

## Learner Autonomy in an EFL Context: a Study of Undergraduate Learners' Readiness for Autonomous Learning at Bejaia University

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### Abstract

The study described in this paper stemmed from the desire to examine the assertion that students at the department of English - University of Béjaia, lack the necessary skills to be engaged in autonomous learning. Many teachers share the opinion that their students are passive, dependent and lacking initiative. However, these opinions are anecdotal; only based on teachers' observations, and not on empirical evidence. This investigation, then, aimed at looking closely to what extent those students are ready to be involved in autonomous learning.

**Keywords:** Autonomous learning, LMD learners, EFL, educational system, motivation, learning strategies, responsibility.

*Autonomie de l'apprenant en contexte d'anglais langue étrangère : une étude de la disposition des étudiants en licence à l'apprentissage autonome*

### Résumé

Cette étude est inspirée du désir de vérifier l'assertion que les étudiants en licence d'anglais à l'université de Béjaia ne possèdent pas les compétences nécessaires pour l'apprentissage autonome. Plusieurs enseignants partagent l'opinion selon laquelle leurs étudiants sont dépendants et manquent d'initiative. Cependant, ces opinions sont anecdotiques ; basées uniquement sur les observations des enseignants. Cette étude a pour objectif de voir de près à quel point ces étudiants sont prêts à s'impliquer dans l'apprentissage autonome.

**Mots clés :** Apprentissage autonome, apprenants en LMD, ALE, système d'enseignement, motivation, stratégies d'apprentissage, responsabilité.

دراسة استعداد طلبة الليسانس لغة إنجليزية بجامعة بجاية للتعلم المستقل

### ملخص

نبعت هذه الدراسة من الرغبة في التحقق من مدى صحة الجزم الذي يقول إن طلبة ليسانس اللغة الإنجليزية يفتقرون إلى المهارات اللازمة للانخراط في التعلم الذاتي. يشاطر العديد من الأساتذة فكرة أن الطلبة الجزائريين غير فعالين وانكاليين ويفتقرون لروح المبادرة. غير أن هذه الاعتقادات تُعزى إلى رؤى ذاتية؛ تستند إلى ملاحظات الأساتذة فحسب، وليس إلى أدلة تجريبية. وعليه، فإن هذه الدراسة تهدف إلى النظر عن كثب إلى استعداد طلاب السنة الثالثة لغة إنجليزية بجامعة بجاية للمشاركة في التعلم المستقل.

الكلمات المفتاحية: تعلم مستقل، طلبة الـ LMD، إنجليزية لغة أجنبية، نظام تعليم، دافع، استراتيجيات تعلم، مسؤولية.

## Introduction

The enhancement of the role of the learner, under the heading of the communicative approach, has contributed to the emergence of the concept of “learner autonomy” in the field of language education (Holec)<sup>(1)</sup>. Benson<sup>(2)</sup> stresses that all the innovations that have occurred over the last thirty years in language teaching theory and methodology bear the basic ideas of autonomy: “communicative teaching, learner-centeredness, autonomy share a focus on the learner as the key agent in the learning process, and several prominent researchers in the field of communicative language teaching and learner-centeredness practice have incorporated the idea of autonomy into their work”.

In the literature (see Holec<sup>(3)</sup>, Little<sup>(4)</sup>, Benson<sup>(5)</sup>, Dam<sup>(6)</sup>, Crabbe<sup>(7)</sup>, Chan<sup>(8)</sup>), researchers seem to accord with the idea that learner autonomy is important and desirable as it entails the individual learner’s acceptance of responsibility for his own learning. For Little autonomous learners “understand the purpose of their learning program, explicitly accept responsibility for their learning, share in the setting of goals, take initiatives in planning and executing learning and evaluate its effectiveness”. Thus, an autonomous learner is an active and independent element who shares the responsibility for effective and meaningful language learning. Moreover, by becoming self-reliant, the language learner develops the ability to detect his strengths and limitations in order to control the process of his language learning. Having more control on the learning process, as the definition of autonomy by Holec<sup>(9)</sup> states “the ability to take

charge of one’s own learning” may significantly increase the learner’s motivation to learn and a motivated learner is often a successful learner.

Another reason to stress the importance of promoting learner autonomy is the fact that, currently, learners evolve in a shrinking world where access to all types of information is made available everywhere with the help of modern information technologies. Thus, searching, picking, filtering, and evaluating this huge amount of information requires a high degree of self-direction from the learner, and consequently makes the desire to become autonomous stronger and the promotion of autonomy a necessity.

Autonomy is also essential for learners who learn English in a foreign language context where there is lack of opportunities to hear and practice the language in the real world. It is therefore, up to the learner to create and seek for environments where the foreign language is used. Even teachers can provide them with help, the responsibility for learning the language remains the learner’s.

In view of the characteristics of autonomous learners and the desirability of learner autonomy, one may state that fostering autonomous learning should be a general goal in teaching. Nonetheless, in the literature (see Chan et al<sup>(10)</sup>, Koçak<sup>(11)</sup>, Humphrey and Chan<sup>(12)</sup>, Coterall<sup>(13)</sup>), several factors have been reported to influence powerfully the development of learner autonomy. Therefore, it is suggested that investigating learners’ motivation levels, responsibility perceptions, beliefs about learning and use of learning strategies are necessary

before any attempt to promote learner autonomy. Cotterall<sup>(14)</sup>, Sharle and Szabo<sup>(15)</sup>, Spratt, Humphreys, and Chan<sup>(16)</sup> insist that learners' readiness for autonomous learning depends on a high motivation level, use of metacognitive strategies and acceptance of responsibility for learning.

### **1- Problem Statement**

Learner autonomy has gained importance within the Algerian language learning context since the implementation of the LMD reform by the Ministry of Higher Education in 2005. The LMD as an educational system emphasizes that the language learning process is based on the learner adopting an active role in and outside the classroom. Thus, effective language learning goes through continuous evaluation of learner's progress in the classroom and through discussions on the learning process in tutorship sessions. This is supposed to help learners gain some skills in controlling their learning and becoming more autonomous. Moreover, a lot of credit is given to learner's research projects and classroom presentations which require a certain level of autonomy from the learner. It is clear that the implementation of the LMD system in Algerian universities was an attempt to bring change and shift from traditional to more contemporary teaching and learning practices that take the learner as the central focus of all the pedagogical practices. Therefore, its underlying principles seem to support the promotion of autonomous learning procedures in Algerian universities.

Nonetheless, although many changes have occurred in the Algerian educational system, most of the methodological processes seem to have

remained the same. Teachers seem to use the same old methodologies with the same old beliefs and students have been shown to exhibit resistance and reluctance to be involved in activities that require autonomy (as for instance undertaking a research project or doing an oral presentation).

For many teachers at the Department of English- University of Bejaia, the underlying principles of the LMD system that aim at promoting autonomy are not appropriate and applicable in their learning context. There seems to be an assertion that the local learning culture in general does not favor and is not conducive to learner autonomy. This is justified by the fact that the Algerian educational system, for a long time, has been exam-oriented, aiming at training students for proficiency examinations. Therefore, this same system has produced students who are passive, dependent and lacking initiative.

It appears that the above teachers' comments are on the same wavelength with some of the literature on learner autonomy which suggests that context has an effect on learner autonomy and that the concept has little applicability in some non-western contexts (Jones<sup>(17)</sup>, Pennycook<sup>(18)</sup>). Nevertheless, research that has particularly tackled the relationship between culture and learner autonomy has reported contrastive views of different learning contexts and their reactions to autonomous learning within both western and eastern societies (see Bachman and Palmer<sup>(19)</sup>, Blanche<sup>(20)</sup>, Cotterall<sup>(21)</sup>, Benson<sup>(22)</sup>, Chan and Humphrey<sup>(23)</sup>, Sullivan and Lindgren<sup>(24)</sup>). In addition, many researchers (Littlewood<sup>(25)</sup>, Sinclair<sup>(26)</sup>) have claimed that

autonomy is a universal concept that can be interpreted and perceived differently in different contexts. Regarding this point, Harmer<sup>(27)</sup> remarks that “the social context in which learning takes place is of vital importance to the success of the educational endeavour”. Therefore, as the above teachers’ observations are not based on empirical evidence and since autonomy in language learning is context-specific and interpreted differently in different cultures, this study aimed at analyzing undergraduate students’ of EFL readiness for autonomous learning at Bejaia University. To reach this aim, three main conditions for learner autonomy among learners were investigated: level of motivation, learning strategy use and responsibility in learning English.

## **2- Purpose of the Study**

This study intended to investigate whether 3<sup>rd</sup> year SLD students at the Department of English, University Abderrahmane Mira of Bejaia, were ready to be involved in autonomous learning. Three areas that autonomous learning presupposes in learner behaviors and beliefs have been assessed, which are: learners’ motivation level, use of learning strategies, and perception of responsibility in learning English.

## **3- Research Questions**

The purpose of this study was to answer the following research questions:

- 1/ what is the students’ level of motivation in learning English?
- 2/ to what extent are the students using learning strategies in learning English?

- 3/ what are the students’ perceptions of their own and teachers’ responsibilities in learning English?

## **4-Research Methods and Data**

### **Analysis**

In order to examine students’ level of readiness for learner autonomy, a survey method was used in this study. Three main areas related to learner autonomy were targeted: students’ motivation level, use of learning strategies and perceptions of their own and their teachers’ responsibilities in language learning. The data was collected using a Likert scale questionnaire. The items in the questionnaire were drawn from various existing inventories of learner readiness for learner autonomy mainly those proposed by Cotterall<sup>(28)</sup> and Scharle and Szabo<sup>(29)</sup>, in addition to a substantial review of the literature in the domain.

The Questionnaire was administered to 68 third year BA students at the Department of English, University Abderrahmane Mira of Bejaia, who were both learners and future teachers of the English language. The department of English offers a BA degree in English language teaching (referred to as BA in Language Sciences and Didactics) after three years of undergraduate studies. During the first year of the program, the focus is mainly on developing the students’ language skills and mastery of grammar. The second year is devoted to research methodology and the study of some content subjects such as linguistics, Anglo-Saxon literature and civilization, and information and communication technologies (ICT). It is only after having reached the third year that the students are provided with

courses in English language teaching methodology and language learning theories. Moreover, students are given the opportunity to put their theoretical knowledge to practice through either conducting a field study on English language teaching and defending the results in a public viva, or taking a vocational training in the different sectors of national education to gain experience and become a future teacher of English.

The designed questionnaire consisted of four sections, three of them focused on one of the areas of learner autonomy mentioned earlier. Thus, the first section included two questions enquiring about whether the students liked studying English as a foreign language and whether preparing a degree in English language teaching was their own choice. In the second section, the students were instructed to answer six questions to determine their motivation level in learning English. Those targeted students' general efforts to learn the language, course attendance, perseverance, group and pair work, preparation and revision of lessons, and finally their effort to study English outside the classroom as for example going to the library. The students' were asked, in this section, to express their levels of agreement on a five –point Likert scale ranging from: “strongly disagree”, “disagree”, “undecided”, “agree” and “strongly agree”, respectively. Section three in the questionnaire contained eight questions to determine the respondents' use of learning strategies. Learners' employment of learning strategies, particularly metaconitive ones such as setting plans, monitoring and evaluating progress, is considered as a good

indication of learners' autonomous behavior (Oxford<sup>(30)</sup>, Reinders<sup>(31)</sup>). As learner autonomy implies learners' responsibility (Holec<sup>(32)</sup>) for their learning, the fourth section of the questionnaire aimed at investigating the students' awareness about the role of the teacher and their roles and responsibilities in learning English. The learners were required to answer eleven questions choosing answers from three different boxes standing for teacher's responsibility, learners' responsibility and both teachers' and learners' responsibility, respectively.

The data obtained from sections 2, 3 and 4 of the questionnaire were analyzed quantitatively using descriptive statistics. Percentages were calculated for the twenty two items included in the questionnaire.

#### 4- Results

##### 5.1 Motivation Level of the Students

The ultimate aim of this study was to determine the degree of readiness for autonomous learning among a group of EFL students at the University of Bejaia. To reach this aim, students' level of motivation was, first, investigated as this agrees with the opinion that motivation, as a key factor, should be ensured before any attempt to train students to become autonomous (Spratt, Humphreys and Chan<sup>(33)</sup>). Thus, the results obtained from the respondents answering 06 questions on a five –point Likert scale in the questionnaire (see table 1.below) indicated that more than half (51%) of the answers concerning the different aspects of motivation in learning English were negative and 6% undecided. That was mainly due to the respondents' disagreement with the statement: *I like revising my lessons in*

*advance* (47.05%) and strong disagreement with: *I am using library to study English* (60.23%). From these results, one can understand that the students refuse the idea of engaging themselves in outside classroom autonomous activities such as using the library or revising their lessons alone. However, respondents' strong agreement with the statement: *I am trying my best to learn English*

(60.23%), agreement with: *I want to continue studying English for as long as possible* (35.23 %) and with the statement: *I like working in pairs or in groups in the English class* (58.82%) might be taken as a reflection of students' high determination and high intrinsic motivation to invest time and energy in learning English but in the classroom in the presence of the teacher and other classmates.

**Table 1. Motivation Level of the Students**

Question number	Item	Strongly disagree		Disagree		undecided		Agree		Strongly agree	
		N	%	N	%	N	%	N	%	N	%
3	I am trying to do my best to learn English.	6	8.82	1	1.47	0	0	1	1.36	4	5.45
4	Even if there is no attendance requirement in the English course, my attendance would be high.	2	2.35	1	1.20	4	4.77	2	2.35	4	4.77
5	I want to continue studying English for as long as possible	8	11.75	1	1.36	7	9.50	4	5.23	7	9.50
6	I like working in pairs /in groups in the English class.	2	2.94	6	8.10	1	1.36	4	5.23	9	11.94
7	I like Revising my lessons in advance	8	11.75	3	4.05	2	2.63	2	2.63	3	3.94
8	I am using library for studying English	4	5.23	1	1.36	0	0	5	6.58	7	9.10
Total of answers in numbers 347		177		22		148					
Total 100%		51.00%		6.34%		42.65%					

**5.2 Learning Strategies Use**

Beside motivation, the second crucial factor in determining readiness for learner autonomy investigated in this study was learners' use of learning strategies; mainly metacognitive ones to control and improve their learning of English (see Victori and Lockhart<sup>(34)</sup>, Ho and Crookall<sup>(35)</sup>). The data gathered by Section 3, in the questionnaire,

contained 08 items on a five point - Likert scale (see table 2 below). The results showed that the majority of the respondents (51 out of 68) replied that they agree(47.05%) and strongly agree (27.94% ) with *setting goals* for their language learning, while the remaining minority either disagreed (5.88% ) or was undecided(16.17% ).

In their answers to item 8 in this section, a substantial number of learners (63.23%) agreed to *do some extra activities* out of classroom to improve their English such as *listening to music, watching movies, or reading books and magazines*. Furthermore, the respondents agreed with *the importance of being evaluated by others* (66.17%). Concerning *making decisions on their own learning (item 10)*, it seemed that only 30.88% of the respondents were actually positive towards taking part in the process of reflection on their learning, while 22.05% were undecided and 16.17% strongly disagreed with the idea of making any decision for their own learning. Further, the respondents were asked about the importance of *risk taking in learning English*; the results seemed to show that 33.82% were not very confident in the use of this strategy, but 22.05 % seemed to agree and 17.64% to strongly agree. On

*taking notes when reading or listening to the teacher*, unexpectedly, 64.70 % of the respondents expressed their disagreement and 11.76% their strong disagreement with the use of this strategy. Thus, only a small number reported that they took notes when they read or listened to English (4.41% agreed and 19.11% strongly agreed). Similarly, the majority of the respondents indicated their disagreement (19.11% strongly disagreed, and 36.76% disagreed) with the statement: *when I study for my English course, I pick out the most important points and make diagrams or tables for myself*. On the use of *guessing the meaning of a word as a strategy when facing difficult words*, 69.11% of the respondents seemed to agree and 16.17% strongly agreed, while 4.41% strongly disagreed and 7.35% disagreed.

**Table 2. Learning Strategies Used by the Students**

Question number	Items	Strongly disagree		disagree		undecided		agree		Strongly agree	
		N	%		%		%		%		%
9	Setting goals	2	2.94		5.88	1	16.17	2	4.70	9	27.27
10	Listening to radio, watching movies and reading books, magazines, newspapers etc	5	7.37		2.94		1.47	3	3.23	7	25.00
11	Being evaluated by others is helpful	6	8.82	2	7.64		5.88	5	6.17		1.47
12	Making decision for one's own learning	11	16.17	3	9.11	5	22.05	1	0.88		11.76
13	Risk taking in learning English	13	19.11	3	3.82		7.35	5	2.05	2	17.64
14	Note taking	8	11.76	4	4.70		0.00		4.41	3	19.11

15	When I study for my English course, I pick out the most important points and make diagrams or tables for myself	13	19.11	5	6.76		2.94	2	2.35		8.82
16	Guessing the meaning of a word	3	4.41		7.35		2.94	7	9.11	1	16.17
Total of answers 567		189				40		338			
Total in %		33.33%				7.05%		59.61%			

### 5.3 Responsibility Perceptions

Table 3, below, reveals the results in relation to the third element investigated in this study; that is learners' perceptions of their own and their teacher's responsibility in learning English. The data consisted of answers to the eleven items contained in section 4 of the questionnaire.

In the majority of the answers, one can guess the significance of the teacher's role in learners' opinions regarding their learning of English. Thus, an important number of the respondents believed that it was the responsibility of the teacher *to stimulate their interest in learning English* (42.64%) *deciding on the objectives of the course* (50%); *deciding what will be*

*learnt in the next lesson* (55.88 %); *choosing what activities to use in the lesson* (63.23%); *deciding how long to spend on each activity* (58.82%); *deciding what materials to use in the lessons* (52.94%); *evaluating learners' learning* (60.29%); *evaluating the course* (67.64%) and *making sure learners' are progressing* (55.88%). Nevertheless, a good number of students exhibited willingness to share responsibility with the teacher particularly on *deciding what to learn outside the class* (33.82%) and *identifying their weaknesses and strengths* (39.70%).

**Table 3. Students' Responsibility Perceptions.**

Question number	Item	Teacher's responsibility		Learner's responsibility		Both Teacher's and my own responsibility	
		N	%	N	%	N	%
17	Stimulating my interest in learning English	29	42.64	13	19.11	26	38.23
18	identifying my weaknesses and strengths in learning English	24	35.29	17	25.00	27	39.70
19	deciding the objectives of the English course	34	50.00	12	17.64	22	32.35
20	deciding what will be learnt in the next English lesson	38	55.88	12	17.64	18	26.47



21	choosing what activities to use in the English lesson	4 3	63.23	6	8.82	19	27.94
22	deciding how long to spend on each activity	4 0	58.82	1 2	17.64	16	23.52
23	choosing what materials to use in the English lessons	3 6	52.94	1 5	22.05	17	25
24	evaluating my learning performance	4 1	60.29	1 2	17.64	15	22.05
25	evaluating the English course	4 6	67.64	2	2.94	20	29.41
26	deciding what I will learn outside the English class	2 4	36.29	2 1	30.88	23	33.82
27	making sure I make progress during English lessons	3 8	55.88	1 1	16.17	19	27.94
<b>Total of answers in numbers(748)</b>			393		133		222
<b>Total 100 %</b>			52.54%		17.78%		29.67%

### 5- Discussion of Results

The data drawn from the analysis of the respondents' level of motivation revealed that the students were willing to do their best to learn English but within the limited confinements of the language classroom in the presence of the teacher and the classmates. Moreover, the only extra activities they valued are the most entertaining ones such as watching movies, reading English novels or listening to music, while activities directly tied to revising, preparing, enriching or improving lessons through going to the library, for example, are denied and neglected. Actually, these results are not surprising as the majority of students are known for being teacher - dependent. Likewise, the responses clearly showed that the students sought for external sources of motivation and inspiration such as the teacher or their classmates rather than relying on themselves. Thus, the fact that the students dislike learning English on their own might be taken as an indication that they lack the necessary

skills to learn independently of the teacher; they do not feel responsible for their learning, i.e. they assign that responsibility to their teachers.

In general, the responses seem to indicate that the students are not highly motivated to learn English autonomously. These results are inconsistent with prior studies (see Dornyei and Csiser<sup>(36)</sup>, Spratt, Humphreys and Chan<sup>(37)</sup>, Fazey and Fazey<sup>(38)</sup>, Dickinson<sup>(39)</sup>) that stress the importance of a high level of motivation in questioning readiness for autonomy. It is then very important in a language context like this case study to emphasize the decisive role of the teacher who should share responsibilities so as to raise awareness, change attitude and transfer roles to engage learners in autonomous learning (Scharle and Szabo<sup>(40)</sup>).

Concerning the degree of learning strategies use in determining readiness for autonomy in learning English, Victori and Lockhart<sup>(41)</sup> reported on the critical role of metacognitive ones. However, the results of this study

indicated that learners mostly resorted to cognitive strategies, while the only metacognitive strategy they used with a certain high frequency was *setting goals*. Thus, *Self-valuation*, *revising* and *decision making* were little used, while it is a well known fact now that developing autonomy requires conscious awareness of the learning process i.e. conscious monitoring, reflection and decision-making (Sinclair<sup>(42)</sup>). Another significant result was respondents' total disagreement with the use of *note taking* (52 out of 68 answers) as a cognitive strategy in the classroom. This, in our opinion, is due to some negative teaching habits that are wide spread in universities where students are very much used to teacher's dictation of lesson content or provision of readymade handouts at the end of the lesson. Thus, students just do not bother themselves with simultaneous note taking which might be seen as a very demanding activity, cognitively speaking. Those results also show that students totally depend on the teacher concerning the majority of classroom decisions such as defining the contents, selecting the methods and techniques to be used, evaluation of what has been acquired...etc.

The results in relation to perceptions of responsibility in the classroom showed that the respondents considered the teacher's role as determinant in their language learning. Thus, for them, the teacher is responsible for most, if not all, of the pedagogic activities as for instance: stimulating their interest (or motivating them), choosing the activities, the pace and time, deciding on the lesson content, the material, modes of evaluation and so forth. However, Little <sup>(43)</sup> considers that

fostering autonomy is conditioned by learner's acceptance of responsibility for the areas mentioned above. Moreover, it can be observed from the respondents' answers that even for deciding what to learn outside the class, they need to share this responsibility with the teacher, while it should be perceived as their own responsibility. Similarly, the fact that respondents' wanted to share responsibility with the teacher in identifying their weaknesses and strengths is an indication that they do not possess autonomy skills in self-assessment.

### Conclusion and Implications

The study described in this paper aimed at looking closely to what extent 3rd year students of EFL at the university Abderrahmane Mira of Bejaia were ready to be involved in autonomous learning.

Indeed, the small number of respondents might make it difficult and premature to generalize the results obtained in this investigation. Yet, it is still possible to conclude that; overall, the results are consistent with the widespread idea that the subjects of this study lack the necessary skills for autonomous English language learning. Likewise, from the answers, it can be inferred that the subjects are passive, dependent and lacking initiative.

Of course, these results are not surprising when we bear in mind the students' previous educational background; characterized by total reliance on the teacher, on memorization and rote learning, in addition to the negative effect of some social and behavioural norms encouraged by the parents and family. Clearly, the combination of all these factors together implicitly discourages

and reduces learners' capacity for autonomous learning. However, as we have started this study with the belief that learner autonomy has become a requirement for successful language learning in the current national educational reform (LMD), we consider that the results should not discourage us from any attempt to develop our students' ability to learn autonomously.

For this purpose, it is important to bear in mind that there are different interpretations of learner autonomy in the literature emerging from the different contexts where this concept has been applied. Therefore, it seems from the data obtained in this study that the workable version of autonomy for

our students is the one labeled by Littlewood<sup>(44)</sup> "reactive autonomy" (versus "proactive" one). The former meaning someone's ability to assume responsibility initiated by an organism, the teacher or the school curriculum, for example, while the latter refers to individual's full autonomy and capacity to set directions alone without outside help. Thus, to help the students achieve that high level of proactive autonomy, it is safer to adopt a step by step learner training program where the students under the direction of the teacher, the collaboration of peers and the guidance of the curriculum are acquainted with the principles of autonomous learning.

### **End notes**

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**Appendix**  
**Students' Questionnaire**

Dear student,

We would be grateful if you devote some of your time to answer this questionnaire, which is part of a research work that aims to investigate EFL students' readiness for autonomous learning. Please answer by putting a cross (a tick) (x) in the space provided.

**Section I: General questions**

Q1. Do you like English?

Yes  No

Q2. Is studying English your personal choice?

Yes  No

**Section II: Motivation level**

No	Items	Strongly disagree	Disagree	undecided	Agree	Strongly agree
3	I am trying to do my best to learn English.					
4	Even if there is no attendance requirement in the English course, my attendance would be high.					
5	I want to continue studying English for as long as possible					
6	I like working in pairs in the English class.					
7	I like Revising my lessons in advance					
8	I am using library for studying English					

**Section II: Learning strategies Use**

No	Items	Strongly disagree	disagree	undecided	agree	Strongly agree
9	Setting goals					
10	Listening to radio, movies and read books, magazine, news papers etc					
11	Being evaluated by others his helpful					
12	Making decision for one's own learning					
13	Risk taking in learning English					
14	Note taking					
15	picking out the most important points and make diagrams or tables when studying for my English course					
16	Guessing the meaning of a word					

**Section three: Responsibility Perception**

No	Items	Teacher's responsibility	My responsibility	Both Teacher's and my own responsibility
17	Stimulating my interest in learning English			
18	identifying my weaknesses and strengths in learning English			
19	deciding the objectives of the English course			
20	deciding what will be learnt in the next English lesson			
21	choosing what activities to use in the English lesson			
22	deciding how long to spend on each activity			
23	choosing what materials to use in the English lessons			
24	evaluating my learning performance			
25	evaluating the English course			
26	deciding what I will learn outside the English class			
27	making sure I make progress during English lessons			