

## 発表要旨

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タイトル

Significance of dual-orientation perspective for understanding Japanese technical college learners'

English language learner autonomy

高専英語学習者の自律性を理解する上での二重目標志向的観点の重要性

要旨

Learner autonomy involves an individual learner's goal-setting, monitoring and evaluation of their own learning. Among those, goal-setting plays quite a significant role since the other two elements are based on the goals set by the learner. While it appears that there is implicit shared understanding that the goals are related to a learner's becoming an autonomous user of the target language for authentic communicative purposes, Japanese college learners often have other objectives related to examinations and school grades (i.e. often quoted as 'dual orientation in studying English' (Yashima., et al (2004)). Based on data from the presenter's PhD study, strength of each goal orientation by an individual learner can affect different elements of learner autonomy development in the process of learning through a course based on experiential learning. Thus, it is suggested that dual-orientation perspective be incorporated in examining learner autonomy in Japanese educational contexts.