A Learner Analytics tool for self-regulated language learning

Malcolm Prentice
Soka University, Japan

This poster summarizes three cycles of an action research project that attempted to help students with self-regulated language learning by developing a Learner Analytics software tool. Specifically, the aim was to support the vocabulary and fluency writing section of a learning portfolio by providing automated progress reports for students, while flagging any issues for teacher intervention.

The initiating incident for the action research project was when an end-of-term check found that around a quarter of portfolios were incomplete, and that some students had deliberately submitted identical work multiple times. Students were choosing which words to learn, which topics to write about, and how many (over a minimum) of each task to do. With tens of thousands of vocabulary entries and thousands of fluency writing submissions per class per term, it was difficult to monitor progress accurately. Homework was checked each class, but issues were missed, and the end-of-term portfolio review discovered problems too late to offer any useful help.

The action taken was to create a software tool to highlight issues as they occurred during term, by analysing homework collected through Google Forms. The system automatically produces two reports: a report for students (delivered via website or cloud sharing service) which visually summarizes progress and helps them regulate their own learning, and a teacher overview report which flags cases where intervention might be necessary. The poster will describe the tool, and present data collected to inform development and usage in each action research cycle.

Keywords: Self-regulated learning, Fluency writing, Vocabulary, Learner Analytics, Action Research.