EFL LEARNERS' AUTONOMY AND MOTIVATION USING

TECHNOLOGY-BASED OUT OF CLASS LANGUAGE LEARNING ACTIVITIES

AT THE UNAD UNIVERSITY

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A Research Project

Presented to the Program

Licenciatura en Lenguas Extranjeras con énfasis en inglés

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by

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July, 2020

DEDICATION

This project is dedicated to my family because they have given me their support in difficult moments: to my mother, Amparo Shelter for the Rain and my father Hernán a Tiger that jumped over the adversity a long time ago but still is stuck with his life adventure. To my brother Luis the skinny Gordillo who has looked after us all our lives.

To all my teachers during this knowledge journey in which the adventure was to overcome the difficulties that come with my own fears, and the restrictions due to adverse life circumstances. I want to dedicate this project to my teacher Juan Camilo for his support and advice and for given the final push that at the end allow me the opportunity to realize this goal in uncertain times.

SPECIALIZED ANALYTICAL SUMMARY

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Contents	Introduction Justification Significance of the Study Objectives Literature Review The uses of ICT in teaching and learning languages Motivation Autonomy Questionnaires Methodology Results and Discussion Conclusions and Recommendations
Research Line	Bilingüismo en la educación a distancia mediada por tecnologías
Conclusions	El uso de la tecnología está llevando a mejorar y cambiar varios aspectos de la vida diaria de las personas. El número de dispositivos y recursos ha aumentado y mejorando en varios aspectos las metodologías de aprendizaje, poniendo información valiosa en el alcance de los estudiantes. El acceso a la tecnología brinda muchas oportunidades para aprender fuera del aula y puede motivar el aprendizaje auto dirigido y autónomo. Los resultados de la investigación sugieren que la voluntad de los estudiantes de aprender un idioma extranjero está impulsada por la autonomía y la motivación, lo que contribuye considerablemente a las actividades de aprendizaje de idiomas fuera de clase basadas en la tecnología de los estudiantes de LILE en UNAD. Aunque, entre las tres variables analizadas en este estudio, la autonomía tiene una

	relación más considerable con el uso de TBOCLLAS que la motivación en el mismo aspecto.
Advisor	Juana Valentina Rozo Suarez, Juan Camilo Hernández Pérez

ABSTRACT

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The use of technology is coming to improve and change several aspects of people's daily life. The number of revolutionary devices and resources has increased, improving in several aspects the learning methodologies, putting valuable information on the scope. Modern technology has covered the way of interacting with the world. As technologies are easier to afford, omnipresent and transportable, learning a language takes place in different places such as home or workplace, even during leisure time. This is because of the access to technology gives many chances for learning outside the classroom and it might motivate self-directed and autonomous learning. Technology facilitates the access to material and information, and gives many chances to control the learning path.

Connection between Information Communication Technology used out of class and motivation shows a medium association that expresses a positive tendency, reflecting the dependence of one another. Anyway, this correlation is not that strong due to the influence of other variables that impact on motivation and could constrain in the results appearing in this study. Those characteristics as it was introduced in this research are intrinsic and extrinsic factors such as economical, institutional, social, personal, among others.

The investigation findings suggest that students' willingness to learn a foreign language is driven by autonomy and motivation, considerably contributing to the LILE UNAD students' technology-based out-of-class language learning activities. Although, between the three variables analyzed in this study, autonomy a more considerable relation with the use of TBOCLLAS than motivation in the same aspect.

KEY WORDS: TBOCLLAS, UNAD, Autonomy, Motivation, Language Learning

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LIST OF TABLES

LIST OF FIGURES

Figure   **Page**

CHAPTER I

Introduction

Some people achieve proficient levels of English, but others never seem to advance so much, never surpassing the beginner's level. The progress has different levels, some learners improve rapidly, meanwhile others barely enhance their previous knowledge and show more difficulties. The reason probably lays onto individual distinctions such as motivation and individual factors that influence personal characteristics (Zafar and Meenakshi, 2012).

The use of technology is coming to improve and change several aspects of people's daily life. The number of revolutionary devices and resources has increased, improving in several aspects the learning methodologies, putting valuable information on the scope. Modern technology has covered the way of interacting with the world. From communication up to the simplest aspects of life at the point that some activities are unimaginable without its help. Education is not the exception; furthermore, it motivates some learners into continue learning. Students of English as a foreign language are engaged with the use of technology due to resources that are at students' disposal. With all the revolutions taking place in this sphere, computers are improving the way in which education is accepted. In some way, technology has made people's lives easier, faster, better, and also funnier allowing different ways of learning. (Tafazoli, D., Abril, C. A. H., & Parra, M. E. G., 2019).

As technologies are easier to afford, omnipresent and transportable, learning a language takes place in different places such as home or workplace, even during leisure time. This is because of the access to technology gives many chances for learning outside

the classroom and it might motivate self-directed and autonomous learning. In agreement with Benson (2001) technology facilitates the access to material and information, and gives many chances to control the learning path. It also maintains that autonomy will be changed slowly to learners out-of-class, autonomous learning activities. New technologies have unfolded numerous occasions for learners to be caught in activities carried out outside the classroom. It can be said that the inclusion of such technologies engages L2 learners' motivation for learning.

Holec (1981) explained that learner autonomy is the ability to monitor and guide the process of learning a foreign language and to carry the responsibility of all the choices regarding their learning. The comprehension of the relation between autonomy and motivation and the use of ICT outside the classroom is the major objective of this project.

Justification

Self-motivation directly affects the permanence of a student in his studies, this being a problem to be addressed by people, the sociocultural context and the Institutions. According to Urbina and Ovalles (2016) only 43% of students who start their studies reach graduation (Ministerio de Educación Nacional [MEN], 2009) … on average, Latin American countries present a rate of 44.5%". In this sense, Tinto (2006) proposes the construction of learning scenarios, not only within academic courses, but also in academic communities in which pedagogical-didactic interaction promotes permanence; likewise, Acevedo-Gutiérrez, Cartagena-Rendón, Palacios-Moya and Gallegos-Ruiz (2019) states that "the introduction of technology has been definitive in improving the quality, the opening of services, the particularization and flexibility of conditions in

training, given that this has created a strategy that supports learning " and the student according to Ariza Ariza, A., & Viáfara González, J. J. (2009).) described the profile of four learners' autonomous practices.

1. Students who have initiative that depend on others' actions
2. Students who engage in activities apart from the ones carried out in the classroom, in their own time and space.
3. Students that show a reflection on what they are supposed to do independently on order to achieve their learning goals.
4. Students who have the willingness to pursue their own objectives by working independently.

This process of the student strengthens his ability for self-regulation, self-direction and construction of quality knowledge, oriented to the transformation of the contexts in which he intervenes and gradually responds to the expectation of completion of his studies.

According to the latest report published by the System of Prevention and Analysis of dropouts in Higher Education Institutions, SPADIES (2016), the dropout rate by level of training is at 26.1% for vocational technical education, 16.7% for technological, and 9.0% for university level. These statistics show an advance in the decrease in dropout rates; however, within these percentages, the factors associated with the causes of student dropping out are also currently being evaluated in order to continue mitigating the percentage, attending to economic, family, social and personal aspects, as

well as those associated with the educational system, support and user care as part of the quality policies of the Himmel Institutions (2013).

From the Universidad Nacional Abierta y a Distancia UNAD (National Open and Distance University), statistical studies and analyzes have been carried out constantly, in accordance with the retention and permanence policies established in Agreement No. 002 of January 30, 2018 in order to create strategies that contribute to reduce dropout rates, as well as expanding the graduation rate and educational coverage nationwide.

Based on the knowledge of factors associated with dropouts, this project aims to monitor the influence of variables such as the use of Technology Based Out-of-Class Language Learning Activities TBOCLLAS (Honarzad, R. & Rassaei, E. 2019) and its influence in students' motivation and autonomy. From the first enrollment in the bachelor program of English as a Foreign Language (LILE), the School of Education Sciences (ECEDU) in the western zone, monitors the numbers of students enrolled in the program with the amount of students who finish the undergraduate program to determine the real percentage of desertion present in the UNAD, as well as the analysis and approach of strategies that lead to a reincorporation and continuity of the educational processes.

This is study relies on the idea of implementing strategies in the LILE program with the aim of encouraging students to develop the ability to study by themselves in their houses using TBOCLLAS. This could be the beginning of a series of researches were the goal could be the implementation of literature and activities in the courses taken by students that are intended for them to develop more autonomy.

Significance of the Study

A discussion of the significance of a study typically includes an explanation of the work's implication, its potential benefits and its overall impact. The meaning of a study, often called the "rationale," attempts to explain to an audience why a researcher's work is worth performing. The rationale often explains which specific groups of people can benefit from the research. It typically indicates how the specific project fits within the developing body of knowledge. A researcher attempting to describe the significance of a study should consider why his or her work is important and what its implications are. This researcher should consider how the study might fill in knowledge gaps in their field, develop better theoretical models or point the way toward further study. You, as a researcher, should also examine what impact the study might have not just on the academic or scientific community but also on the general public. You should present practical benefits, and also explain the unique perspectives you bring to the project.

Statement of the Problem

Linares (2019) shows that 33% of students enrolled in the bachelor's degree of TEFL dropout from the program due to personal characteristics, including motivation, lack of autonomy and poor use of TBOCLLAS. These variables directly affect the acquisition and learning of the English language and are reflected in low academic performance. Although, one of the main reasons students drop out from a bachelor's degree in teaching English as a foreign language (LILE) at UNAD Medellín relies on demotivation and lack of autonomy (Sánchez, 2018). Nevertheless, there is a rising number of apps that allow students to have more contact with the target language that permits interaction and might improve learners' autonomy that could increase motivation

in their learning process (Mindog, E. (2016); Cheng, Jing & Kim (2019); Abdi, S. & Makiabadi, H. (2019).

The use of this kind of activity prompts more personalized learning. Nowadays students are using mobile devices and their applications (app) for learning English. Consequently, there has been an exponential growth and the use of them for learning has an important effect on the motivation for gaining knowledge in the use of English (Azmi, 2017). For that, motivation and autonomy have a relevant involvement in the process, especially in the development of the learners' possibility to enhance, learn, and practice the target language (Rosell-Aguilar 2018). Therefore, it is pertinent to investigate the relation between the use of information and communication technology (ICT) and the development of autonomy and motivation for learning English. Although there is a variety of online authentic materials that foster students' motivation and allow the language input that has proved a remarkable function in promoting the learners' skills (Bier 2013).

In this sense, the main interest of this investigation project is to show the relationship between using Technology-Based Out Class Language Learning Activities (TBOCLLAS) with Autonomy and Motivation in EFL.

Objectives

General Objective

To determine the existence of a significant positive correlation between TBOCLLAS with motivation and autonomy in the process of learning English as a foreign language in higher education.

Specific Objectives

To stablish the relationship between TBOCLLAS and motivation.

To stablish the relationship between TBOCLLAS and autonomy.

To outline some guidelines for future research about the use of TBOCLLAS and their impact in the levels of retention and permanence in the Bachelor degree of teaching English as a foreign language at UNAD.

To identify which of the variables analyzed in this research are affecting the achievement of an independent level of English proficiency in LILE learners' technology-based out of class language learning activities

CHAPTER II

Literature Review

Use of ICT in Language Teaching: A Historical Review

Language learning supported by computers is perceived as a perspective in which the electronic devices like computers are employed as assistance to present, reinforce and evaluate the data and the documents to be learned, that normally include interaction among materials. Levy (1997) describes CALL (Computer Assisted Language learning) as 'the pursuit and study of the computers in language learning and teaching'. This definition is in accordance with modern CALL practitioners.

The employment of Information and Communication Technologies (ICT) has become a fundamental resource used in schools currently. This kind of language teaching enables more individualized teaching and learning, depicting advantages such as better synergy in the group, motivation to learn, and different activities for all the students' learning styles. A historical perspective of computer-assisted language learning rescued the benefits of using those technologies in the teaching and learning processes and reported available resources that can assist in the digital age with a focus on mobile applications developed for language teaching, used in the practice of m-learning. (Paz, D. P. 2017).

Historical perspective on CALL

There is a large number of tools, applications, and aids for learning English as a foreign language that permits students to be actively studying and practicing this

language. The use of mobile applications or apps has allowed the development of new technology that brings the opportunities of being engaged in the foreign language learning process, particularly in studying beyond the classroom (Cheng, et al., 2019). For that matter, some advantages of using Technology based out of class language learning activities (TBOCLLAS) are enhancing the learner's performance, better timekeeping and the increase of personalized learning, since students can choose what they want to learn and work autonomously (Hussein and Hasan, 2019).

The evidence shows that the use of TBOCLLA has benefits since it facilitates the process of learning according to the learner's interests (Cheng, et. al., 2019). For this reason, it is important that students learn how to use learning strategies, and the teacher is fundamental since he is the one responsible for teaching students how to build autonomy. The consequence of developing autonomy is reflected in better learning proficiency. (Lengkanawati, 2014a).

Origins of the term CALL

Computer-Assisted Learning (CALL) and Computer-Assisted Instruction (CAI) precedes CALL as a generic term. Although there are CALI (Computer-Assisted Language Instruction), CALICO (Computer-Assisted Language Instruction Consortium). On the other hand, the denomination CALL was first used in the UK related to the perspective focused on the learner rather than the instruction. The most recent document that uses the term CALL is in a paper by Davies and Steel (1981). By 1982 the term CALL was worldwide use in the UK. An alternative term for CALL emerged in 1980 as technology-enhanced language learning (TELL). The reality is that the academic body was really attentive to the integration of computer developments into the academic world,

mainly in language learning. They saw the necessity of rethink the original word and enhance language learning, rather than simply assessing

Early CALL and Mainframes: 1950s and 1960s

Davies and Steel (1999) were the first users of CALL and this designation was widely employed since that time. The pioneer country that uses the CALL method was the USA in the middle of the 1950s teaching languages for military purposes in a skilled and methodological way leading to the application of a very large and high-qualified mainframe, likely the first application of computers in language learning being available at universities. Those attempts were developed at Stanford University in order to teach Russian as a foreign language during the cold war. The most relevant programs at this time were the PLATO program (Programmed Logic for Automatic Teaching Operations) and TICCIT projects (Time-Shared Interactive Computer-Controlled Information Television), the goal was to determine if those systems were enough attractive in order to justify their purchase due to the high cost of it (Tafazoli, D., Abril, C. A. H., & Parra, M. E. G. (2019).

Microcomputers: 1970s and 1980s

In that period of time, the principal interest in CALL was videodisc technology, which allows computers to go further of textual exercises. In that period of time, the researchers moved to a more convenient format like CD-ROM or DVD. Bush and Crotty (1991 pp 86-87) enumerate the superiority of videodisc in contrast with traditional instruction: a) more relevant, b) an understandable context with many clues beyond the linguistic context, and c) enable student´s problem-solving skills.

During the 1970s and 1980s, high-tech was still accessible for CALL investigations. In 1972, the University of Texas and Brigham Young University (BYU), in cooperation with Mitre Corporation, arrived to develop instructional materials for English and Mathematics.

To face this end, they launched 'Time-shared Interactive Computer Controlled Information Television' (TICCIT) a mixture of computer and television technology.

The innovative characteristic of this activity was that TICCIT did not order that way because they can move freely to the courseware.

Nevertheless, the US was the preeminent country for CALL affairs. Olsen's (1980) report on Computer Assisted Learning showed that above "60 languages departments from 52 institutions in 24 states were using computers for language education". Nevertheless, small-scale activity was reported at the University of Hull in The UK.

The 1980s was the more gleaming period of CALL in which many reporting were delivered. Furthermore, the appearance of microcomputers affected the situation of CALL, in that period of time two professional associations were funded: CALICO in the USA (1982) and EUROCALL in Europe (1986). Those programs moved from certain Institutions and Universities to primary and secondary schools (Williams, Davies, & Williams, 1981).

In 1983 MIT founded a five-year project called 'The Athena Language-Learning Project (ALLP)', in 1984 Apple spread materials in a program called HyperCard which fixed theoretically in hypertext and hypermedia ability in which text, image, and video can be inserted to a set of a virtual list (Beatty, 2010).

Davies, Otto, and Rüschoff (2013) accept that the major defect of this period of time was that "microcomputers did not have the capability of recording and playing back sound" (p. 28). To resolve this difficulty throughout 1988 and by the development of sound cards that take place by allowing a real and interactive digital sound to enhance the CALL software.

Multimedia PCs & the Internet: 1990s

CALL evolution in the 1990s began with the appearance of multimedia PCs. This progress in computer science transformed the appearance of "drill-and-practice programs" to a more communicative one. CD-ROMs-based programs supply no identical learning possibilities for students being attractive for them in listening and answering activities providing different learning opportunities for students to practice. They also believed that this is the most significant development in the last 30 years (Davies, Otto, & Rüschoff, 2013).

New technologies and CALL related evolution among the virtual learning environments allowed different teaching and learning possibilities for teachers and learners

provided with different teaching and learning opportunities both facilitating the communication.

With the growth of the internet, new applications were released to teach and learn a language. Among them, Multi-User Domains (MUDs) and Multi-user-domains Object Oriented (MOOs) were two of the most accepted. Virtual worlds or virtual environments

are virtual domains in which learners learn the language in 3D environments (Sadler & Dooly, 2013; Svenson, 2003).

Emerging Technologies: the 21st century

The incorporation of technology in the 21st century has transformed the configuration of CALL projects. Unlike business, organizations began to provide entire language schedules on the internet as software or mobile applications. Disadvantages of e-learning guide to the emergence of a new term namely "blended learning", a mixture of online and interactive face-to-face. Web 2.0 advances acquire acceptance from 2004, given, unlike opportunities for learners to be permanent contact with English speaking people in the target language using social media applications like WhatsApp or Facebook. Web 2.0 is a "social platform for collaboration, knowledge sharing and networking". Different communities such as blogs, wikis, podcasts, vodcast, social media tools among others are the result of this technology (Davies, Otto, & Rüschoff, 2013, p. 32).

Finally, the emergence of such technologies including platforms of multi-players or virtual reality is the new aspect that CALL affront (idem).

Integration of ICT and EFL in higher education

According to Meleisea (2007) cited by Salem, N., & Mohammadzadeh, B. (2018) ICT is defined as aspects of technology that are used to create, store, change, exchange and show information. The use of ICT in higher education includes:

1. Learning resources: This category refers to all the educational software that can be found on the Internet. For instance: videos, interactive activities, audios, audiobooks, Podcasts, among others (Huda, et al, 2018).

2. The instructional setting of learning: All the applications and web pages and hardware used to support lectures, learning management systems such as Moodle, Canvas (Daşkın, 2019).

3. Communication: There exist a number of different tools that allow communication among teachers, students and administrators in any learning process. Some of them are e-mail, Skype, forums, chats, WhatsApp, Zoom, among others. The hardware commonly utilized for communication could be laptops, tablets, smartphones, digital whiteboard. Furthermore, other internet-based technologies are relevant for communication: Social networking websites such as YouTube, Facebook, Instagram, Twitter and Skype are the top websites that promote synchronous and asynchronous communication (Panda, et, al, 2019).

Rogers (1993) suggests that it is important to evaluate the forms in which institutions adopt ICT. He refers to three attitudes that affect this application. The first one is related to the mood and feelings aspect, whether a person enjoys or not the instruments and undertakes to use. The second one is related to the cognitive aspect that reflects the person's reliance on ICT. The last characteristic is the manners of the individual when he interrelates with the technologies at his disposal. He states that the insight of the teachers and students using ICT should be measured using these 3 classifications.

Use of ICT Tools

Bates (2018) summarizes the most common communication tools available on the Internet:

Email

Is the most common way of propelling the circulation of information; it is the superlative structure to the commutation information in electronic configurations. Entire modifications have been seen in communication, due to contrasting varieties of exchanges such as "personal message, letter, article, computer programming files, pictures, sound, etc". are making it possible to address or collect from any part of the world within a second. At present, this is an almost useful tool for different types of communication. This device must be applied to allow the indispensable information at the right time.

Voice mail

Is a contemporary and innovative development of mail applications. It is possible to declare it as a substitute to the email. It assists to send messages directly throughout the voice.

Telephones

Are used for the direct proximity to the users. Normally, users ask their inquiry about the materials and accessibility of the materials. Even, they use the telephone for advance booking of carrels for reading and research purposes.

Videoconferencing (or video conference)

It is described as the process of communicating remotely in a synchronous setting by sharing audio, video, and information in different formats using electronic devices.. As each candidate speaks to one another, their participation is transferred over the web and transported to the others, and whatever figures emerge in front of the camera become visible in a screen on the other participant's recorder (Beal, n.d.)". This device is used for

the various motivations for academic projects, such as to permit user support for students' accessibility in distant areas. Essentially, when they are out of the place they study, that time, it is crucial to use this device to conduct them regarding the use of materials.

The Internet

It allows the interconnection among electronic devices. The Internet supplies a way for communication using different resources and tools available online.

Remote Control Technology

Remote control provides a program to perform with a remotely located computer system. It is a substantial evolution in the sphere of technology. By making use of this technology, one can simply execute any type of routine being absent from the target. This ICT is normally used for "remote control, online meeting, desktop sharing, web conference and file transfer from one computer to others".

Social Media

Social media like Facebook, Twitter, Blogs, etc. has turned the crucial point for rapid information distribution. Most of the students are using this social media for sharing and finding information. Mostly, Blogs are used to spread short academic messages, whereas Facebook has become the most functional implement for each type of information dissemination. Now, Facebook live plays a very significant role in telecasting the current ongoing program.

Factors Affecting the Adoption of ICT

According to Rogers (1993), adoption is the alternative that the person produces respecting the usage of a change as the best way of action possible. Among factors are personal interest including the quantity and quality of education, age and awareness

toward those instruments, the correct use of technological devices, previous teaching encounters, institutional features containing technology accessibility, professional growth, technological attributes, and the combination of cultural and social circumstances.

Teachers' judgment of ICT implementation in Language Education

Salem, N., & Mohammadzadeh, B. (2018) also seek that most of the teachers were established to bear pessimistic inclinations toward ICT adoption unless having fundamental computer abilities; however, they accept that those tools are effective tools for acquiring a good agreement of new objects. The discoverers suggest that however, all the contestants were ready to utilize technology to teach English as a foreign language, they find some obstacles to reach this objective counting absence of capital, lack of technological tools in schools and scarcity of genuine instruction to use technology.

The uses of ICT in teaching and learning languages

The appearance of digital systems has influenced teaching-learning exercise, transforming the teacher competencies for a more excellent or effective type of student learning (Paneru, D. R. 2018). In this value, academic work not only describes the importance of ICT upgrading students' learning but also indicates technology involvement or competency as a vital component with which catch need to be provided with for the reality of the global interchange in EFL classroom, as cited in Tour (2015). Suryani (2010) describes some benefits of applying ICT in the classroom mainly collaborative learning, self-managed learning, technological competence, or constructive change due to the implementation of those advances. Those can supply considerable

welfare in supporting education. By using the advantages of technology in their learning, the students can be active learners instead of being mere spectators and construct knowledge at their own pace.

Suryani (2010) also states that mobile learning gives authorization to the students to determine when they demand particular guidance and whether they have already understood that knowledge or not. This active learning also implies individualistic learning. By having access to the internet in their school students will not totally depend on the teachers allowing autonomous learning. Results from Honarzad, R. & Rassaei, E. (2019) indicates that there was a powerful correlation between the use of technology and the motivation levels.

ICT and listening skills

There is a wide range of tools available to develop authentic communication that is allowed by the use of internet tools like Skype, web conference platforms, podcasts, news, documentaries, music files, broadcast or apps like Lyrics Training, TechVid and so on. These tools are helping learners to gain knowledge in any field and also to deepen the varieties of accents present in a foreign language like English. Learners can adjust or choose among activities according to their concerns or availability of time. Using those tools make the process of teaching and learning listening comprehension and developing listening ability easier for the student, mainly because those tools can be used out of class bringing a great opportunity to practice and in the same way promoting learner autonomy (Amir, S., & Kang, M. A., 2018).

ICT and speaking skills

A study conducted by Precintha (2019) showed that the use of digital storytelling is an appropriate medium to arouse students' interest and permit them to develop speaking abilities using computers, mobile devices, internet and ICT services and a variety of apps. Integrating those resources allowed teachers to plan suitable activities that reinforce speaking skills.

He states that teaching and learning to speak is the most challenging ability faced by EFL teachers due to the variety of sounds found in English. Without speaking, communication ought to be merely writing due to the importance of speaking most of the students believe that speaking is the main important skill to learn.

Fortunately, there is a wide range of software and software that permit students to interact, record, experiment language structures, gain vocabulary and imitate native speakers' speech increasing the sense of confidence meanwhile improving their speaking skills. Among those, it is possible to find Skype, Facebook, YouTube, multimedia sources, video clips and all the variety of websites according to the learner preferences.

ICT and reading skills

Reading is a vital component of learning because at every level of education, to decode successfully writing texts is the main vehicle to achieve information. The knowledge of the student depends on the ability to interpret information and process it. This ability is given by reading autonomy. Thus, this is a process that involves a number of activities like knowing orthography in order to acquire the exact meaning of the text. On the other hand, it requires comprehension of the text, knowing of vocabulary and the correct use of it (Sidupa, 2018).

Reading comprehension is the ability in which the information of the text is successfully integrated into the student knowledge but this comprehension includes several other skills like the apprehension and interpretation of the words and being capable of making relationships among terms that have previously learned and the new one that is learned. No matter in what way comprehension is defined, students utilize a wide diversity of abilities that are interconnected at several levels with the ability to read (Conlan, G. 1990).

To help students comprehend text is not an easy assignment. This activity requires more than remembering duties or interpreting the meaning of words or reply questions. It is mandatory for the students to be held in a variety of skills that involve identifying the principal ideas, asses' proofs, and evaluate sources in which the topics are found (Ganske, K., Fisher, D., 2010). Strategies of comprehension are explained as intentional, goal-orientated, striving to command and make adjustment on the reader's endeavor to decipher the text, recognize words, and elaborate the definition of the text (Afflerbach, et al., 2008) this cover making and examining forecasts, "rereading, asking and answering questions before, during and after reading". When students incorporate and involve schemes on their own, they are able to expand their understanding of text, being more receptive to difficulties, and apply the reading to their own lives (Paris, et al., 2005).

It is important to say that there are several components in reading skills between learners that the technology enables.

Many researches have been led in using CALL to increase reading ability. Bonk and Zhang (2008) show that the use of technology might have students reading online different kinds of material like newspapers or other foreign writings. This kind of

activity involves learning with authentic materials and enhances learner motivation, comprehension, and increases learner autonomy in the process of learning.

ICT and writing skills

According to Assadinia, N., & Abdi, R. (2016), Computer-assisted language learning has transformed the way in which education is led, students and teachers share information and how knowledge is conceived by many educators; those technologies began to become a new challenge in the educational background.

This study underlines the relationship between teacher ICT literacy and the student performance of the writing skills, showing the good influence that this literacy led positively to the attitude towards writing using educational technologies.

Lopez (2017) In her study considers that the student could be instructed by taking control of technological devices, using different resources like blogs or web pages; the students feel that they can develop this skill more than the others because they had been in real contact with English through the use of technology.

The Ministerio de Educación Nacional (2013) argues that it is mandatory to have more virtual resources if the contents will be strengthened in the use of virtual technologies since those elements are indispensable in the affair of teaching a foreign language and afford the challenges of the 21st century (p. 15). The use and development of blogs and interactive tools have opened out to every educational context including reading and writing skills. It says that the use of implements and tools appear as a approach to refine learners' difficulties as a way of widening the writing skill. The use of technology has been introduced to enhance conventional writing classes (Lopez Henao 2017).

Currently, ICT leads a set of favorable attitudes to assist and boost language skills. For example, it permits learners to interact with real materials in an interesting way, allowing them to increase their competences. In addition, it is an effective way to teach writing. Cunningham (2000) cited by Henao Lopez, point out that students consider the writing class more interesting and fruitful when they use word processing software, they argue that they have enhanced their writing skill and were more conscious of particular characteristics like grammar, vocabulary and language construction. The attitudes regarding writing were positive; they were eager writers using computers or not.

What is motivation

Motivation is one of the most influencing traits that could prompt students to acquire a foreign language. This influences the direction and reinforcement of the attitudes they have and the time they will spend learning the language. (Arkhipova, et al., 1998). In the past, two motivational orientations encompassing the state and the trait motivation used to be dominant in research on motivation. Two concepts The concept of state and trait motivation was first introduced by Tremblay, Goldberg, and Gardner (1995). State motivation is situational at a certain point while trait motivation is relatively stable during the process of learning. In principle, this model depicts motivation as a static concept.

Motivation is the process that initiates, starts and maintains the desire to do something, on the other hand, autonomy is defined as the self-management in keeping going with some purpose.

The use of mobile applications in education has impacted the procedure in which learning has been assumed, highlighting the preference of apps for learning and

practicing the English language. Those apps have provided an attractive way to supply education and give students a large number of options, facilitating the access to knowledge without limits of time or space (Bowen, K., & Pistilli, M. D. 2012), those apps allow the collaborative learning between student, parents, and teachers and finally the use of this apps promote the engagement of students due to the use of videos, or audio files that help students to grab the new vocabulary and structures need for developing the four skills (Bowen, K., & Pistilli, M. D. 2012).

a. Hussein, S. B., & Al Bajalani, F. R. H. (2019). Indicates that motivation is an impulse or desire, is the energy that moves the people in order to complete an activity; this is related to the effort and the desire or the reason "we do what we do", the action that influences every aspect of our daily life, it is stimuli that propel our action towards a goal. In behavioral psychology "motivation represents the amount of time that a learner is willing to dedicate to learning tasks" motivation is crucial for the language learner because it encourages learners to seek contact and interaction with the target language "from the negotiation of appropriate input, immediate acquisition of the target language results". Learning a second language has elements that can be taught explicitly like grammar or the meaning of words but there is a social context that demands the inclusion of it and the central importance that involves the inclusion of this dimension (idem).

Expectation as a Motivational Factor

They also (idem) establishes that learner's motivation is the result of how much a

subject wants compensation, the sense that the outlook that the attempt will lead to anticipate production (Expectancy), and the confidence that the implementation will guide to reward (Instrumentality). In short, Valence is the meaning related by a person about the anticipated result. It is an expected and not the real gratification the student contemplates to receive after reaching the objective. Expectancy is the belief that excellent attempts will produce in better production.

Expectancy is affected by components such belonging to adequate expertise for doing the task, convenience of correct supplies, the affordance of decisive facts and obtaining the support for concluding the task.

Motivation and EFL

The use of ICT implements advantages inside and outside the classrooms. The students are allowed to peer the word through the computer screen and are motivated without difficulty. Ellis (1994) mentions that creating confronting tasks stimulates the acquisition of the language. Teachers need to be creative because learners can lose motivation easily. The use of different resources like music or videos or other unlike materials can help students in their improvement. The use of technology provides an excellent opportunity to develop beneficial activities in an EFL classroom.

Wang (2004) noted that learners can develop their language skills in the classroom when the see a reason and a benefit from doing it. Using technological devices brings the sensation of acting freely and feeling encouraged to be active and motivated in the learning process. Technology assumes a great role in EFL classrooms because English is a global language and this technology increases the quality of education.

It is possible to say that technology allows learners to disclose their capacities and

activate their creativity. The technology produces authentic materials, offering the opportunity to use in daily conversations or improving their vocabulary. Authentic materials are the opportunity for learners to put together interesting information in English and make use of the four skills. Technology cannot be a substitute for the teacher but is a crucial factor of motivation that enriches the environment of learning (Ilter, B. G. 2009).

Autonomy

J. Noll et al (2017) define autonomy as a desire of self-government and freedom that the more autonomy one feels, the more intrinsically motivated one becomes. This autonomy leads to better and more effective learning because people that take initiative for learning, learn more things than the learner how to passively learn in the classroom. For the purpose of this investigation, we can define autonomy as the ability to take charge of one's learning", having in mind that there are several opinions about of the meaning of this term (Hussein and Hasan, 2019) but the essential feature is that the learner is totally responsible deciding her/his own rate of advance in learning.

Students' autonomy in English language learning has been debated among teachers as a consideration in the ways of encouraging learner self-government and increasing their independence, learner autonomy is developed if supportive circumstances and contexts are provided to learners. This support can only be given with the process syllabus and learner-centered approach (Tanyeli, N., & Kuter, S. 2013).

Little et al (2017) describes autonomy as a capacity - for detachment, critical reflection, decision making, and independent action. It is an ability in which learners should act independently, reflect on their needs critically and make their own decisions.

By means of the extended acceptance of the utility of learner autonomy and the character of individual learners in managing their own learning both inside and outside the classroom, the field of ESL has detected an increasing swift from a teacher-centered to an increased learner-centered perspective to the direction. Nevertheless, since learners' self-governance is a multidimensional and theoretical notion, several language teachers discovered it confusing to realize and, consequently, appeal to their foreign language (Nielsen, B. M. (2019).

As ICT enhances more parts of our existence, it is normal that teachers and learners include hardware and software into the language learning process. To many, it looks undisguised that technology provides a great perspective for autonomous learning and learner autonomy. (Elliot 2016)

Autonomy and EFL

According to Shen, J. (2011), the evolution of education centered on the learner it not implies that the role of the teacher's responsibility was putting apart, but it is reoriented giving in order to share responsibility between they, allowing the student to take control over their own learning process and take control over their learning. However, students (mostly adults) are aware that learning is their own responsibility. They know that learning English depends on their efforts and will be conducted through their own. Currently with the practice of autonomy, they need to call for teacher's advice, support, observation, monitoring and guide.

Although, Lamb, T., & Reinders, H. (2008) specify that there is a structure of self-directed learning that involves eight interactive stages that form a cycle, that will be

repeated and is allowed to build on itself and will involve self-directed learning, throughout they are interrelated with each other in order to promote motivation, that intensify the autonomy.

Broadly those stages are: recognize learning requirements, place objectives, preparing learning, choosing a method, stipulate procedures, exercise, observe progression, evaluation and correction Shen, J. (2011). At the end, learning is an autonomous in the sense that learning is an effort of the learner, meaning that it will be educated and mature among EFL students. They need to be aware of the convenience that autonomy forwards to English education and they need to be prepared to take this new role, and reach out to the same end in order to intensify autonomy's faculties. In this sense, teachers should plan, design, arrange projects in order to prepare students for more self-governance, autonomy and own control (idem).

Instruments

The 3 questionnaires applied to the participants of the study were put on via email were given to them in order to let them know the intention and the way that results are used to find a relationship between the three variables measured.

The results of the instruments applied were interpreted as percentages of use of TBOCLLAS in the first one, percentage of motivation in the second one and level of autonomy in the third one. The equivalences of the categories in each Likert scale are as follows:

Equivalences for TBOLLAS and Autonomy questionnaires:

Never= 1

Rarely= 2

Sometimes= 3

Often= 4

Always=5

Equivalences for Motivation questionnaire

Strongly disagree= 1

Disagree= 2

Slightly disagree= 3

Slightly agree= 4

Agree= 5

Strongly agree= 6

Questionnaires:

TBOCCLAS Questionnaires

It was adapted from the English Learning Activities Questionnaire ELAQ developed by Hyland (2004) and consists of 18 five points Lickert-scale. The researcher adopted this questionnaire due to this validity, although it was not empirically surveyed through factor analysis, in opposition to the fulfillment, effort was made to increase the validity of the survey together with the majority of the items which includes almost all applicable elements interconnected with out of class tasks.

English Learning Motivation Questionnaire (ELMQ)

It was taken and modified from Taguchi, et al., (2009) to analyze essential motivational elements relevant to this study. The reliability of the original questionnaire had been estimated using Cronbach's alpha and was .78 as reported by Taguchi et al.

(2009). The reliability of the original study used in this research was estimated through Cronbach's alpha. The results specify .90 of reliability.

Learner Autonomy Questionnaire (LAQ)

This questionnaire was developed by Zhang & Li (2004) taken from Honarzad, R. & Rassaei, E. (2019) and was conducted to perceive the autonomy of the participants in learning EFL. This survey consists of 11 questions in a Likert-scale structure. The survey had proved high reliability and was utilized by many researchers like Dafei 2007; Nematipour 2012.

Technology-Based Out of Class Language Learning activities (TBOCLLA)

Over the past decades, there has been an increasing interest in the use of mobile technology for educational purposes, mainly, those related to learning beyond the classroom, for that aim, technology has shown a great interest in developing apps that allow a personalized study in their mother language (Lungu, M. F., et al., 2018; Palomo-Duarte et all. 2018) or in the target language. TBOOCLLA is defined as the technological devices that help the acquisition of the language and the communication system outside of the classroom, mainly learning vocabulary (Honarzad, R. & Rassaei, E. 2019; Alzahrani, H. 2016). Language learners go on the internet searching information on the target language looking for authentic materials that allowed they to practice their skills through reading materials, listing songs and news or watching videos, using mobile-based flashcards, mobile-based games, mobile phones, SMS (Short message service) (Alzahrani, H. 2016)

Out-Class Language learning and the use of apps has to foster language learning. As language learning becomes more affordable, taking place everywhere, the use of

mobile applications has fostered motivation and autonomy among the students and users of devices with those applications Honarzad & Rassaei, (2019).

According to (Sockett, 2014) cited by Honarzad & Rassaei, (2019) the ruling style of education may no longer be the dominant way to learn English [inside the classroom], instead, the internet provides a large number of resources and the use of mobile devices speeds up and makes the way we acquire knowledge more dynamic: anyway and anytime. The development of mobile devices has permitted the rapid growth of applications that provide online platforms in which students are allowed to perform their duties within the comfort of doing them in their own space. It is important to highlight that there are two relevant factors in self-management: Motivation and autonomy. Let's have a look at those engaging behaviors.

CHAPTER III

Methodology

Design

A cross-sectional descriptive correlational design was selected to describe the use of TBOCLLAS and their relation with motivation and autonomy.

Setting

The study took place in the UNAD university and was carried out via the internet with a sample of 40 students of the university. The students are undergraduate students enrolled in Bachelor of Arts as Foreign Language LILE program.

Variables

Technology-based out-of-class language learning activities (TBOCLLA) and its relation with learners' Motivation, and Autonomy.

Sample

This research was conducted using three close-ended questionnaires solved by adult students at the UNAD university Colombia shared via the Internet. All the participants had a level of proficiency that ranged from upper-intermediate to advanced. All participants were native Spanish speakers, both male and female. In the study 40 students of Bachelor in Arts as a Foreign Languages were asked in order to obtain data and obtain the results.

Ethical considerations

This study was approved by the UNAD university and the students that took part of it. The confidentiality of participants is protected through the anonymity of the solved

questionnaires and the data collection concern only to the students. In this research, no

contact information was collected in order to prevent their anonymity of the participants.

Data Collection

This exploratory research was conducted with a series of questionnaires solved by

undergraduate students of the Universidad Nacional Abierta y a Distancia UNAD.

Three close-ended questionnaires were evaluated to discover answers to the

research questions. The researcher established a quantitative procedure in which after

material collection, the numerical data were analyzed in order to determine the frequency

of language learning activities based on technology to explore the relationships between

the use of TBOCLLAS and motivation and autonomy.

CHAPTER IV

Results and Discussion

Results

The results of the three questionnaires were analyzed using EZanalyle® and converted into numerical results. The percentages are shown in the table below:

Table 1 Results of the instruments applied

Participant	% TBOCLLA	% Motivation	% Autonomy
1	65.6	90.5	78.2
2	78.9	77.0	92.7
3	77.8	80.2	90.9
4	83.3	96.8	94.5
5	67.8	81.0	76.4
6	76.7	73.0	69.1
7	73.3	84.9	81.8
8	53.3	50.0	47.3
9	63.3	72.3	67.3
10	82.2	67.4	65.5
11	78.9	92.5	65.5
12	85.6	78.3	80.0
13	100.	92.4	83.6
14	68.9	75.2	80.0
15	82.2	65.3	74.5
16	75.6	90.3	70.9
17	54.4	62.7	60.0
18	75.6	80.3	70.9
19	61.1	67.7	56.4
20	96.7	87.2	100.0

21	72.2	56.1	89.1
22	76.4	63.2	83.4
23	78.5	72.4	78.5
24	86.2	80.5	86.2
25	54.3	65.3	89.5
26	45.3	60.2	56.4
27	60.2	70.8	50.3
28	79.2	80.9	92.4
29	80.4	76.9	85.3
30	87.3	78	84.8
31	90.2	86.3	95.3
32	67.5	59.4	74.5
33	65.4	70.3	70.4
34	97.2	90.6	72.8
35	100	90.5	95.6
36	84.3	75.6	86.3
37	65.9	68.9	67.4
38	76.6	70.3	85.5
39	87.8	70.9	84.3
40	76.5	83.4	81.3

Table 2 Descriptive Statistics of the Variables:

	% TBOCLLAS	% Motivation	% Autonomy
N Valid:	40	40	40
Mean:	75,8	75,9	77,9
Median:	76,7	76,3	80,0

Std. Dev:	12,9	11,1	12,8
Minimum Value:	45,3	50,0	47,3
Maximum Value:	100,0	96,8	100,0

Table 3 Correlation between TBOCLLAS and Motivation

Pearson Correlation	0,631
N	40,0
P	,0

Figure 1 Scatterplot of % TBOCLLAs and % Motivation
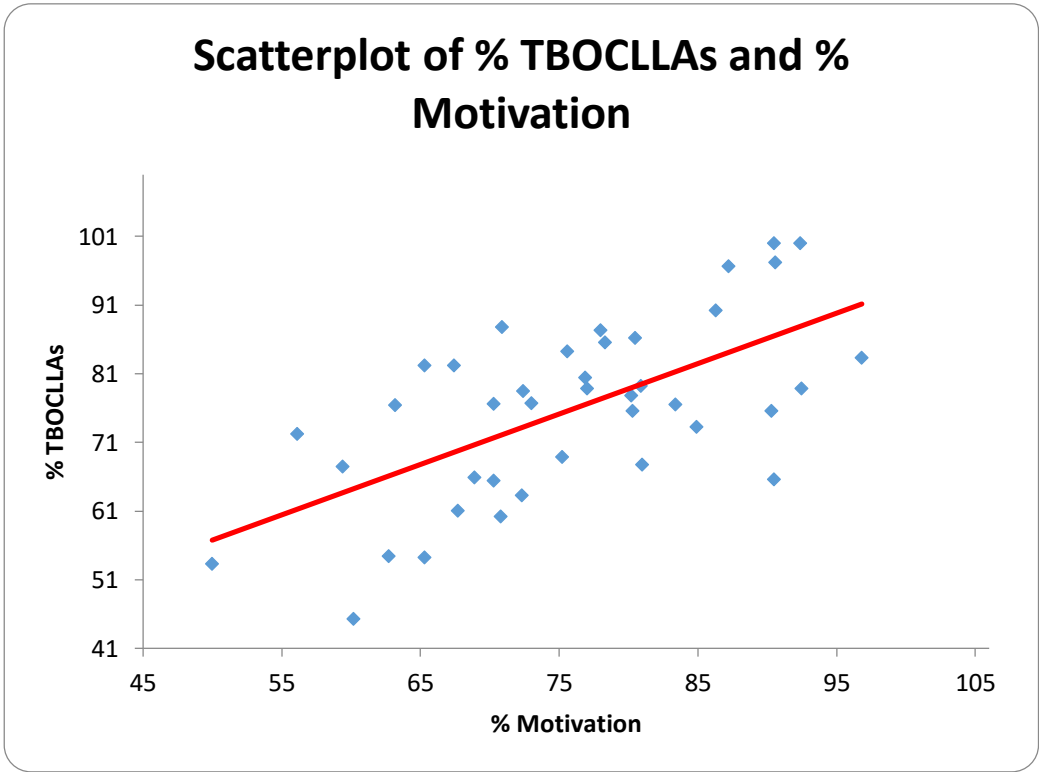
Table 4 Correlation between TBOCLLAS and Autonomy

Pearson Correlation	,835
N	40,0
P	,0

Figure 2 Scatterplot of % TBOCLLAs and % Autonomy

Scatterplot of % TBOCLLAs and % Autonomy
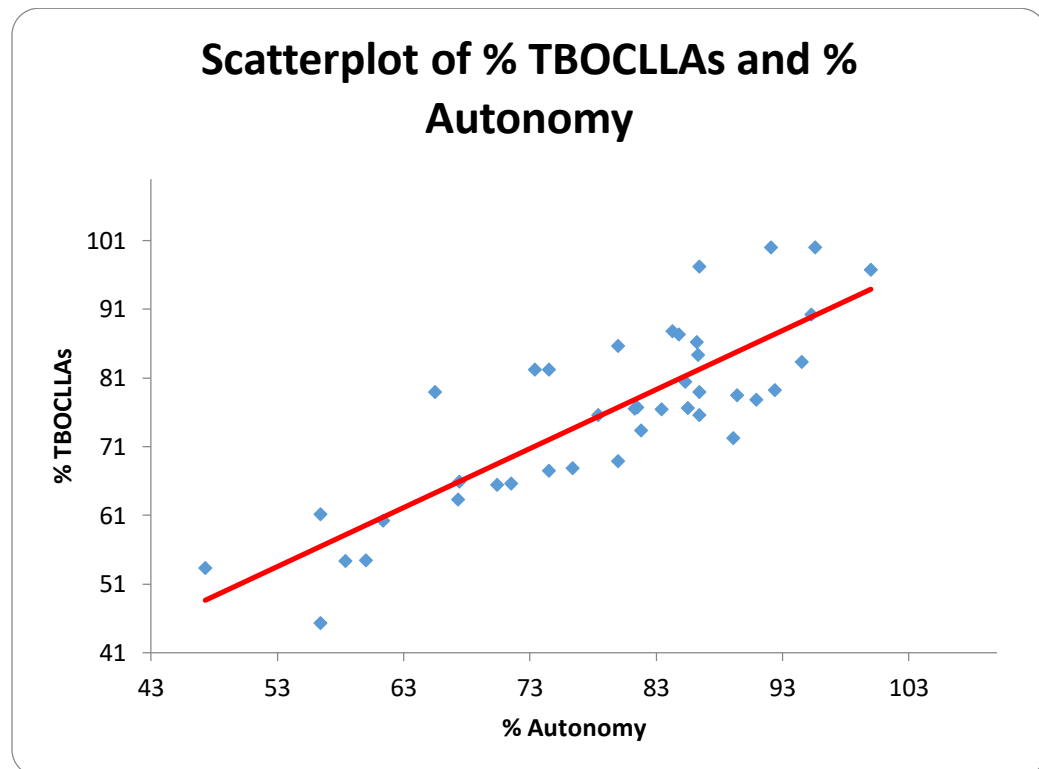
The correlational analysis revealed a significant positive correlation between TBOCLLAS and motivation (r=0,631, p<.001). A stronger significant positive correlation between TBOCLLAS and autonomy was found (r = 0.835, p<0.01).

Discussion

The current study pointed to describe the correlation between TBOCLASS with motivation and autonomy with the final objective of conducting further clarification of some more research regarding the necessity of raising rates of attainment of students from the bachelor degree of TEFL at UNAD. Outcomes are first considered in relation to hypothesized connection between variables, and eventually, in relation to clarify implementation and future investigation.

Connection between TBOCLASS and motivation shows a medium association that expresses a positive tendency, reflecting the dependence of one another. Anyway, this correlation is not that strong due to the influence of other variables that impact on motivation and could constrain in the results appearing in this study. Those characteristics as it was introduced before in this research are intrinsic and extrinsic factors such as economical, institutional, social, personal, among others.

Descriptive statistics in this study illustrate that the most regular TBOCLLAS used by English language learners outside the classrooms are connected to receptive skills, and this is a conduct that has been taking place from the birth of the ICT. Hyland (2004), states that there is another cause for learners' tendency regarding the use of frequent or little passive or receptive activities, and they can be aspects related to the culture that can be linked to the use of English in the Colombian context. Based on the outcomes of this study, receptive TBOCLLAS are more frequently selected by EFL students. It is known that learners will become disposed with regard to the training of reading and listening skills and keep away from practicing speaking and writing skills,

since they do not see it as something that is worth doing or simply they lack of the proper training to do so (Lai, et al., 2018). Another example is given by Alyaz (2016) how explained that the activities students do the most outside the classroom are listening activities, watching TV programs in English and the use of online dictionaries. The findings of this research were in agreement with the similar line of research. According to the findings, there is a significant and positive relationship between TBOCLLAS and the selected individual factors of the present study (i.e., motivation and autonomy) and these findings are too in concordance with the prior studies.

CHAPTER V

Conclusions and Recommendations

It can be inferred form the TBOCLLAS questionnaire that students practice more receptive skills than productive skills when working autonomously. Furthermore, the results indicated that there was a medium positive correlation linking TBOCLLAS and LILE UNAD students' motivation and a strong positive correlation connecting TBOCLLAS and LILE UNAD students' autonomy.

Finally, the investigation findings suggest that students' willingness to learn a foreign language is driven by autonomy and motivation, considerably contributing to the LILE UNAD students' technology-based out-of-class language learning activities. Although, between the three variables analyzed in this study, autonomy a more considerable relation with the use of TBOCLLAS than motivation in the same aspect. One restriction of the present study was its one hundred percent quantitative method; in other words, the collected data was only found on self-report questionnaires. Another limitation was that the gathered information was built on a localized population in a university background and it was circumscribed to local EFL learners. Consequently, the results of this study should be explained with caution.

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APPENDIX

- Survey questionnaires.

Technology-Based Out-Of-Class Language Learning Activities

- Please read the following statements and choose the option that best
matches your opinion:
- * Required

1. I surf the Internet in English using computers or mobile devices. *
- Never
- Rarely
- Sometimes
- Often
- Always

2. I use YouTube and similar video-sharing websites to watch videos online. *
- Never
- Rarely
- Sometimes
- Often
- Always

3. I read e-books and e-magazines in English on computers or mobile devices. *
- Never
- Rarely
- Sometimes
- Often
- Always

4. I read the news in English over the web on computers or mobile devices. *
- Never
- Rarely
- Sometimes
- Often
- Always

5. I join English groups and channels on WhatsApp, FluentU, or similar
applications. *
- Never
- Rarely
- Sometimes
- Often
- Always

6. I use Wikipedia and other online encyclopedias on computers or mobile
devices. *
- Never
- Rarely
- Sometimes
- Often
- Always

7. I write in English to other English speakers via WhatsApp, Telegram or similar apps. *
- Never
- Rarely
- Sometimes
- Often
- Always

8. I use English language learning software and apps on computers or mobile devices. *
- Never
- Rarely
- Sometimes
- Often
- Always

9. I play games in English on computers or mobile devices. *
- Never
- Rarely
- Sometimes
- Often
- Always

10. I use dictionaries or translators on computers or mobile devices. *
- Never
- Rarely
- Sometimes
- Often
- Always

11. I listen to the recorded voice of my teacher(s) after the class. *
- Never
- Rarely
- Sometimes
- Often
- Always

12. I call native English speakers on Skype, WhatsApp, Zoom or similar apps. *
- Never
- Rarely
- Sometimes
- Often
- Always

13. I search in English through Google, Yahoo, Bing or similar search engines. *
- Never
- Rarely
- Sometimes
- Often
- Always

14. I listen to radios in English through computers or mobile devices. *
- Never

- Rarely
- Sometimes
- Often
- Always

15. I write in English language on Instagram, Facebook, and similar apps. *
- Never
- Rarely
- Sometimes
- Often
- Always

16. I listen to English songs in MP3 format on computers or mobile devices. *
- Never
- Rarely
- Sometimes
- Often
- Always

17. I write emails in English via computers or mobile devices. *
- Never
- Rarely
- Sometimes
- Often
- Always

18. I watch movies and TV series in English via satellite receivers or similar

devices. *
- Never
- Rarely
- Sometimes
- Often
- Always

English Learning Motivation Questionnaire

- Please read the following statements and choose the option
  that best matches your opinion:

1. I really enjoy learning English. *
- Strongly Disagre
- Disagree
- Slightly Disagree
- Slightly Agree
- Agree
- Strongly Agree

2. I would like to spend lots of time studying English. *
- Strongly Disagree
- Disagree
- Slightly Disagree
- Slightly Agree
- Agree
- Strongly Agree

3. Studying English is important to me because English proficiency is necessary for promotion in the future. *
- Strongly Disagree
- Disagree
- Slightly Disagree
- Slightly Agree
- Agree
- Strongly Agree

4. I like the music of English speaking countries (e.g. pop music). *
- Strongly Disagree
- Disagree
- Slightly Disagree
- Slightly Agree
- Agree
- Strongly Agree

5. It will have a negative impact on my life if I don't learn English. *
- Strongly Disaree
- Disagree
- Slightly Disagree
- Slightly Agree
- Agree
- Strongly Agree

6. I study English in order to keep updated and informed of recent news of the world. *
- Strongly Disagree
- Disagree
- Slightly Disagree
- Slightly Agree
- Agree
- Strongly agree

7. I imagine myself as someone who is able to speak English. *
- Strongly Disagree
- Disagree
- Slightly Disagree
- Slightly Agree
- Agree
- Strongly Agree

8. I like to become similar to the people who speak English. *
- Strongly Disagree
- Disagree
- Slightly Disagree
- Slightly Agree
- Agree
- Strongly Agree

9. I like English movies and TV programs. *
- Strongly Disagree
- Disagree
- Slightly Disagree
- Slightly Agree
- Agree
- Strongly agree

10. Studying English is important to me in order to gain the approval of my peers/teachers/family/boss. *
- Strongly Disagree
- Disagree
- Slightly Disagree
- Slightly Agree
- Agree
- Strongly Agree

11. If an English course was offered in the future, I would like to take it. *
- Strongly Disagree
- Disagree
- Slightly Disagree
- Slightly Agree
- Agree
- Strongly Agree

12. I like the people who live in English-speaking countries. *
- Strongly Disagree
- Disagree
- Slightly Disagree
- Slightly Agree
- Agree
- Strongly Agree

13. I would like to study English even if I were not required. *
- Strongly Disagree
- Disagree
- Slightly Disagree
- Slightly Agree
- Agree
- Strongly Agree

14. I like English magazines, newspapers, or books. *
- Strongly Disagree
- Disagree
- Slightly Disagree
- Slightly Agree
- Agree
- Strongly Agree

15. Studying English is important to me because other people will respect me more if I have knowledge of English. *
- Strongly Disagree
- Disagree
- Slightly Disagree
- Slightly Agree
- Agree
- Strongly Agree

16. I can imagine a situation where I am speaking English with foreigners. *
- Strongly Disagree
- Disagree
- Slightly Disagree
- Slightly Agree
- Agree
- Strongly Agree

17. My parents encouraged me to study English in my free time. *
- Strongly Disagree
- Disagree
- Slightly Disagree
- Slightly Agree
- Agree
- Strongly Agree

18. I can imagine myself writing English e-mails fluently. *
- Strongly Disagree
- Disagree
- Slightly Disagree
- Slightly Agree
- Agree
- Strongly Agree

19. Studying English is important to me because I am planning to study abroad. *
- Strongly Disagree
- Disagree
- Slightly Disagree
- Slightly Agree
- Agree
- Strongly Agree

20. I have to learn English because without passing the English course I cannot get my degree. *
- Strongly Disagree
- Disagree
- Slightly Disagree
- Slightly Agree
- Agree
- Strongly Agree

21. I like meeting people from English-speaking countries. *
- Strongly Disagree
- Disagree
- Slightly Disagree
- Slightly Agree
- Agree
- Strongly Agree

Learner Autonomy Questionnaire

1. I surf the Internet in English using computers or mobile devices. *
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Rarely
Sometimes
Often
Always

2. I use YouTube and similar video-sharing websites to watch videos online. *
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