The aim of this study is to explore the readiness for developing self-regulatory learning among non-English majored Japanese university students. The theory and practice of self-regulated learning seems to be essential to cultivate language learners' autonomy and sustainability of studying English even after graduation.

This thesis comprised of six chapters. In Chapter 1, the introduction presents the issues and the background of non-English majored Japanese university students' language learning. In Chapter 2, the theoretical framework of self-regulated learning is described, mainly based on Zimmerman's definitions (1989, 1998, 2000, 2001, 2008). In the social cognitive theoretical view (Bandura, 1986; Zimmerman, 2000) learning is explained by two interrelated cyclical loops. One is the feedback loop, which consists of three dimensions: Environment, Behavior, and Person. Each dimension assumes to have certain impact on learners' present self-regulated language learning. The other is the cyclical process of self-regulated learning, which also has three phases: Forethought, Performance, and Reflection. These phases depict learners' behavioral factors with each subprocess which may hinder or facilitate learners' development of self-regulatory learning. Self-regulated learning theory is based on the combination of the cognitive, behavioral, and affective aspects. Thus, the theory seems to be helpful for understanding learners' conditions. The present study focuses on self-efficacy and learners' reflections of their own learning process.

In Chapter 3, the research design and the methods are briefly described. The present study employed a longitudinal, mixed method approach. Two different types of data elicitation and analyses were sequentially conducted along with a teaching project. Study 1 was based on the first questionnaire which investigates learners' tendency of self-regulated language learning in terms of their perception of value and practice. Study 2 was conducted on semi-structured interviews with seven representative students. This study laid emphasis on the individual interviews to delineate learners' realities and
development of self-regulatory language learning. The teaching project was aiming to promote learners’ monitoring and reflective skills with some recording materials. Consequently, the following research questions are addressed:

1. What kind of self-regulated language learning characteristics do non-English majored Japanese EFL university students possess?

2. How do they perceive and develop their own self-regulated language learning?

Chapter 4 describes the results of Study 1. The data were elicited from 104 participants who took the selective supplementary English class. Cluster analysis was conducted on the 12-item Likart-scale closed questionnaire, which asked learners’ perceived use and value on self-regulated language learning. As a result, learners with diverse background were classified into four subgroups, and profiled the tendency of their self-report perceptions on self-regulatory language learning.

In Chapter 5, the results of Study 2 are discussed. The semi-structured interviews inquire into the learners’ perception and practice of self-regulatory language learning. Seven participants were selected from four cluster groups in Study 1, and subsequently interviewed separately. It elucidates individual learner’s reactions to their own learning experiences. The open questionnaire, portfolios, and time-management sheet were also utilized as subordinate materials to examine their self-monitoring and reflection of their own learning behavior. The findings from interviews seemed to indicate four distinct factors for their successful and unsuccessful practices: the quality of goals, the learning styles, the desire of autonomy, and the impact of related people. All the factors are intertwined with each other, and affect learners’ involvement in a vicious or virtuous self-regulated learning cycle. The keys seemed to be the “self.” If learners accept the contexts and decide to control their behavior, cognition, and affection proactively, they can be more successful self-regulated language learners.

Chapter 6, the final chapter, discusses both of the studies and provides several pedagogical implications.