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# Supporting Every Learner: Investigating Gender Differences in Autonomy

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## Abstract

Autonomy in education, particularly within the English as a Second Language (ESL) context, has been widely recognized for enhancing self-directed learning and the ability to shape one's own educational journey. This study compares the motivational differences between male and female ESL students, using a quantitative research design. A structured questionnaire was administered to a convenience sample of 13 students who were enrolled in a pre-sessional English program at a private university in Istanbul, Turkey. The study revealed gender-specific differences in autonomy and motivational dynamics. Female students had a higher level of self-motivation and intrinsic interest and favored self-study with the mindset that English proficiency is a means to enhance job prospects. In contrast, male students demonstrated a preference for collaborative learning and systematic approaches, wherein they connected new knowledge to their existing understanding. Whereas both genders had a similar perception of the benefits of watching movies/series, females got more involved in optional homework and conversations with native speakers and demonstrated greater autonomy in self-assessment compared to males, who viewed the teacher as playing a more central role in the learning process. In conclusion, these findings contribute to a nuanced understanding of the complicated motivational dynamics unique to each gender in English language learning, which suggests the need for customized pedagogical approaches that facilitate inclusive learning environments, catering to the unique motivational needs of male and female students.

**Keywords:** Autonomy, Intrinsic motivation, Motivational disparities, Gender differences, English language learning

## Her Öğrenciyi Desteklemek: Özerklikte Cinsiyet Farklılıklarının Araştırılması

### Özet

Eğitimde özerklik, özellikle de ikinci dil olarak İngilizce (ESL) bağlamında, kendi kendine öğrenmeyi ve kendi eğitim yolculuklarını şekillendirme becerisini geliştirdiği için yaygın olarak kabul görmüştür. Bu çalışma, nicel bir araştırma tasarımı kullanarak erkek ve kız ESL öğrencileri arasındaki motivasyonel farklılıkları karşılaştırmaktadır. Yapılandırılmış bir anket, İstanbul'da özel bir üniversitede Pre-Sessional İngilizce programına kayıtlı 13 A1 seviyesi tekrarı öğrencilerinden oluşan uygun bir örnekleme uygulanmıştır.

Çalışma, özerklik ve motivasyon dinamiklerinde cinsiyete özgü farklılıklar olduğunu ortaya koymuştur; Kız öğrenciler daha yüksek düzeyde iç motivasyona ve içsel ilgiye sahiptir ve İngilizce yeterliliğinin iş beklentilerini artırmanın bir yolu olduğu düşüncesiyle kendi kendine çalışmayı tercih etmektedir. Buna karşılık, erkek öğrenciler işbirlikçi öğrenme ve sistematik yaklaşımları tercih etmiş, yeni bilgileri mevcut anlayışlarıyla ilişkilendirmişlerdir. Her iki cinsiyet de film/dizi izlemenin faydaları konusunda benzer bir algıya sahip olsa da, öğretmenler öğrenme sürecinde daha merkezi bir rol oynarken, kadınlar isteğe bağlı ev ödevlerine ve anadili İngilizce olan kişilerle yapılan sohbetlere daha fazla katılmış ve öz değerlendirme konusunda daha fazla özerklik göstermiştir. Sonuç olarak, bu bulgular İngilizce öğreniminde her bir cinsiyete özgü karmaşık motivasyon dinamiklerinin daha iyi anlaşılmasına katkıda bulunmakta, bu da kapsayıcı öğrenme ortamlarını kolaylaştıran, erkek ve kız öğrencilerin özgün motivasyon ihtiyaçlarını gözeten özelleştirilmiş pedagojik yaklaşımlara ihtiyaç duyulduğunu göstermektedir.

**Anahtar Sözcükler:** Özerklik, İç motivasyon, Motivasyonel farklılıklar, Cinsiyet farklılıkları, İngilizce öğrenme

## 1. Introduction

A universally accepted definition for the term 'autonomy' has not been established yet; however, autonomy can be conceptualized as the willingness to empower learners in determining their objectives,

shaping the content and process of their learning, choosing methods that resonate with them, monitoring their own progress, and ultimately evaluating their advancements (Holec, 1991). The responsibility for learning is indeed a collaborative effort that extends beyond the traditional teacher-student dynamic. This collaborative nature is linked to cognitive engagement and active learning outcomes (Micheline & Wylie, 2014). Therefore, in the Turkish educational context, where traditional roles are being re-evaluated, understanding autonomy becomes crucial.

Moreover, students play a crucial role in creating their motivationally supportive learning environments through agentic engagement, which aligns with the concept of autonomous learning (Reeve, 2013). Additionally, investigating student engagement in active learning activities, such as those in chemistry (Naibert & Barbera, 2022), provides insights into the impact of collaborative and autonomous learning on student engagement and learning outcomes. These references together support the notion that autonomous learning promotes active engagement, which greatly contributes to an enhanced learning experience.

Learner autonomy, which is typically characterized by responsibility, capacity, and motivation for learning, is a critical element of effective education (Dam, 1995). In Turkey, innovational reforms within foreign language contexts aim to enhance students' language competence and performance by integrating learner autonomy into educational practices. This focus on learner ownership is in line with the idea that an autonomy-oriented approach allows for responsibility-shifting for learners. This empowers students to set their own learning goals and makes the learning process more meaningful and effective. While the level of autonomy may fluctuate across different domains of learning, the positive impact of autonomy on learning is undeniable, as individuals become self-directed in their learning processes and make decisions to enhance their skills (Benson, 2001).

Autonomous learning is the subject of extensive research in the current literature, as it reveals its multifaceted and significant impact on educational outcomes and learner development. Orawiwanakul & Wichadee's study (2017), which focused on positive student perceptions of autonomous language learning, demonstrates highly positive reactions to learner autonomy. Furthermore, research delves deeper, revealing that autonomous learners articulate clear objectives, formulate learning strategies, implement them successfully, and then monitor and assess their efficacy. They, as proactive individuals, typically showcase positive qualities such as innovation, self-motivation, and enthusiasm (Dickinson, 1993). Additionally, research explores the link between autonomy and personal attributes, specifically exploring the psychological factors influencing adult learners (Derrick & Carr, 2003) and, more specifically, the correlation between autonomy, responsibility, and engagement in learning activities (Liu, 2015). On the other hand, research further emphasizes the interconnectedness of teacher and learner autonomy in fostering autonomous learning environments (Little, 1995).

The critical role that autonomy plays in learning processes is linked to the improved need for life-long learning skills in the educational landscape. The study by Williams & Deci (1996) aligns with this concept, highlighting the internalization of values and emphasizing the importance of autonomy and self-determination in the learning process. Autonomy-oriented individuals are more likely to become effective learners, emphasizing the positive outcomes associated with autonomy in learning. Possibly thanks to the limited availability of instructors who can guide ESL learners, research highlights the essential need for learners to develop autonomy (Tudor, 1993). This is consistent with the idea that a successful approach to autonomous learning grants choices and allows learners to make decisions during the educational process, which in turn instills motivation and increases engagement in the learning journey. Previous research has also strengthened this autonomy-supportive approach by indicating that meta-cognitive strategies can significantly improve learners' capacity to organize their endeavors.

These sources provide useful insights into the psychological aspects of autonomy and how it influences learning outcomes. Meanwhile, Oxford (1990) proposes that meta-cognitive strategies enable ESL learners to coordinate their learning processes, ultimately promoting a strong sense of autonomy. This is consistent with the fact that intrinsic motivation significantly has a remarkable impact on the learner's dedication since it is ignited by an authentic desire to carry out tasks for the sake of learning itself rather than for external recognition and rewards. In the same vein, strategic questions such as "What is my aim?", "What strategies am I using?", "How effectively am I using these strategies?", "What else could I do?", and "What went wrong/right?" help learners assess their progress and actively engage in their language learning journey.

Different perspectives on learner autonomy also highlight its multifaceted nature in self-regulation and teacher development, which are crucial for educational advancements in Turkey. Examining different perspectives on autonomy reveals its connection to self-regulation and teacher development, highlighting both psychological and practical aspects of language learning (Benson, 2007). This leads to another contentious issue: defining the teacher's role. Teachers in an autonomous learning environment act as counselors, aiding learners in establishing objectives and developing appropriate strategies, ultimately raising awareness about autonomy (Gremmo & Rilet, 1995). In addition, Wright (1987) proposes the role of facilitators in providing learners with adequate materials and addressing challenges encountered in the classroom environment. Moreover, the success of such autonomous learners, both within and beyond the classroom, has been documented within diverse learning contexts, including non-English-speaking refugees in Ireland (Carson, 2006). The study focused on autonomous learning methods provided by teachers, leading to the successful completion of an English course and subsequent full-time employment. The study highlighted the importance of personal motivation in learning desired skills. Jossberger and colleagues (2010) approve of the importance of the interaction between the student, the teacher, and the environment in fostering autonomous learning. Consistent with the literature on learner autonomy, Spratt et al. (2002) also suggest a complex relationship between motivation and autonomy, with motivation often preceding autonomy.

While some studies conclude that significant gender differences do not exist in terms of autonomy (Rothes et al., 2017), others suggest that female students are more autonomous in managing their language learning journey compared to males (Dresel & Haugwitz, 2005; Grover & Miller, 2014; Karimpour et al., 2019; Studenska, 2019).

### **1.1. Investigation on the concept of learner autonomy in Turkey**

There has been a significant focus on learner autonomy in Turkey, particularly in the fields of ESL and higher education. For instance, Sert (2006) investigated the influence of learner instructions on the development of autonomy in Turkish learners of English. The findings suggest that explicit training has a notable effect on improving autonomous behaviors. Yıldırım (2013) examined the perspectives of learner autonomy among university students, indicating that although students recognize the significance of autonomy, they often lack the required skills and chances to actively participate in autonomous learning. Meanwhile, Koçak (2003) examined the role of instructors in fostering learner autonomy in Turkish secondary schools and called for the need for teacher development programs that specifically target teaching approaches fostering autonomy. Besides, studies within Turkey have demonstrated nuanced views regarding autonomy. For example, Çoban (2002) conducted a comparative study into teachers' attitudes toward learner autonomy at two prestigious public universities in Turkey. The study found that while instructors encouraged active student participation in the classrooms, they did not support students' involvement in the decision-making process while learning English.

In examining Syrian-refugee English learners' perceptions of learner autonomy in Turkey, female students were found to be more autonomous. The study concluded that autonomy is significantly correlated with learner readiness (Bozkurt & Arslan, 2018). These studies have shown findings that are both consistent and highlight the significance of providing learner training and creating supportive learning settings to promote autonomy.

Therefore, the current study's significance lies in its focus on how gender differences influence learner autonomy, specifically in the context of English language learning, specifically within Turkey, and its aim to bridge the gaps by

- uncovering motivational dynamics unique to male and female learners,
- identify gender-specific learning preferences.

By understanding the unique needs of males and females, educators can create more supportive and effective learning environments tailored to each gender. This, in turn, can inform the development of targeted interventions that boost future language acquisition.

## 2. Method

### 2.1. Setting and Participants:

This comparative study was conducted in early December and centered on students from the Pre-Sessional English Program at a private university in Istanbul, Turkey, where language learners improve their English skills before starting a degree course. This enables these students to sufficiently meet the language requirements of their academic programs. The sample group consisted of 13 students aged 18-19, all repeating the A1 Level class, comprising six males and seven females. The choice of this particular group was motivated by the convenience and practicality of having easy access to students who were interested in participating and readily available within the researcher's own institution. Focusing on repeat students enables us to have a clearer understanding of how both genders adapt to new scenarios in their lives and maintain their initial motivation after an initial setback they faced, as well as providing a baseline for comparing intrinsic and extrinsic motivation between them and regular students. Moreover, this approach can highlight their resilient behaviors and preferences unique to each gender after their failure at the initial level. These A1 repeat students in the entire school, all of whom contributed to the study, pursue different majors when they transition to their official freshman year next year.

### 2.2. Methodology and Instruments:

The sample selection was based on convenience sampling due to the readily accessible respondent pool within the researcher's institution and the limited timeframe allocated for this small-scale study. This choice was valid as it allowed for efficient data collection from participants who were available and eager to participate in the study. Data collection was utilized through a structured questionnaire with four sub-categories:

- demographics,
- current motivational state (using a 6-point Likert scale to examine the participants' motivation to learn English),
- learning habits (using a 5-point Likert scale to gain insights into the strategies utilized by students while learning English),
- learner responsibilities (presenting 3 options to understand the participants' perceptions of responsibility for the statements given).

The initial section gathered background information about the participants, including gender, the high school they graduated from, birth order, and the total duration of their English learning (see Appendix 1). Section two assessed the participants' motivation to learn English, while section three explored the strategies they employ in learning the foreign language. And Section 4 investigated the participants' perceptions of responsibility for each given statement.

Questionnaire development involved adapting items from previous studies (Clement et al., 1994; Cook & Artino, 2016; Harvey, 2017; Jones, 2019; Iflazoglu & Hong, 2012; Wang & Zhan, 2020). Subsequently, these items were categorized into subgroups, as indicated earlier. The final draft underwent pilot testing with ESL students to identify any issues related to clarity, comprehension, or response bias. Items that exhibited poor performance were excluded from the questionnaire, resulting in the current version with an acceptable internal consistency of 0.76 Cronbach's alpha coefficients ( $\alpha$ ). This level of reliability in the responses indicates good inter-rater reliability, signifying consistent responses within the questionnaire. In other words, this degree of agreement suggests that the questionnaire effectively assesses the targeted constructs consistently, thereby bolstering the reliability of the study's outcomes (Gliem & Gliem, 2003).

The research adhered to ethical principles by obtaining informed consent, preserving confidentiality and anonymity, and respecting participants. Future studies should include larger and more diverse groups in multiple settings to enhance the generalizability of the findings.

### 2.3. Data Analysis

Since this is a quantitative study, the data analysis included statistical techniques such as calculating means and percentages to interpret the responses. The use of these techniques may be justified since they provide a clear and concise presentation of the data, facilitating the identification of trends and patterns. Additionally, these techniques are appropriate for the level of measurement offered by Likert scales and categorical data. Yet, it is crucial to acknowledge that the reliance of such a sample size, due to its nature to address only repeat students in the summer school at the time, restricts the generalizability.

#### *Research Questions:*

This paper aims to investigate the level of autonomy exhibited by students in the A-1 repeat class at the Pre-Sessional Program at a private university during the 2022-2023 academic year. In essence, the study addresses the following research questions:

**RQ1.** To what extent do A-1 repeater learners of English exercise autonomy in a language class at a private university?

**RQ2.** What differences, if any, exist between genders concerning the level of learning autonomy?

### 3. Findings and Discussion

This comparative study investigated autonomy differences between male and female A1 repeat English language learners. Utilizing a 6-point scale, the study measured students' responses to questions regarding motivational issues, and the results revealed several significant gender variations:

#### *Motivation and Self-drive*

Firstly, the data analysis indicated that female respondents exhibited higher self-motivation compared to their male counterparts, with a mean score of 4.70 versus 4.40. This suggests that female students may be more intrinsically motivated to engage in English language learning activities. This higher motivation among females is consistent with the relevant literature (Mulyani & Sartika, 2022; Nurlindawati et al., 2022; Wu et al., 2022) suggesting they are self-driven to academically achieve success, which could be attributed to their more proactive language learning behaviours. The perceived higher autonomy among female students is supported by the literature (Kaur & Embi, 2011) that demonstrates females often take more responsibility for their second language learning journey and engage more in self-regulated strategies.

#### *Perceptions of English Proficiency Outcomes*

Noteworthy differences emerged in the perceived outcomes of English proficiency between male and female students. Female respondents believed that improving their English proficiency would lead to better employment opportunities, particularly in prestigious and well-paid positions, as reflected by a mean score of 5.85. In contrast, male respondents reported a lower mean score of 5.17, suggesting a comparatively lesser emphasis on future career prospects. That females often prioritize acquiring linguistic skills that directly translate to career advancement, is also observed in Hyde's (2014) and Rúa's works, (2006). Females' connecting pragmatic motives, such as successful future is also consistent with Irine's study (2018).

#### *Discomfort Levels in Speaking English*

Another interesting contrast involved discomfort levels when speaking in English. The data revealed that male students expressed greater discomfort, as evidenced by a mean score of 5.36, whereas female

students reported a slightly lower mean score of 4.80. This finding suggests that male students may encounter more challenges or insecurities when engaging in spoken English activities. The related literature (James & Drakich, 1993) attributes this distress to societal expectations around masculinity in analytical skills and highlights boosted motivation to learn a foreign language, which brings with it lower anxiety (Li & Huang, 2011). This may also suggest a link between mitigated motivation and language-related discomfort, or enhanced motivation and self-esteem.

*Motivational Factors for Continuing Education*

Variations were detected in the motivational factors influencing commitment to language learning. Achieving success at the current level would motivate females to pursue further studies, like a master’s degree (mean score: 5.00). In comparison, male students reported a slightly lower mean score (4.80) for the same motivational factor, indicating a potentially lesser influence on their commitment to continued language learning. This finding aligns with previous research emphasizing the importance of academic purposes (Dong et al., 2023; Pariyanto & Pradipta, 2020).

*Learning Strategies*

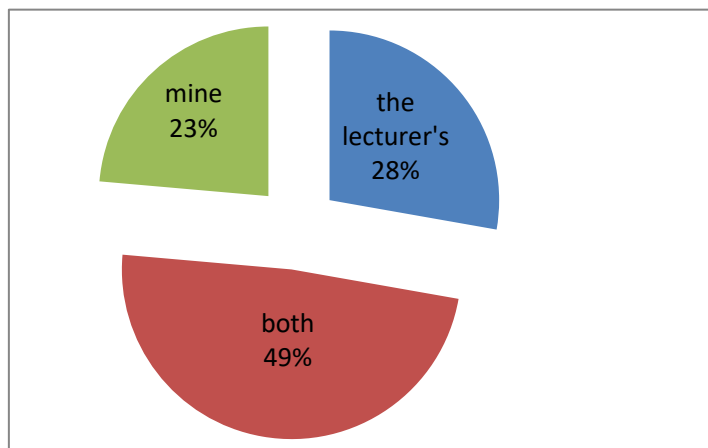
Analytical Strategies: In the third section of the study, respondents were asked to provide insights into the strategies they employ to enhance their English language learning. The results found that male and female students use distinct learning strategies, which reveals their individual approaches to language acquisition. One significant finding pertains to the independent use of analytical strategies for connecting new English language topics with previously learned ones: According to the results, males exhibited a higher frequency of actively employing this analytical strategy (mean score of 5.60) compared to females, who reported a slightly lower mean score of 5.20. This implies that male students may have a greater tendency to actively establish connections between new and existing language knowledge, which potentially indicates a more systematic and deliberate approach to language learning.

Contextual Learning: A difference was identified in the tendency to use sentences by means of contextualization. Male participants had a higher mean score of 2.80 for avoiding this behavior in contrast to females (mean score of 2.00). This indicates that males may be less likely to engage in contextualized learning activities, thus exhibiting a preference for alternative learning methods.

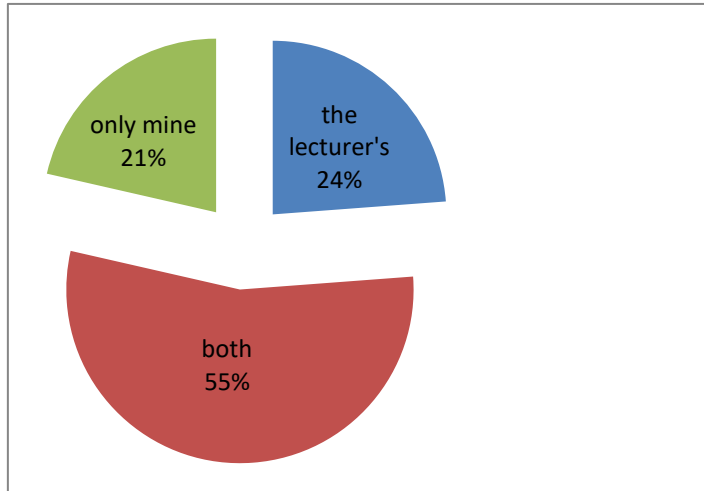
*Collaborative Responsibility in Learning*

Figures 1 and 2 illustrate a notable disparity in perceptions of collaborative responsibility in the learning process. A higher percentage of females, at 55%, expressed the belief that task performance is a collaborative responsibility for both students and educators. In contrast, a lower percentage of males held this view, indicating a tendency among male students to perceive the learning process as being primarily structured by the lecturer rather than as a collaborative endeavor.

**Figure 1**  
*Percentage chart of males’ perceptions of responsibility*



**Figure 2**  
*Percentage chart of females' perceptions of responsibility*



The final section of the study delved into the frequency of engagement in specific learning activities, utilizing a 5-point Likert scale to capture the nuances of students' participation in these activities.

*Engagement in Learning Activities*

Table 1 showcases both disparities and commonalities in the frequency of specific learning activities among male and female students, using the scale where 5 denotes the highest frequency ("always") and 1 denotes the lowest frequency ("never").

**Table 1**  
*Means of some activities for both genders*

	Male	Female
	M	M
Doing optional homework	1.83	3.00
Using English on the Internet	2.80	1.70
Watching movies & series	3.30	3.29
Reading texts in publications	2.50	2.43
Talking to English native speakers	2.00	3.43

Both genders reported nearly identical frequencies for watching English movies/series and reading texts in publications, which suggests similar engagement in these passive learning activities. First, watching English movies/series is a relatively popular activity for both genders, as evidenced by the mean frequency score of 3.30 for males and 3.29 for females. The same applies to the activity of reading publications, which was reported at similar rates among students, irrespective of gender. Therefore, the study found no information on gender differences in connection with using movies and reading in English as a tool to improve their skills. In contrast, significant differences were noted in more interactive tasks, such as the completion of optional homework and engagement in conversations with native English speakers. Female students demonstrated a higher tendency to do optional homework (mean score: 3.00) compared to males (mean score: 1.83). Besides, the data highlighted their higher tendency (3.43) to engage in conversations with native English speakers between genders compared to their male counterparts (2.00). The reported differences related to motivation between male and female students suggest they may experience different opportunities when speaking with native speakers.

*Understanding and Learning from Mistakes*

The study also examined students' perspectives on learning from their own mistakes in their attempts to acquire the language. The findings revealed a very small difference in mean scores between male and

female students regarding the statement "I understand much better when I discover the reasons/solutions to my mistakes." This indicates a relatively consistent recognition of the value of understanding mistakes as a means of enhancing language learning, with both genders expressing a high level of agreement with this statement. By integrating previous studies (Boroomand & Abusaeedi, 2013; Dong et al., 2023), we may hypothesize that gender intersects with error analysis.

Overall, these findings provide valuable insights into how male and female students are engaged in separate language activities, exposing their distinct preferences and behaviors. The insights gained can inform the design of more effective educational practices and policies. This knowledge can guide educators and policymakers to develop more tailored language teaching and support strategies to cater to the varied motivational needs of ESL students, therefore helping learners achieve their full potential in language learning.

#### **4. Conclusion**

Based on the findings of this study, it is evident that there are notable differences in the motivational dynamics that influence ESL students within the specific context of English language learning. The study consistently indicates that, on average, females exhibit higher levels of self-motivation, thus a particular inclination for intrinsic motivation. This is echoed not only in their involvement with optional assignments but also in their concentration on self-study. In contrast, males lean towards collaborative learning methods and demonstrate greater discomfort with spoken activities.

Moreover, the study offers valuable insights into nuanced differences in how English proficiency is viewed when it comes to recruitment, with females expecting better employment opportunities. However, males exhibit a relatively lower emphasis on this connection. The observed disparities also pertain to learning strategies, where male students demonstrate a more systematic approach by actively seeking connections between new and existing language knowledge. In contrast, female students tend to favor contextualized language learning activities.

These findings emphasize the need for teaching methods that consider the different learning styles and preferences of males and females. Understanding these gender disparities allows educators to improve the learning experience for all students. This will ultimately make language learning more effective and enjoyable. Furthermore, the study has far-reaching implications for the development of educational policies and support programs that embrace a more inclusive and adaptable learning experience. By acknowledging the diverse motivations and learning approaches of students, educational institutions can benefit from targeted strategies to cater to the specific needs of both genders. The study also calls for broader theoretical implications in educational psychology and language acquisition, as such a practice ultimately improves language acquisition and overall academic achievement.

While contributing to the existing body of knowledge on gender differences in SLA, the study directs future research to examine the causal relationships between motivational drives and learning outcomes and explore other demographic variables, such as age, cultural background, and prior exposure to the language, which may influence learning styles and outcomes. The study's limitations include a constrained timeframe and a small sample size with a non-probability sampling design. To strengthen future research, employing larger sample groups and comprehensive questionnaires would enhance the generalizability of the findings. The implications of these insights are far-reaching, advocating for tailored pedagogical approaches that accommodate the diverse motivational needs, learning preferences, and behaviors exhibited by male and female students in English language education. Educators and policymakers can leverage these findings to design targeted interventions that foster a more inclusive and effective learning environment, ultimately enhancing the overall language learning experience for both genders.



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**APPENDIX**

QUESTIONNAIRE

**SECTION I. Demographics**

1. Gender:           Female            Male
2. Department of Study: \_\_\_\_\_
3. Which high school did you graduate from?  
 a. Regular High School                      b. Anatolian High School  
 c. Vocational High School                 d. Private High School  
 e. Science High School  
 f. Other, please specify: \_\_\_\_\_
4. Years of English classes before studying here?  
 a.) None            b.) 1-3 years        c.) 4-6 years        d.) 7 years and more
5. Scholarship Status:  
 a.) Full scholarship                            b.) Partial scholarship  
 c.) No scholarship
6. Father's Educational Level:  
 a.) Master's/Ph.D.                            b.) Bachelor            e.) Primary School  
 c.) High School                                d.) Middle School
7. Mother's Educational Level:  
 a.) Master's/Doctorate                       b.) Bachelor            e.) Primary School  
 c.) High School                                d.) Middle School
- 8.) Birth Order:  
 a.) First-born child                           b.) Middle child        e.) Other (please specify): \_\_\_\_\_  
 c.) Youngest child                            d.) Only child
- 9.) Family Residence:  
 a.) City (specify \_\_\_\_\_)    b.) Town                c.) Village
- 10.) Residence in Istanbul (where-with whom)?  
 a.) With my family                            b.) Renting alone  
 c.) In my own house                           d.) In a private dormitory  
 e.) With friends in a rented apartment    f.) Other (please specify): \_\_\_\_\_
- 11.) Daily Time Spent on English Classwork and Homework:  
 a.) Almost none                               b.) 1 hour or less  
 c.) 1-2 hours                                    d.) 3-5 hours  
 e.) 5 hours and more

**SECTION II. Current Motivational State**

	Strongly agree	Agree	Partly agree	Partly disagree	Disagree	Strongly disagree
Learning English better will improve my chances of finding a better-paid job.						
I am motivated to attend English classes regularly even if they were not mandatory.						
My success in English will be a result of the effort I put into it.						
I feel uncomfortable speaking in English class.						
I am not confident about doing well in English tests.						

**SECTION III. Learning Habits**

	Always	Often	Sometimes	Rarely	Never
I prefer to study alone.					
When learning a new grammar rule, I consider its connection to the rules I've already learned.					
I use new English words that I learn in sentences to remember them more easily.					
I constantly evaluate my progress as I learn English.					
I learn better when I try to understand the reasons for the mistakes I make in English.					
Teachers should encourage us, as students, to contribute to the class.					
I am doing my best to learn English.					
I do optional assignments.					
I use English on the internet (for chatting, research, etc.)					
I watch English movies.					
I read written materials in English, such as magazines, books, newspapers.					
I speak English with foreigners.					

**SECTION IV. Learning Responsibilities**

	Learning Allocation		
	Entirely the teacher's	Partly mine and partly the teacher's	Entirely mine
<i>Whose responsibility is it to...</i>			
Increase my interest in learning English			
Ensure that I improve in English class			

Ensure that I improve in English outside of class			
Identify my strengths and weaknesses in learning English			
Evaluate my learning performance			
Evaluate our English classes			
Determine the goals of the English lesson			
Decide what I will learn about English outside of class			
Select the activities to be used in the next English lesson			
Select the materials to be used in the English lesson			
Decide how long each activity will take to complete			