Article

Self-regulated Learning in an Online Asynchronous EFL Classroom in Japan: What Strategies Do Students Use?

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Abstract

Online second language (L2) learning classes at the university level have been increasing in Japan and around the world. Self-regulated learning (SRL) and language learning strategies (LLS) have shown efficacy in increasing L2 learning achievement and skills acquisition, but how students self-regulate and what strategies are necessary in online classes have yet to receive much attention in the literature. To fill this gap, the current study examined SRL and LLS use in an asynchronous EFL classroom at a Japanese university utilizing a survey (N = 17) and interviews (n = 7) with second-year students between the ages of 19-20 years old. This study builds on previous research that indicated environmental structuring, goal setting, task strategies and classmate communication were important factors in online L2 learning contexts. Findings showed that strategies were selected based on individual course objectives (task completion, quality, or L2 learning focus) and that individual preferences impacted strategy choice. Additionally, deliberate establishment of social presence could have potentially enhanced classmate communication, and self-reflection and the SRL cycle can be impacted by individual learning goals. These findings can be useful for researchers and instructors investigating training methods for online L2 students and the promotion of more effective online L2 learning strategies.

Keywords

Self-regulated learning, online learning, language learning strategies, EFL, autonomy

1 Introduction

Research into online second language (L2) learning has dramatically increased around the world since COVID-19. Since then, research in online learning has been done into areas such as developing ways to encourage critical thinking for L2 learners (Loo, 2020; Ngoc, 2023; Patel, 2021a) as well as the importance of online communities (Patel, 2021b; Wai-Cook, 2021). In Japan, while research regarding online classes was sparse prior to 2020 (Mehran et al., 2017; Nakamura, 2017; Ozawa, 2019), research increased during the emergency remote teaching (ERT) period brought on by the pandemic and produced

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insights into student behavior in online L2 classes (Cutrone & Beh, 2022; Molnar & Takeuchi 2024; Nishikawa-Van Eester, 2022). Even after ERT, teachers expressed an interest in continuing to teach L2s online both globally (Jin et al., 2021) and within Japan (Paller et al., 2023) which merits continued research into ways to support students in these contexts and enhance online L2 learning.

Three general areas identified as beneficial to students in online L2 learning contexts are self-regulated learning (SRL) (Molnar & Takeuchi, 2024; Zheng et al., 2018), language learning strategies (Meskill & Anthony, 2015; Robbins, 2019; Russell & Murphy-Judy, 2020), and supporting a community of inquiry (CoI) (Garrison, 2017). SRL is generally referred to the process of "systematically organizing one's thoughts, feelings, and actions to attain one's goal" (Schunk & Greene, 2018, p. 19). For L2 learning, Oxford (2017) asserts that SRL is context driven, and that language learning strategies and SRL are intertwined. Given that online learning contexts require more autonomy and independent learning for students, strategy training can be beneficial to help them make the best of these environments (Hubbard, 2013). Additionally, CoI, a framework that helps to monitor and manage interaction among stakeholders in online classrooms, is important to facilitate a cohesive classroom (Garrison, 2017). Students can sometimes feel isolated in online classes (Cutrone & Beh, 2022) so facilitation of effective interaction and collaboration among students and the teacher is critical given that they are not in the same physical space.

The current research uses mixed methods methodology to investigate L2 learning strategy use in an online EFL asynchronous classroom at a Japanese university. This study is situated within the SRL theoretical framework based off Molnar and Takeuchi's (2024) factor analysis of online strategy use among Japanese EFL students. Molnar and Takeuchi (2024) found goal setting, environmental structuring, task strategies, and classmate communication to be important factors for online L2 learning in this context. With few studies about learning strategies and SRL conducted in Japan regarding online learning, this study aims to gain a more nuanced insight into student strategy use by utilizing a survey and interviews. This study investigates common strategy use at different stages of SRL, the forethought stage (goal setting strategies), the performance stage (environmental structuring strategies and task strategies) and the self-reflection stage (classmate communication strategies). The findings can be useful for researchers and instructors investigating training methods for online L2 students and promotion of more effective online L2 learning strategies.

2 Background

2.1 Self-regulated learning (SRL) & language learning strategies (LLS) in online L2 contexts

Self-regulated learning (SRL) refers to the cyclical learning process during which people activate and sustain monitor their cognitions, motivations, behaviors, and affects when striving to attain a goal (Schunk & Greene, 2018). While there are multiple models of the SRL framework, a model often used in L2 learning contexts is the Cyclical Phases Model (Zimmerman, 2000; Zimmerman & Moylan, 2009). Some key phases within this model are the "forethought phase" which includes strategic planning and self-motivational beliefs prior to the task, the "performance phase" involving task strategies, self-instruction, and self-observation (among other processes) conducted during the task, and finally the "self-reflection phase" during which the task-performer evaluates self-performance and satisfaction after task completion (Zimmerman & Moylan, 2009). Zimmerman and Schunk (2011) specify that SRL is not necessarily restricted to the individual and that it "includes self-initiated forms of social learning, such as seeking help from peers, coaches, and teachers" (p. 1). For L2 learning, the SRL process is not static and is highly dependent on context, task, and the individual (Gu, 2019; Oxford, 2017), and language learning strategy instruction and use are highly intertwined with SRL (Oxford, 2017; Takeuchi, 2019). This relationship is supported in research as Weinstein et al. (2011) describe self-regulation as "both the glue and the engine that helps students manage their strategic learning" (p. 47). SRL has been linked to academic

performance and success (Richardson et al., 2012; Schneider & Preckel, 2017) and is seen to enhance L2 learning (Oxford, 2017; Teng & Zhang, 2022). There has also been extensive research showing that SRL L2 strategies have positive links to vocabulary learning (Teng, 2023), reading (Onoda, 2017), and writing (Sun & Wang, 2020; Teng & Zhan, 2023; Teng & Zhang, 2024), as well as other affective factors such as growth mindset, self-regulated vocabulary learning, and vocabulary knowledge (Teng et al., 2024).

Embedded within the SRL framework are language learning strategies (LLS). According to Oxford and Gkonou (2018), LLS:

a) are conscious, teachable, intentional, self-chosen, and self-regulated thoughts and actions for learning the target culture and language;

b) have several interlocking purposes: improving performance on immediate tasks, developing specific skills, and improving autonomy and long-term proficiency;

c) support cognitive, emotional (affective), social, motivational, and metastrategic regulation (e.g., planning, organizing, monitoring, and evaluating) of learning (Oxford, 2017b); and

d) are flexibly and creatively combined into strategy clusters (strategies used simultaneously) and strategy chains (strategies used in sequence) to meet the learner's needs and fit the context and the task. (p. 407)

Language learning strategy instruction (LLSI) draws on a link between autonomy and SRL to empower students and has been found to be beneficial for L2 learning (Plonsky, 2019). For online L2 learning contexts specifically, Hauck and Hampel (2008) have found that affective and social skills need to be fostered and cannot be easily transferred from face-to-face contexts, with training even being necessary because the environments are so different. Robbins (2019) argues that LLSI should be integrated directly into a course so that students can make immediate use of relevant strategies. This can include metacognitive strategic elements such as setting objectives when doing writing tasks (e.g. writing emails) or linguistic strategies such as modeling specific language use in a video and asking students to practice it immediately. Meskill and Anthony (2015) add that strategies can be built directly into online task requirements having students record themselves or by providing explicit or implicit feedback from the teacher. Therefore, strategies are important for students when learning independently in online environments.

Some aspects of online learning focused on in the literature are encouraging critical thinking in students and developing online communities (please see the next section). Ngoc (2023) found in a survey of 35 experienced EFL teachers at a university in Vietnam that developing critical learners, online learning communities, and promoting self–peer evaluation were major challenges for teachers doing online instruction. Ways to overcome these were (1) modeling and scaffolding, (2) giving critical feedback on student work (though effort intensive), (3) promoting learner communities in live breakout rooms, and (4) having students setting goals and encouraging self-evaluation. Loo (2020) identified that creating tasks in familiar tools that students are used to (such as Zoom, Microsoft Office 365, LumiNUS, and the university's LMS) were effective ways to support critical thinking in an online academic writing course during ERT, and Patel (2021a) found that online forums, when structured properly, can stimulate extended critical thinking, collaboration among classmates, and critical reflection skills. All studies indicate that while there is great potential for online L2 learning, deliberate, nuanced approaches are required by the instructor.

2.2 Community of inquiry in online L2 learning

Another important consideration for an online L2 classroom, especially where interaction is a key aspect for L2 skills, is community of inquiry (CoI). Garrison et al. (1999) designed the theoretical framework of CoI to create parameters for successful online classroom community building and facilitate

communication, reflection, and critical thinking in online classrooms. This framework "establishes procedures for critical inquiry and the collaborative construction of personal meaningful and shared experience ... through the development of three independent elements: social presence, cognitive presence, and teaching presence" (Garrison, 2017, p 24). Social presence is the ability for participants to develop relationships, communicate openly, and be able to share their individual perspectives. Cognitive presence is related to learning outcomes and the ability to create a space where students can think critically to have a meaningful learning experience. Finally teaching presence is the leadership of the teacher in designing and facilitating the learning process in the online setting. These three presences work in tandem to create a meaningful and fruitful online learning experience for class participants (Garrison, 2017).

CoI has been found to be an effective framework to stimulate discussion and a sense of community in online L2 environments, yet creating a sense of community in online classes can be challenging (Garrison, 2019). Patel (2021b) investigated the difficulty of establishing the same "real" or authentic relationships in an online L2 classroom that are more common in in-person classrooms. Using the CoI framework, Patel took deliberate steps such as being explicit with expectations, being available to students, and affirming commitment to students to establish social presence. While successful, this process required significant effort from the instructor and was more labor intensive than an in-person class. Yeh et al. (2022) investigated social presence in online ESL course at a university in the US during ERT using the video discussion platform called Flip (also known as Flipgrid) in an online course with synchronous and asynchronous elements. This platform was used by10 international students throughout the course to make short (90-second) weekly journals eventually creating 78 videos and additional peer responses to the journals. This method was found to be an effective means of generating social presence as students generally enjoyed talking about their personal interests, shared deep personal experiences about the pandemic, and had high occurrences of positive facial expressions in both journals and responses.

Students also require support and encouragement to flourish in online communities. Goda and Yamada (2012) investigated 42 Japanese EFL students enrolled in a blended learning course with asynchronous discussion activities. They applied the CoI framework to online activities designed using 'Computer-Supported Collaborative Learning', a design focusing on collaboration and interaction to fuel L2 learning and encourage deeper thinking skills. Using this design and looking at the online interaction through the CoI framework, they found that that (1) students need support to establish open communication in social presence for effective learning, (2) students' satisfaction is strongly connected to teaching presence and cognitive presence, (3) course design is critical to encourage student contributions to the class, and (4) students can participate in an asynchronous activities at all L2 proficiencies, and (5) students need assistance to establish social presence before focusing on academics. Wai-Cook (2021) also found that social, teacher, and cognitive presences were important in online ELT classrooms. Investigating 18 undergraduate students in Singapore, Wai-Cook identified that students need to feel supported so that they don't have a sense of "missing out" on opportunities that they would otherwise have in in-person classrooms and needed scaffolding until they got used to online learning. In this study, Wai-Cook found that students reported a lack of attention span, excessive distractions, lack of interactions with classmates, and watered-down lesson quality as the largest challenge to students in this environment. CoI can therefore be a positive way for foster a sense of community and interaction in L2 classes, but active support from the instructor is necessary which require different strategies.

2.3 Online L2 learning in Japan

There were relatively few studies investigating online L2 learning in Japan prior to ERT (Mehran et al., 2017; Ozawa, 2019), but recently research has increased since the pandemic (Cutrone & Beh, 2022; Long & Watanabe (2022); Molnar & Takeuchi, 2024; Nishikawa-Van Eester, 2022). Prior to ERT, in a study surveying 299 Japanese university students for readiness for online L2 classes, Mehran et al.

([2017](#)) found that Japanese students tend to have insufficient skills for academic learning in online environments. Japanese students reported sufficient tools to access the internet and basic familiarity with online functions (e.g. emails, websites, social network sites and playing videos online), but lacked skills to conduct more advanced tasks like creating documents using word processing software and recording/editing audio and video files. Students in the survey also expressed a general lack of interest in online L2 learning. Mehran et al. ([2017](#)) concluded that students in general were not prepared for online classes and required training on how to use digital tools.

One study that looked specifically at SRL in online L2 contexts was Molnar and Takeuchi ([2024](#)). The study surveyed 498 EFL learners across 12 different Japanese universities and used an adapted version of the Online Self-regulated English Learning (OSEL) questionnaire ([Zheng et al., 2016, 2018](#)) adapted to account for ERT. The OSEL was originally designed to measure SRL in online L2 environments for Chinese learners but was selected for use in Japan because it was considered culturally similar to the Japanese context. After confirmatory factor analysis failed to confirm the six factors in the original model, exploratory factor analysis (EFA) was conducted, and it was found that four factors (goal setting, task strategies, environmental structuring, and classmate communication) were important for online SRL among Japanese EFL learners. The classmate communication factor (a combination of help seeking and self-evaluation factors from the original survey) was a unique factor, and the factored items indicated that peer interaction (consistent with CoI research) was important in the Japanese online L2 learning context. Prior experience was also found to play a role in differentiating novice and more advanced self-regulated learners. Molnar and Takeuchi ([2024](#)) acts as a departure point in the current research to further investigate of SRL in online L2 learning environments in terms of what strategies students use in that context.

Other recent studies shed some light on Japanese students' perceptions of and approaches to online learning collected during ERT. Nishikawa-Van Eester ([2022](#)) surveyed 61 Japanese university students taking multiple EFL classes and found several common positive and negative aspects to online classes. Positive aspects of online classes were reported as (1) convenient because it cut down on commuting time to the university, (2) it was easy to look up information online because the computer was already being used and information from class could be copy and pasted and (3) asking questions was easy with the chat box function of the video conferencing software. Negative aspects were (1) perceptions that online classes were not suited for L2 classes because interaction was difficult; (2) it was difficult to concentrate due to easy access to web surfing of non-related sites; and (3) it was difficult to develop relationships with classmates. Cutrone and Beh ([2022](#)) found similar results in their study. Among 346 Japanese university students regarded the positives of asynchronous classes as convenient for saving commuting time and taking the class from anywhere, they could study at their own pace, and could raise digital literacy skill. Yet, 41.3% of respondents thought that online learning for EFL should only be done in emergency situations, and 55.6% of respondents mentioned that opportunities to interact with teachers and other students were limited. Participants also reported feeling isolated in online classes and that online learning could be stressful due to excessive homework and too much time spent on computers. Cutrone and Beh ([2022](#)) concluded from their research that practical advice for teachers is to make great effort to keep students stimulated and engaged in the class, and to be aware of technological issues that could hinder online learning. Their research showed student perceptions of online learning, but not specifically what skills or strategies they were using in their learning.

While research into student readiness and perceptions are important to understand how students are approaching online L2 learning, few studies have been done to investigate SRL strategy use. One study done by Long and Watanabe ([2022](#)) investigated how students performed on an e-learning system designed to increase TOEIC listening scores. After looking at a pre and post analysis of TOEIC test scores of 192 students who used an e-learning listening program, there were no significant increases in scores despite anticipated increases by the researchers. Long and Watanabe speculated that two primary issues contributed to scores not increasing: (1) students were doing the online exercises too fast without

thinking through them entirely, and (2) students were not using the review mode in the program to check their mistakes and review answers. In other words, the students were rushing through the exercises without reflecting, implying that more effective strategies could have led to the anticipated rise in TOEIC scores.

3 The Current Study

The current research investigates SRL strategy use in an online, asynchronous EFL classroom at a Japanese university in the spring of 2021. With the importance of SRL strategy use for L2 learning and with little research done previously in Japan in online contexts, this study uses mixed methods methodology to investigate what SRL strategies students used to complete online assignments. The researcher was interested in the following two research questions: 1) What SRL strategies are students using to self-regulate in an online asynchronous EFL context? and 2) How are students self-reflecting and assessing assignment quality in this context? Since this research is exploratory in nature and has a strong qualitative component, the four SRL factors of environmental structuring, goal setting, task strategies, and classmate communication from Molnar and Takeuchi (2024) are used a focal point and organization of the current research. This research was chosen because of the context (online with Japanese EFL students) and to conduct a more in-depth investigation using interviews since Molnar and Takeuchi (2024) was a quantitative study. A survey is used to collect general Likert scale data and open answer responses regarding the four factors, with follow-up interviews conducted to gain more nuanced data.

4 Methodology

4.1 Online class context

Participants for the current research were recruited from two classes taking the same online asynchronous EFL course at a private university in Japan. The course was a general education language requirement for all students at the university and focused on English communication. While participants came from two different classes of the same course, this fact is considered to have minimal influence on the results due to the author being the instructor in both classes and the content and requirements for both classes having been identical.

The course was an asynchronous online L2 class, meaning that no parts of the class were held live at any point during the 15-week duration. Each week the instructor uploaded recorded videos of himself talking through course content on the university's learner management system (LMS). Students were expected to watch the videos and turn in PDFs of completed textbook homework or recordings of themselves depending on the assignment. All communication between the students and the teacher occurred on the LMS, via e-mail, or on Flip (the app used to manage student recordings). The course had been originally designed as an in-person class but was moved online during 2020 and 2021 due to the pandemic.

The main objective of the course was for students to learn how to give speeches about the major themes studied throughout the semester. The semester was broken into three, four-part modules with different themes: introductions, favorite places, and prized possessions. The first two classes in each module were dedicated to relevant vocabulary and grammar learned in the textbook, the third class was for speech technique instruction and speech writing, and the fourth class was for speech recording, uploading, and commenting on other student videos. The first three classes in each module were accompanied by instructor-made videos, with the fourth being time for students to create individual presentations and upload videos to Flip. This app (Flip) was chosen because prior research had indicated that it had positive results for interpersonal and intercultural engagement (Lee, 2020). This app functioned like a closed, private YouTube where students could upload and share recordings without

being viewed by people outside the class. The teacher provided direct video feedback on student speeches within the app. The three remaining classes in the semester were dedicated to introducing the course, concluding the course, and having a buffer class to adjust content as necessary.

4.2 Participants

A total of 17 students of the possible 50 taking the course elected to participate in an online survey, with seven of those survey participants volunteering for follow-up interviews. The participants were 2nd year students majoring in Pharmaceutical Studies at a private Japanese university, and all were female. English ability was assessed based on CASEC (Computerized Assessment System for English Communication) test scores which is a standardized test similar to the TOEIC test. Due to the university's request, student English scores could not be disclosed, but the average scores showed that most students had a CEFR rating of high A2 or low B1 equivalent level of English proficiency. This proficiency level is considered average among Japanese university students (Negishi, 2012). The survey and interviews were completely voluntary with no penalty to grades if students did not participate.

Seven of the survey participants joined in individual follow-up interviews on a voluntary basis. With the interviews as well, due to the university privacy rules, specific CASEC scores for the individual students could not be obtained, but it can be assumed they were like the class average of high A2 or low B1 level.

4.3 Instruments

Zimmerman and Moylan's (2009) Cyclical Model of SRL was utilized as the theoretical foundation of this research, with SRL factors found in Molnar and Takeuchi (2024) selected for analysis due to the participants having a similar EFL proficiency and background. The survey instrument used in the current study was the same instrument used in Molnar and Takeuchi (2024) originally developed from the OSEL (Zheng, et al. 2016; 2018) and Barnard et al., (2009) and adapted to ERT. The survey instrument contained 24 items related to SRL and an additional 17 items related to learning in an asynchronous setting (five yes/no, 11 open-ended, and one Likert scale question). All the questions were written in both English and Japanese. These additional questions were added to collect information about general class tendencies and aided in creating the semi-structured follow-up interview. For the interview portion of the study, a semi-structured interview protocol developed by the researcher was used. The protocol consisted of 21 questions related to online learning experience, SRL, and strategy use. The survey items and interview questions can be seen in Appendices 1 and 2. All items were on a 6-point Likert scale.
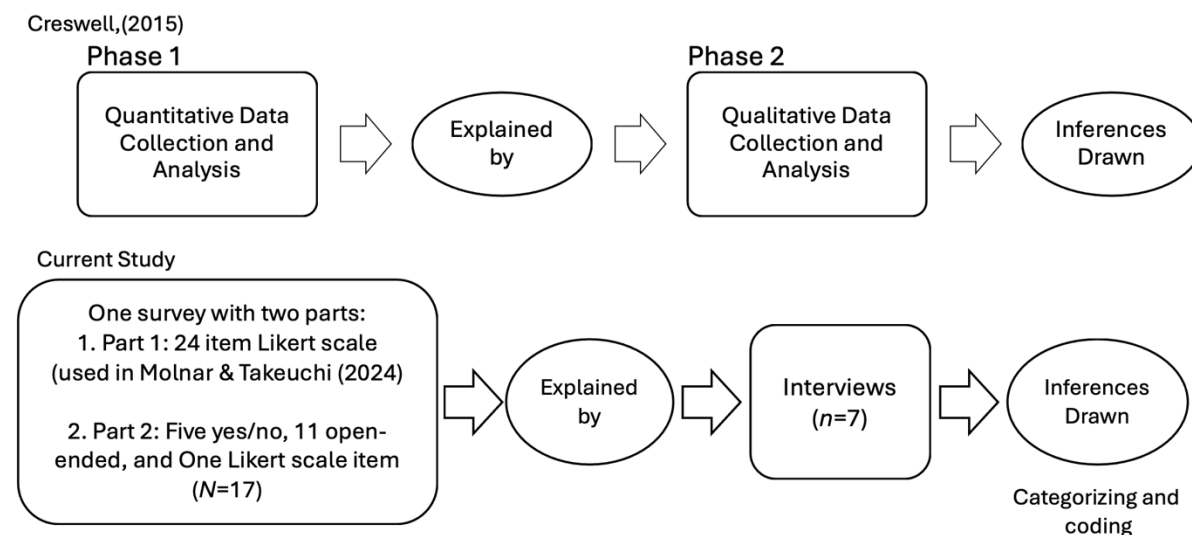
4.4 Procedure

A pilot survey was conducted in May 2021 with 12 students in another department at the university to check for question clarity. The main survey data collection was done in June 2021, and interviews were conducted individually on Zoom in July and August 2021. The participants were given the option to answer in English, but due to their English proficiency being around the CEFR A2 level, most of the interviews were conducted in Japanese. Interviews were recorded in Zoom, translated by the researcher, and verified by a native speaker. Interviews with two participants were originally conducted as pilot interviews, but since there were no major changes to the semi-structured interview protocol after the pilot, their data were included in the main study.

The research followed an explanatory sequential design. The research design must "begin with a quantitative strand and then conduct a second qualitative strand to explain the quantitative results" (Creswell, 2015, p. 38). To follow this design, research was conducted in two phases (see Figure 1). The survey was distributed during Phase 1, then the quantitative items were analyzed and open-ended survey

questions were coded using axial coding to find relationships. Using the analysis from Phase 1, Phase 2 began by creating a semi-structured interview protocol, interviews were carried out, then subsequent responses from the interview recordings were transcribed, translated, sorted and coded. JASP version 0.17.3, an open-source statistical analysis software, was used for quantitative analysis.

Figure 1

Research Design

5 Results

5.1 Survey results

Following the explanatory sequential design, the survey data were analyzed and provides some insight regarding the general tendencies of the participants. The survey was analyzed using the four-factor structure for online L2 SRL from Molnar and Takeuchi (2024) with the results in Table 1. Descriptive statistics are provided, and Cronbach's alpha for the factors and factor items add insight as to the reliably of the survey results. All the factors had acceptable internal consistency with a Cronbach's alpha higher than 0.60 (Dörnyei, 2003). The Cronbach's alpha for the whole instrument was 0.81, indicating reliability1. Strategies related to environmental structuring had the highest mean and reliability, with task strategies having the lowest mean and reliability. For this reason, the table is organized in this manner with highest contributing factor on top, with the results and discussion of the qualitative analysis following the same order. Please see Appendix 1 for the full survey.

Table 1

Survey Results by Factor (N = 17)

	mean	SD	skewness	kurtosis	α
Factor 1: Environmental Structuring	4.74	1.43			0.91
ES2: It is easy for me to find a suitable location where I could study English online.	4.65	1.58	-0.74	-0.99	
ES3: I find a comfortable place for learning English online.	4.82	1.29	-0.83	-0.31	
Factor 2: Goal Setting	3.18	1.43			0.83

GS1: I set short-term (daily or weekly) goals as well as long-term goals (monthly or for the semester) when learning English online.	2.71	1.57	0.55	-0.67	
GS2: I set standards for my assignments when learning English online.	3.65	1.32	-0.36	-0.29	
GS3: I keep a high standard for my learning in my English classes online.	3.06	1.25	0.75	0.68	
GS4: I set goals to help me manage study time for my online English learning.	3.30	1.57	-0.12	-1.09	
Factor 3: Classmate Communication	3.15	1.70			0.84
SEV1: I communicate with my classmates to find out how I am doing with my online English learning.	2.88	1.70	0.47	-0.75	
SEV2: I communicate with my classmates to find out what I am learning that is different from what they are learning.	2.82	1.51	0.46	-0.54	
HS2: I share my problems with my classmates online so we know what we are struggling with and how to solve our problems.	3.18	1.59	-0.12	-1.07	
HS3 If I need to, I try to meet my classmates face-to-face and discuss problems when learning English online (online or in-person).	3.71	2.02	-0.31	-1.43	
Factor 4: Task Strategies	2.97	1.57			0.69
TS1: I try to take more thorough notes for my online English learning because notes are even more important for learning online than in a regular classroom.	2.88	1.54	0.22	-0.65	
TS2: I read aloud instructional materials posted online to fight against distractions.	3.35	1.66	-0.18	-1.42	
TS3: I prepare questions before joining in the chat room, discussion or online video class.	3.12	1.76	0.19	-1.14	
SEV4: I ask myself a lot of questions about the course material when studying for an online course.	2.53	1.33	0.65	-0.55	

5.2 Open-ended survey and interview results

5.2.1 Environmental structuring strategies

'Environmental structuring' shows how students chose the location they studied in for their online class, which is at the performance stage of SRL. This factor had a high mean (4.74) and was the highest mean of all the factors on the survey indicating that strategies related to environmental structuring were important for the participants. To investigate what contributed to the participants' strategy to choose an appropriate study location, they were asked "How do you choose your study location?" on the survey. The results are displayed in Table 2 were categorized into three location themes based on their responses, with reasons provided under the headings. For example, "house; quiet" indicated that a participant said that they studied in their home because they chose a location based on it being quiet. The location "anywhere" indicated that the participant did not mention a specific location but as long as the place satisfied their requirement (e.g. quiet; no people) it was acceptable. "Facility" referred the availably of resources such as a suitable desk, Wi-Fi, or proximity to a computer or a pad.

Table 2

How do you Choose your Study Location? Describe the Location You Choose. (N = 17)

House		Anywhere	
Reason	Responses	Reason	Responses
quiet	2	quiet	1
comfortable	2	quiet & no people	1
no reason given	3	facility	1
		alone & can focus	1
House or University		quiet &can make noise	1
quiet	2	can make noise	1
quiet & facility	1		
time	1		

"House" was the most frequently mentioned specific location, and "quiet" was the most frequently mentioned reason across the categories. It is reasonable to assume that these responses were common because the students wanted to focus on their studies without distractions. "Anywhere" or multiple locations were also mentioned in the responses showing flexibility in location choice. Their strategy for choosing a location was, therefore, based on specific parameters of what the student personally thought was important criteria for successful study based on their past experience.

The interviews provided more insight into the criteria students considered when choosing their study location. The responses fell into the two broad categories of 'at home only' ($n = 4$) and 'at home or at school' ($n = 3$) for study locations, and then several subcategories. For those who studied at home, there were several reasons for the choice with multiple participants saying more than one reason. Reasons included a location where they could focus (two responses), a location where they could concentrate and was quiet (two responses), had good facilities (my desk; one response), had access to a tablet (electronic device; one response) and convenient (one response). One participant had a particularly strong rationale for studying at home which was that "I prefer a quiet place and I usually study at home for online classes. I want to concentrate on what I'm doing, so I'd like to do it in a quiet place where there aren't too many people around." Studying at home, or in the case of two participants their apartments, provided the students comfortable, quiet locations.

In contrast, three participants said that they sometimes studied at school in addition to their home. All mentioned convenience as a reason for studying at school, and two of the three participants also said that they sometimes wanted to study around other people. The convenience rational was linked to completing homework between other classes to be more efficient. One participant said "I study at school if there is a task I want to do in a short amount of time. Also, sometimes I study with people around me [in the cafeteria] because I'll have more motivation." This comment showed insight into studying with other people as a personal preference, and possibly to ask questions to finish the assignment efficiently. Another participant also wanted to study around people as it made her feel more comfortable and did not force her to be quiet as she would have to be in a library. The varied responses show different personal preferences and individual differences that impact strategic choice.

5.2.2 Goal setting strategies

'Goal setting' refers to how students set strategic objects related to assignment completion, which occurs at the forethought stage of SRL. Goal setting strategies had the second highest mean in the survey at 3.18 indicating moderate importance. Further inquiries on the open-ended survey and interviews indicated

that goal setting strategies centered around (1) strategic planning and (2) deciding goals for the class and when they were completed. Related to strategic planning, two of the yes/no questions from the survey were insightful in understanding when students complete their work. Responding to "Do you start this class at the same time each week?" three students answered, 'yes' and 14 students answered 'no'. This shows students are considering the type of assignment they need to complete, approximating how much time it will take to complete the assignments, and fitting that into their weekly schedule as necessary. In the interviews, one participant commented that "If [a class] has a pattern like this class [referring to the three, four-part modules of the course], students know how to arrange their schedules and set objectives for the class." Also related to strategic planning, to the survey question "Do you finish studying for this class in one sitting?" eight participants answered 'yes' and nine answered 'no'. There was a wide variety which could be related to how students approached their assignments and strategically allocated time for completion.

In addition to strategic planning, students responded to questions about how they set goals for classes and how they knew they achieved those goals. To understand how students were approaching the classes, students were asked on the survey "When you see a new class is posted, what is your goal for completing the class before you begin it?" Responses fell into five general categories: (1) time management (complete the assignment by the deadline or complete the assignment in the time they had decided was appropriate) (eight responses); (2) assignment quality (three responses); (3) L2 learning (learn new words or communication in English) (three responses); (4) personal effort (one response); (5) nothing/don't know (two responses). The interviews shed some light on the above survey responses. To understand quality, one participant said "I will sometimes do assignments multiple days to reach the level of quality I want" which showed a clear strategy for time on task to reach her desired level of assignment quality. Regarding time management, another participant said:

> I look at the deadlines of assignments on the course LMS and decide. I look at which [deadlines] are the shortest [closest in time to the current date], and arrange my schedule based on that. I have part-time jobs 3 or 4 days a week, so I try to do the assignments little by little between classes; I feel like I am 'running on the edge' of deadlines.

This response shows a strong desire to get the assignments for class completed due to other obligations, which is less focused on assignment quality, L2 learning, or effort, and mostly focused on the deadline. Concerns about the deadlines were expressed by eight of the 17 participants, indicating that the deadline was at the forefront of strategic goal setting for roughly half the participants.

One other question in the survey was related to goal setting strategy asked, "How do you know if you successfully completed the goals of the class?" Responses to this question fell into four general categories: (1) teacher (comments, feedback, or grades) (eight responses); (2) self-reflection (five responses); (3) checking the LMS (three responses); (4) asking a classmate (one response). The responses regarding the "teacher" seem to be grade related, so are likely tied to assignment completion in the previous question. The self-reflection responses included responses such as "consider if I had problems with the assignment", "considering completion time", "considering if I am doing better than before", "considering quality", and "considering if I can do the assignment by myself". This indicates a range of goals and objectives in the class, but responses related to self-reflection made up less than one-third of the responses.

5.2.3 Classmate communication and self-reflection strategies

This factor, according to Molnar & Takeuchi (2024), is a combination of both 'help seeking' and 'self-evaluation' which was unique factor in online SRL in the Japanese context. "Classmate" was a common theme, and peer interaction was hypothesized as a way for students to both find assistance and ask questions about class while also assessing their own learning in class consistent with Zimmerman and

Schunk (2011). To investigate this factor, questions were asked about how students answered questions about the class and what class content they discussed. The 'classmate communication' factor had a 3.15 mean on the survey, which indicated moderate importance for the participants.

To find out what class content was discussed among the students, the question "Related to class, what do you talk about with your peers?" was asked as an open-ended question on the survey. Answers fell into four categories: (1) class assignments (questions about homework details or deadlines; 11 responses); (2) course content (questions or talking about the teacher; three responses); (3) how to best study for the course (one response); and (4) nothing (no friends in the class to talk to; two responses). The final response was unexpected as this group of students in the same major and took most of their courses together. Some students did not have friends they could talk to in the program which translated to no friends in the online class.

Another important part of online classes is resolving questions. Responses to how participants solved issues in the class can be seen in Table 3. Most of the responses (88%) involved asking somebody else, which was either another student, the teacher, or a combination of both. There were also two additional responses that indicated participants resolved questions without asking questions by looking online or on the course LMS.

Table 3

What Do You Do When You Have a Question about the Material You Are Studying? (N = 17)

Ask another		Find out by oneself	
Reason	Responses	Reason	Responses
ask friend or the teacher	5	look up online or on LMS	2
friend/classmate only	3		
Teacher only	3		
ask friend first, then the teacher	2		
ask friend or teacher; check LMS	1		
watch video, then ask friend	1		

While eleven participants answered that they asked the teacher for help, this number should be interpreted as a *potential* strategy rather than something they did. In this study, the author was also the teacher of the course, and he recalls only a few emails or questions on the LMS chat board during the semester; far fewer than the students who indicated they asked the teacher questions. Therefore, participants may have meant they would be *willing to* ask the teacher, but it is unclear if they did. Asking the same question during the interview, responses were similar with two participants reporting they asked only their friends, four participants saying they were willing to ask their friends or the teacher but usually asked their friends first, and one participant not having a friend in the class to ask.

5.2.4 Task strategies

This section focuses on 'task strategies' used to complete assignments during the performance stage of SRL. This factor had the lowest mean on the survey with 2.97, but still indicated moderate importance for the participants. Participants were asked "During class, what strategies do you use that work well or don't to help you learn?" on the open-ended survey, and responses fell into five categories: (1) homework strategies (looking up unknown words online, rewatching parts of the class video, reviewing the textbook) (eight responses); (2) avoiding distractions (using headphones, quiet space) (four responses) (3) preparing the environment (clean desk and prepared space) (two responses); (4) making a study plan

(one response); and (5) nothing (2 responses). Looking at 'homework strategies' in more detail, there were six subcategories: (1) rewatching parts of the class video that weren't understood (two responses); (2) looking up unknown vocabulary online (two responses); (3) focusing on the video (one response); (4) focusing on the video and looking up unknown vocabulary online (one response); (5) reviewing previous lessons (one response); (6) reading the textbook closely (one response). It should be noted that although the question included strategies that impede learning, no participants provided answers related to that.

The interviews provided additional insight into task strategy use. The strategies discussed by the participants were focused on completing textbook homework and how to watch the teacher-made weekly video content. They did have other homework on Flip to record speeches at the end of each module (three times during the semester), and despite the Flip assignments being a major source of the students' final grades for the course (50%), strategies for this were only mentioned by one student. The results for task strategies were primarily about doing textbook assignments, and fell into three general categories with three subcategories related to watching the course video (Table 4). Some participants mentioned several strategies.

Table 4

Task Strategies Reported from Interviews (n = 7)

Categories	Sub-categories	Responses
1. Note-taking		2
2. Searching for information online		1
3. Watching the video		All participants
	a. Rewind the video	7
	b. Skip ahead in the video	4
	c. Watch the video at 2.0 speed	1

In response to the categories 'note-taking' and 'searching for information online', there were a few reasons noted for these strategies. For 'note-taking', one participant took notes because that was the same thing she would so in an in-person class, and the other participant took notes to complete homework after the video. For 'searching for information online', the participant emphasized that getting an 'immediate' answer was helpful to any question about material she had.

Participant responses about the video were concerned with rewinding, skipping ahead, or watching the video at 2.0 speed. Interestingly, many students had different reasons for taking the same actions. For rewinding, listening comprehension (not understanding what the teacher said as all the videos were in English) was the most often cited reason for doing so, but missing notes (perhaps due to speaking speed or distraction) or rewinding to review information was also mentioned. One participant noted 'satisfaction' at not having to rewind for part of the video when she felt that she was able to understand English or content in one try. Similarly, 'skipping ahead in the video' (jumping to a later time in the video) also had various reasons for the same action. These reasons included skipping to the end to preview the completed assignment, avoiding idle chat by the teacher, avoiding long pauses in the video, skipping to the next task if they finished early, and skipping around to specific parts they want to listen to. While only one participant admitted to watching the video at 2.0 or 2.5 normal speed, two participants mentioned that their "friends" told them that they did that too, but those participants didn't do that themselves.

Some general comments about the asynchronous class were that note-taking was reported as similar to in-person classes, but less stressful. Students could rewind or pause the video to catch key information as they liked. One participant reported that she liked that she could enjoy the class at her pace, however she had to be careful not to spend too much time because she tended to want to explore every detail. In

this way, participants likely calculated being able to rewind the video into their strategies, and not having to worry about missing information as is possible in an in-person class.

6 Discussion

6.1 Environmental structuring strategies

From the survey data, environmental structuring factor had the highest mean (4.74) indicating that this was the most important factor for the participants. This is reasonable considering that the asynchronous online nature of the course offered time and location flexibility, and students seemed to put a lot of thought into where and when they wanted to complete work for the course. This is in line with Nishikawa-Van Eester's (2022) and Cutrone and Beh's (2022) findings that Japanese students found time flexibility to be a positive aspect of online learning.

The common themes for picking a location among participants were quiet, comfort, facilities, time and convenience. While seven of the 17 participants indicated their home (or apartment) was the primary study location, the other ten students seemed to be more concerned with the environment (e.g. quiet, can make noise) over the location as they mentioned multiple possible locations or "anywhere" in their response. This would suggest that in terms of self-regulation, most students are flexible with location and can study anywhere as long as their personal criteria for what constitutes a good study environment were satisfied. There was also a range of criteria such as quiet or 'can make noise', proper 'facilities', comfortable, or even time. One interview participant said that she sometimes did homework at school to work in proximity to her friends because that gave her motivation. While time flexibility was mentioned in both Nishikawa-Van Eester (2022) and Cutrone and Beh (2022), location flexibility was not. This was likely because data used in Nishikawa-Van Eester (2022) and Cutrone and Beh (2022) was taken during COVID-19 when student movement was restricted, which was likely a contributing factor to the feelings of isolation mentioned by participants in Cutrone and Beh (2022). Likely additional location choice and flexibility mollified issues reported in Wai-Cook (2021) such as a lack of interactions with classmates and isolation. The current research is more in line with Meskill and Anthony (2015) that say online learning offers flexibility in that it can be done anytime and anywhere. To that end, this research indicated that it is important for students to have a firm grasp on their own personal beliefs about what constitutes a good study environment for them as this will be a personal choice. Self-reflection and perhaps trial and error should be encouraged by instructors as it allows students to decide their optimal study location where they can thrive.

6.2 Goal setting strategies

The average mean of the goal setting factor (3.17) indicated that this factor was of average importance for the participants. One explanation for this could be that half of the responses from the open-ended survey questions and interviews suggested that homework/task completion was the participants' primary objective. As the class was a required English course by the university and the students were non-majors, a lack of interest and grade focus could be a reason for this tendency. Russel & Murphy-Judy (2021) indicate that learner motivation to participate in a required L2 class outside their primary major can be low, and as English would not be a commonly used skill for pharmaceutical majors, this is possible. This seems to be supported by 'teacher feedback', 'grades', or 'checking completion status on the LMS' being the way 11 of the 17 participants reported evaluating if their strategic goals were completed. Also, 'time management' ($n = 8$) was reported as the most frequent influence for strategic planning over 'quality', 'effort', and 'L2 learning' as goals ($n = 7$). Long and Watanabe (2022) also found that students tended to rush through online exercises without checking their mistakes, again indicating a completion focus, and ultimately not improving their L2 skills.

Another reason for the task completion focused goals worth considering was the legacy of ERT and how attitudes about online learning from that time could persist. As Patel (2021b) found, social presence can be difficult to establish in online classrooms, and perhaps students did not feel it was like a 'real' English class. Talking about online learning during ERT, one participant said "When the class was in-person, I felt the assignments were more meaningful. After the transition to online, it just felt like copy and paste, and I lost my motivation." While maybe not the case in every class during ERT, enough classes like that could have contributed to an attitude that online classes were not serious and just busy work to be completed. This attitude was present in Cutrone and Beh (2022) with 41.3% of their participants saying that online EFL learning was only appropriate for emergency situations, and more than half of respondents indicating it was difficult to interact with peers and teachers.

Therefore, in terms of SRL, while goals were being determined and met by students, the strategic goal focus of 'task completion' and allowing the teacher or LMS to determine if the task was completed are not ideal for autonomous L2 learning. As SRL is cyclical and self-reflection is necessary to improve subsequent learning, either a lack of self-reflection or goals that do not contribute to L2 learning could inhibit L2 development. To that end, online assignments should be designed to slow students down and encourage them to take a more reflective attitude about their L2 learning. As Ngoc (2023) noted, goal setting was necessary for success in their online L2 course. Meskill and Anthony (2015) describe several ways in their book for awareness raising activities in asynchronous L2 classes, and ways to have students reflect on their L2 proficiency.

6.3 Classmate communication and self-reflection strategies

The classmate communication factor had a mean of 3.15 suggesting that this factor was of average importance to students. Molnar and Takeuchi (2024)'s factor analysis indicated that the 'classmate communication' factor combined help seeking and self-evaluation strategies via interacting with peers, therefore this factor is related to CoI and how students communicated in the class. The reason for this moderate mean could be due to multiple reasons. One potential reason is that the mentality for many students in the class was a focus on grades (as suggested in the 'goal setting strategies' section), thus their strategies were focused on getting work done. If low motivation or low interest in English learning was a prominent influence on students, this would explain the "grade focus" attitude of students and why self-reflection was limited to submitting their homework. Another potential reason was low social presence (Garrison et al., 1999) in the class could have meant few opportunities for interaction. Due to the asynchronous nature of the course, students had fewer chances to directly interact with peers which could have inhibited making friends in the class, and thus interfere with help-seeking and talking to peers. Patel (2021b) pointed out that social presence needs to be deliberately integrated into the class by instructors, and Zimmerman and Schunk (2011) say that SRL includes self-initiated learning through help-seeking which requires strong bonds and interactions with others. It was theorized in Molnar and Takeuchi (2024) that especially Japanese students may need peer-interaction to encourage self-reflection, and thus the low social presence would have inhibited chances for collaboration and creating class bonds. This is further supported by two of the 17 participants in the class explicitly stating that they did not have friends in the class. Findings from Nishikawa-Van Eester (2022) and Cutrone and Beh (2022) also indicated that Japanese students felt it was difficult to develop relationships with peers in online spaces, so facilitation of social presence (or lack thereof) seems to be a key factor that impacts how students interact and self-reflect in these spaces.

This is not to say that participants did not have help-seeking strategies. Participants said that they would ask a friend or the teacher in the class if they had a question, or in two cases search for the answer on the LMS and answer their question themselves. The teacher of the course did not recall many student questions, so either these were happening outside the class between peers, or students had the strategy in place, but didn't utilize it during the semester. When peers did interact outside the classroom and

discussed the class, the majority of students (11 participants) said they only discussed homework and deadlines with four saying they discussed course content or study methods. More research should be done to how encourage self-reflection and social presence in online classrooms, especially asynchronous ones. Patel (2021b) suggested that online forums have potential, but how they are structured in a class with live video feedback such as having access to Flip also needs further research. Though Flip was new to many students, it was unlikely that the technology was an inhibiting factor at students had received sufficient scaffolding from the instructor (Loo, 2020).

6.4 Task strategies

The task strategies factor had the lowest average (2.97) indicating moderate-low importance for students. One explanation for this may have been that the survey items were not representative of the strategies used in asynchronous classes as the survey instrument was designed to survey general online learning. For example, the strategy of reading directions out loud had the highest average (TS2: mean 3.35), though this may have not been necessary every week. TS3 (I try to take more thorough notes for my online English learning because notes are even more important for learning online than in a regular classroom) could have had a lower-than-expected mean (2.88) because of the phrasing of the item. Participants indicated that note-taking was important in an online class in both the survey and interviews, but it was likely that they viewed it as just as important as an in-person classroom. An additional task strategies question on the survey that was not in the 'task strategies' factor, TS4 (When I find a vocabulary word or grammar I didn't know, I looked it up online), had a very high mean (5.14; SD 0.95) and was mentioned as something done by the students in the open-ended questions. While the factors had a high Cronbach's alpha (0.81), they did not include all survey items. There may have been a need to adapt the survey items specifically to an asynchronous classroom.

The survey and interviews added some additional insight into strategies used in the class. Most of the reported strategy use was related to doing homework (e.g. watching videos ore reviewing the textbook) while the other half fell into several categories such as avoiding distractions, preparing the environmental, making a study plan, and no strategies. Interview responses primarily focused on video strategies (rewinding, skipping or watching at fast speed), though did include strategies about searching information online and note-taking. This is in line with Meskill and Anthony's (2015) research that online L2 learning environments provide opportunity for autonomy and let students explore material at their pace. One response from the interviews that some students watch the class at 2.0 speed was reminiscent of Long and Watanabe (2022) in that some students seem to be rushing through the class to finish the homework (mentioned in the goal setting strategies section above). There is a danger that such a strategy does not support learning, but further research needs to be done on the effect of this.

Noting student strategies and discussing them in class has potential benefits for the learners (Plonsky, 2019). Future research using strategies found in the current research could be worthwhile to test how awareness raising impacts L2 learning and SRL. Additionally, the robust number of strategies provided by the participants refutes Mehran et al. (2017)'s claim that Japanese university students are not ready for online learning. It seems that students now, after ERT, do have a higher capability to take online courses.

7 Conclusion

The current research investigated strategy use in the framework of SRL in an online ESL asynchronous classroom in Japan. Strategies were divided among the four different factors of environmental structuring, goal setting, task strategies, and classmate communication, with results indicating that students often had unique reasons for doing the same or similar strategies. In this sense, student preference played a major role in their choices in strategy for choosing study location, time management, and the ultimate goal of their study. Participants reinforced that online learning could offer a tremendous amount of flexibility

in where and when assignments can be completed, yet also demonstrated many completion focused strategies that prioritized efficient completion of assignments over actual L2 learning and processing. While students did not seem to have issues solving problems or asking questions in the class as they indicated they had strategies to cope with this such as asking the teacher, asking peers, or referring to the LMS, there was concern over how effectively CoI was established in the class. This potentially impacted social presence and L2 production in the class, and likely led to some anxiety about the class.

Implications from this research are that instructors should be aware of how and why students are completing online assignments, and whether classes are designed to create a positive CoI environment and assignments are reaching their learning objectives. Given that many of the participants had strategies that focused on deadlines and swiftly completing homework, there is a need to slow students down and have them take advantage of online learning (e.g. autonomy and studying at their own pace) by encouraging self-reflection and critical thinking (Loo, 2020; Ngoc, 2023; Patel, 2021a). As Long and Watanabe (2022) imply, students can potentially move too quickly through online L2 exercise without reviewing or properly processing thus impeding learning. Interactive assignments that aren't perceived as busy work, a robust social presence in the online classroom, and tasks or assignments designed to encourage self-reflection could potentially alleviate this issue.

The current research had several limitations. One limitation was the small sample size and lack of male participants, but the information provided by the qualitative results were able to add some insight into online SRL strategies. Additionally, L2 proficiency scores were not available for individual students, which could have shed more insight connecting strategies with L2 ability. As higher proficiency learners tend to have more established SRL skills, a comparison could have been made.

There are several future directions for this research. CoI in asynchronous environments warrants more attention as to how steps can be taken to encourage community in an environment when people never meet in real-time, and potentially how this can be connected to self-reflection. Next, it is necessary to test methods to LLSI in online classrooms, either explicit or implicit depending on the mode of the class. Finally, only four factors of SRL strategies were investigated, so other SRL factors such as task interest, motivation, self-efficacy, or self-satisfaction should also be explored in future research.

Notes

1. A one sample Wilcoxon Signed Rank Test was performed to establish normality of the data. The skewness and kurtosis descriptive statistics suggested that some of the data items were not normally distributed, so a non-parametric test was performed to assess normalcy. This procedure is considered appropriate when sample size is small (Dörnyei, 2003). After running the Wilcoxon Signed Rank Test, it was found that all items conformed to the parameters of the statistical test. This implies that the item means of this group were representative of the larger population therefore displaying normality.

Appendix 1: Survey instrument

3. Modified version of OSEL (Zheng et al., 2018); some adaptations from Barnard et al. (2009).
4. If the item was adapted or added from Zheng et al. (2018), a notation (*) was made at the end of the item (the note was not in the survey; just added in the manuscript). Please note, the authors made these modifications with ERT in mind, or to add a fourth item to the factors.
5. (Please note that the Japanese translations were removed due to space constraints.)

Goal Setting

GS1   I set short-term (daily or weekly) goals as well as long-term goals (monthly or for the semester) when learning English online.

GS2   I set standards for my assignments when learning English online.

GS3   I keep a high standard for my learning in my English classes online.

GS4   I set goals to help me manage study time for my online English learning.

Environmental Structuring

ES1   I choose a good location for learning English online to avoid too much distraction.

ES2   It is easy for me to find a suitable location where I could study English online. (*modified to fit ERT)

ES3   I find a comfortable place for learning English online.

ES4   I choose a time with few distractions when studying for learning English online.

Task Strategies

TS1   I try to take more thorough notes for my online English learning because notes are even more important for learning online than in a regular classroom.

TS2   I read aloud instructional materials posted online to fight against distractions.

TS3   I prepare questions before joining in the chat room, discussion or online video class.

TS4   When I find vocabulary or grammar I didn't know, I looked it up online. (*originally the OSEL had only three items. A fourth was added to fit the context of online learning and L2 learning.)

Time Management

TM1   I try to schedule the same time every day or every week to study English online, and I observe the schedule.

TM2   I allocate extra studying time for learning English online because I know it is time-demanding than in-person classes.

TM3   It is easy for me to manage and arrange my schedule to complete work for online English classes. (*modified to fit ERT)

TM4   I need to spend more time in a week doing coursework for English classes for online classes than for in-person classes.

       (*originally the OSEL had only three items here. This item was added to fit the context of ERT.)

Help Seeking

HS1   I found someone who was knowledgeable in online English learning so that I can consult with him or her when I need help.

HS2   I share my problems with my classmates online so we know what we are struggling with and how to solve our problems.

HS3   If I need to, I try to meet my classmates face-to-face and discuss problems when learning English online (online or in-person).

HS4   I think it was easy to reach out to the teacher and ask questions about assignments. (*originally the OSEL had only three items here. This item was taken from Barnard et al. (2009) to provide a fourth item. Also, this fits the context of ERT.)

Self-evaluation

SEV1   I communicate with my classmates to find out how I am doing with my online English learning.

SEV2   I communicate with my classmates to find out what I am learning that is different from what they are learning.

SEV3   I summarize my learning in online courses to examine my understanding of what I have learned. (*originally the OSEL had a teacher focused item here. This item was taken from Barnard et al. (2009) to fit the context of ERT)

SEV4   I ask myself a lot of questions about the course material when studying for an online course.

(*originally the OSEL had only three items here. This item was taken from Barnard et al. (2009) to provide a fourth item. This item is applicable to ERT.)

Open ended questions

1. Do you always study in the same place for this class?

2. How do you choose your study location? Describe the location you choose.

3. What do you do when you have a question about the material you are studying?

4. Do you have peers in the class with whom you communicate with regularly?

5. Related to class, what do you talk about with your peers?

6. Do you start this class at the same time each week?

7. Do you finish studying for this class in one sitting?

8. (Before class) How do you prepare for this online class?

9. (During class) What strategies do you use that work well or don't to help you learn?

10. (After class) How do you know if you successfully completed the goals of the class?

11. When you see a new class is posted, what is your goal for completing the class before you begin it?

12. What skills you want to learn from this class?

13. I feel that my teachers support my online learning. (1-6)

14. What is a way that teachers support your online leaning?

15. What is something you want them to do to support your online learning?

16. I currently live with my family at home.

17. In what ways, if any, do your parents influence your online learning.

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