it.”
- “I used the Reminder app. that reminded me of e-Learning.”

Anxiety & Planning/Doing → **Period**

Q) What did you intentionally do to improve your listening through e-Learning?

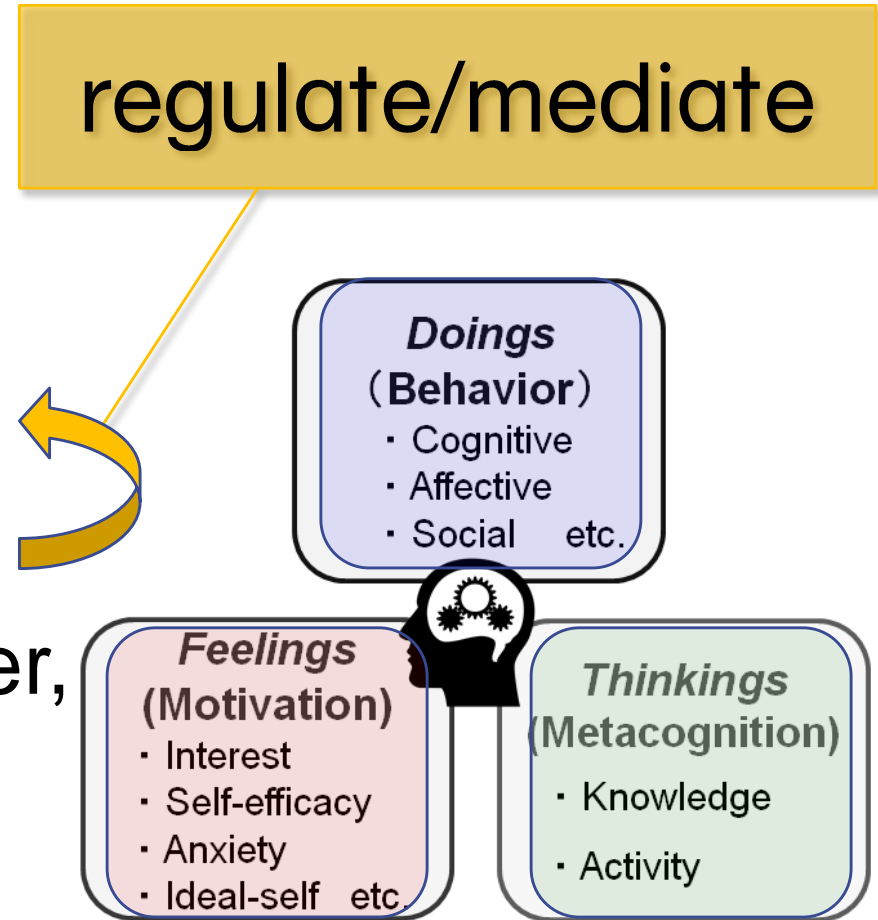
- “I thought vocabulary was indispensable.”
- “When I saw an unknown word, I immediately opened the dictionary app. and looked it up.”
- “I created a word list using the Memo.”
- “I screenshot and reviewed them later.”

Anxiety → **Cognitive strategies**

4. Discussion & Results

4.1 Successful e-Learners

- **Frequency** (number of logins)
- **Period** (number of weeks)
- **Self-Regulated Learning Skills**
- **Media (Digital Learning Tools)**
(e.g.) past-score, icon, reminder, dictionary app., memo, screenshot, etc.
- Smartphone-mediated learning strategies



References

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