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Effects of blended learning pedagogical practices on students' motivation and autonomy for the teaching of short stories in upper secondary English

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ABSTRACT

This research was conducted to determine the effectiveness of blended learning on academic achievements, motivation and learner autonomy. The scope of this research is the teaching of English through short stories. A quasi-experimental study was conducted among 116 upper secondary students and two different teaching pedagogies were utilised; a blended learning classroom for the experimental groups, and meanwhile conventional learning classroom for the control groups. The data for students' academic achievement were collected from a post-test questionnaire, whereas data for motivation and learner autonomy were collected through sets of questionnaires adapted from the previous literature. The differences between the two groups were then analysed using the independent *t*-test. The findings revealed that there was no significant difference in their academic achievements however, there were positive effects on both learner autonomy and students' motivation constructs in the blended learning compared to the conventional learning. The implication of this study is that blended learning is suitable to be implemented in secondary school English classes as long as there are sufficient monetary, equipment and technical supports.

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KEYWORDS
Blended learning; pedagogical practices; students' motivation; students' autonomy; English subject

Introduction

The introduction of technologies in teaching and learning is no longer a new paradigm in today's education. Undoubtedly, in the twenty-first-century students have grown up in media-rich digital environments and therefore teachers are encouraged to use technology-added teaching aids to motivate and engage students in learning. In that regard, teaching and learning with the help of Blended Learning (BL) pedagogical practices have become a very common teaching way to engage students in learning. Blended Learning in education is seen as a powerful tool allowing students to learn in a more interactive and non-threatening environment that enables them to give responses without feeling afraid of making mistakes especially in the case of second language learners such as in Malaysia. It has also been identified that, the integration of technology in education focusing on teaching a language is regarded as more motivating and interactive, that it promotes learning through discovery, allow meaningful feedback to occur, sanctions non-threatening interactions that allows communication, is autonomous, time and money saving, and allows for the use of authentic and updated materials in the learning process (Sharma & Barrett, 2007).

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Focus of the present study

In Malaysia, as in other developed countries, there is a clear recognition that Blended Learning pedagogical practices could transform conventional education teaching method and furnish more positive development aspects especially in term of students' innovative and creativity. This is in line with the expectations of the new generation which has grown up in a media-rich digital environment. Malaysian schools and colleges and even teaching training institutions have included and implemented hybrid learning in their daily teaching and learning activities. Furthermore, the engagement of students in technology-based learning also plays an integral part in students' learning experiences and as a way to equip them with the skills and knowledge necessary for the current job environments. Blended learning is the combination of e-learning and the traditional face-to-face instructional paradigm. The mixture of different pedagogical practises, teaching tools, and media formats is the key element in developing the blended e-learning approach.

The push to incorporate and integrate blended learning in teaching and learning from primary to secondary classes became much stronger after the introduction of the 1BestariNet. The 1BestariNet project, an initiative of the Malaysia Education Ministry (MoE), was outsourced to YTL Communications Sdn Bhd at a cost of RM4.077 billion. 1BestariNet has 3 phases to be completed within 15 years, starting from 2011. With 1BestariNet, all public schools in Malaysia connected through a single, cloud-based learning platform and high-speed Internet connectivity underling Frog Virtual Learning Environment (VLE). Under the project, 10,000 primary and secondary public schools in Malaysia will be equipped with high-speed 4G Internet access and a VLE platform, providing fast and reliable Internet connectivity as well as access to a world-class Integrated Learning Solution.

The large-scale introduction of blended learning in teaching and learning encouraged us to carry out this research study. There are many important issues which need to be addressed in the new paradigm of pedagogical practices underlying blended learning. While the advantages of this new teaching and learning approach have received the most attention from advocates (Betcher & Lee, 2009; Harlow, Cowie, & Heazlewood, 2010; Murcia & Sheffield, 2010; Wong, Teo, & Russo, 2013), very limited research has focused on the effectiveness of blended learning for teaching the English language, especially to second language learners in Malaysia. For instance, it has yet to be explored whether such a new innovative teaching and learning strategy can help to motivate students to be particularly interested in the learning process and to retain more than what was previously expected.

Given the crucial role of teachers in the process of technology implementation and the limited studies in this context, understanding the effectiveness of blended learning in teaching is a worthwhile issue of enquiry. Furthermore, blended learning is a relatively new teaching practice in Malaysian schools, and its introduction is still in its primary stage.

In response to the aforesaid gap, in order to decipher the myriad of potential uses of blended learning in Malaysian schools, and with the concerns about the future development of blended learning among Malaysia teachers, this study was conducted to determine the effects of blended learning on students' academic achievements, motivation and learner autonomy. The scope of this research is the teaching of English through short stories. Furthermore, this study was expected to provide some feedbacks on the effectiveness of the proposed instruction, the drawbacks it might trigger for future consideration as well as its promising potential to support the current curriculum. This study is among the leading attempts in the area of blended learning instruction in the Malaysian education system.

Against this background, the following objectives were formulated:

(1) Can blended learning improve students' academic achievement in learning English compared to the conventional instruction method?
(2) Does blended learning have a greater impact on students' motivation in learning English through short stories compared to the conventional instruction method?
(3) Is blended learning effective in inculcating learner autonomy among students?

Literature review

Blended learning

The integration of Information and Communication Technology (ICT) in education is no longer a new matter in today's sphere. It is an ever-growing effort by many faculties in ensuring the success of these two elements namely technology and education to create more efficient and effective learning objectives. Teachers nowadays are expected to provide more than the usual lesson in order to formulate content in class, especially for young learners as *digital natives*. In the revolutionary technology-enhanced teaching tools, blended e-learning practices have become more prevalent in classrooms from primary schools to higher institutions. However, there has been no specific definition of the term of blended learning in previous studies. From past studies, it is noted that blended learning is a combination of face-to-face instruction and online-mediated instruction (Singh, 2003; Wong, Tatnall, & Burgess, 2014).

There is abundant evidence to show that using blended e-learning improves students' motivation and achievements and helps to create fun learning (Escobar-Rodriguez & Monge-Lozano, 2012; Katsamani, Retalis, & Boloudakis, 2012; Lu & Law, 2012). One of the most promising recent technology-related teaching tools shows that teaching and learning processes are becoming more flexible and innovative (Poelmans & Wessa, 2013; Wong, Goh & Osman, 2013) and at the same time attract learners to be interested in the presented lessons.

Nowadays, blended learning can be done with the help of many different types of applications such as WebCT, Blackboard and Moodle. The integration of ICT becomes easier with those applications. Moodle, for example, a free open source application, is preferred by many teacher educational institutions, universities and colleges throughout Malaysia. ETutor, Claroline, eFront and Joomla are also some of the open source applications that have been adopted in teaching and learning.

Furthermore, based on a research conducted by Cronje (2008), the study focuses on the use of technology-enhanced teaching tools in an educational context not only to see how the advancement of technology is perceived in solving problems, but also to underline the opportunities that technology provides, apart from showcasing current developments of winning schools in South Africa pertaining to technology integration and common shared values. In addition, Smith and Kurthen (2006) and many other authors (Bates & Poole, 2003; Bersin, 2004; Garrison & Vaughan, 2008; Teng, Bonk, & Kim, 2009; Woltering, Herrler, Spitzer, & Spreckelsen, 2009) have documented positive feedbacks on blended learning indicating that it enhances students' achievement.

Despite its growing popularity, there is little conclusive evidence of the affordances of blended learning in teaching English through short stories. Given the crucial roles of new technology-enhanced tools and their features that seem to have important synergies for English teachers dealing with the *digital-age* generations, identifying the contribution of blended learning is a worthwhile issue for enquiry and would be fruitful to explore.

Learner motivation

Motivational factors affect the way students react to the classroom environment and to the acquisition of basic educational skills (Collinson, 2001). According to Sabieh (2003), the computer is regarded as a powerful medium which acts as a motivator and a power tool. In addition, when students are motivated and there is room for them to explore their creative skills; they will find learning the English language more interesting, relevant and productive (Ling, 2004). If a certain degree of student motivation is aroused, there is much potential in gaining more confidence thus unleashing greater possibilities in the language learned. There is, no doubts that motivation is considered as one of the most influential contributing factor in the L2 acquisition. However, there are a few types of motivation in language learning that need to be identified in order to establish a clear objective in

planning a meaningful lesson. According to Gardner (1982), motivation in language learning is divided into integrative and instrumental motivation.

Integrative motivation is characterised by the learner's positive attitudes towards the people who speak the target language as well as by admiring the culture and adjusting to and becoming familiar with the society in which the language is used (Falk, 1979). Learners who consider learning the English language as a necessity to be socially functional in a community in order to become one of its members, show integrative motivation. The most appropriate concept of integrative motivation in the English Foreign Language context is the representation of desire within the individual to become bilingual, and, at the same time, bicultural (Benson, 1991). Similarly, intrinsic motivation refers to learners who do something because it is inherently interesting or enjoyable.

Learner autonomy

Learner autonomy or a self-directed studying ability refers to learners in a learning activity having acquired subject consciousness and self-awareness which later constantly stimulate study passion or enthusiasm, giving full effort in initiating one's own learning process (Hu & Du, 2013). With the development of technological revolutions in education, a brand new autonomous learning mode has evolved. In addition, Hu and Du (2013) outlined four key elements of the constructivism learning theory, specifically of environment, cooperation, conversation, and sense of being a part of the network community to improve students' autonomous learning.

Benson (2001) distinguishes six approaches to assist the development of learner autonomy namely resource, technology, learner, teacher, classroom and curriculum-based approaches. Resource-based approaches emphasise on students' independent interaction with the learning resources where learners choose their own educational materials as well as evaluating their own language progress. Meanwhile, technology-based approaches are interconnected with the use of computers, specifically the internet, where learners interact closely with educational technologies. This approach is another basis exemplar that supports the integration of blended learning within the study making it relevant to the current needs in language learning. Through the learner-based approach, students view the process of learning throughout their reflection on the learning materials and activities. Finally, with regard to the teacher, classroom and curriculum-based approaches, students are free to decide on their own learning within a collaborative and supportive environment (Benson, 2001).

Development of a blended learning autonomy-facilitating design for teaching short stories in English

In this study, a blended learning autonomy-facilitating system was implemented using Moodle as the learning platform. Figure 1 shows the structure of the system, which was adapted from concept-mapping-based interactive e-books and collaborative game systems (Hwang, Sung, & Chang, 2016; Sung, Hwang, Lin, & Hong, 2017; Wong, Teo, & Goh, 2015).

As shown in the figure, the system used in the study consisted of teachers' as administrators, creating the interface, the blended learning autonomy-facilitating database (synchronous and asynchronous), an item bank (e-quiz, e-assessment, e-forum), short story material (exposition, resolution, plot structure, vocabulary, comprehension) and lastly, the student interface. When students attempt to learn using the blended learning platform, the relevant descriptive information is interpreted in the student interface. Students can choose either the synchronous or asynchronous form of the blended learning database and thereafter choose the type of learning materials. The interactive short story learning module responds to the status of learners and presents the learning materials accordingly. The blended learning practicing module consists of different types of exercises such as e-quizzes, e-fill-in-the-blank questions, and multiple-choice questions. Reward such as points, badges and levels are given in the digital form.

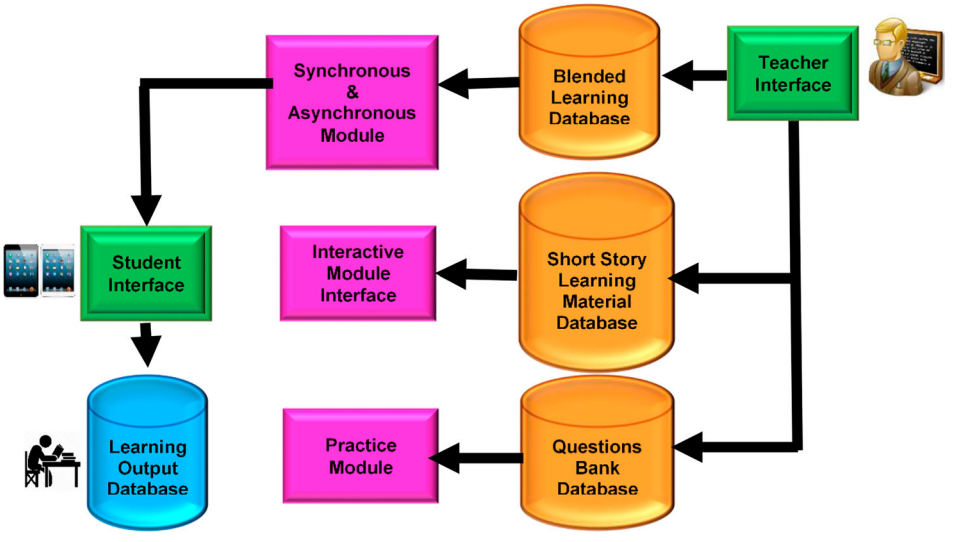

Figure 1. The Blended Learning system structure.

In the module, in the short story entitled The Fruitcake Special, written by Frank Brennan, there are four units in the Form 4 syllabus of the English subject (Rational cloze, Climax, Reading comprehension, Resolution). In this blended learning activity, most of the content of the lessons was taught and verbally explained by the teacher in the classrooms. However, the students had the opportunity to access all of the notes and extra exercises on the online website. Figure 2 shows the interface of the content of the online module. Students can access all of the relevant learning materials regarding the short story. The module also consists of web links and other web tools for activities such as comic strips (Figure 3) and, animated Pictionary (Figure 4). After each lessons, the students were asked to complete online quizzes as shown in Figure 5.

Apart from the activities mentioned, other features such as instant feedbacks and responses from both students and teachers were also made possible through Moodle's Message Box. It was also feasible for the students to access the current news or notices through the Latest News panel located on

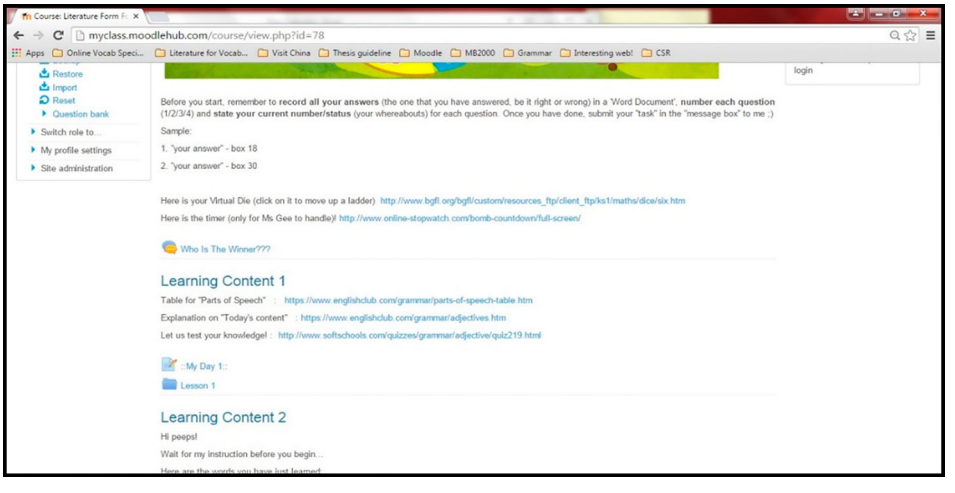

Figure 2. Illustration of the module content.

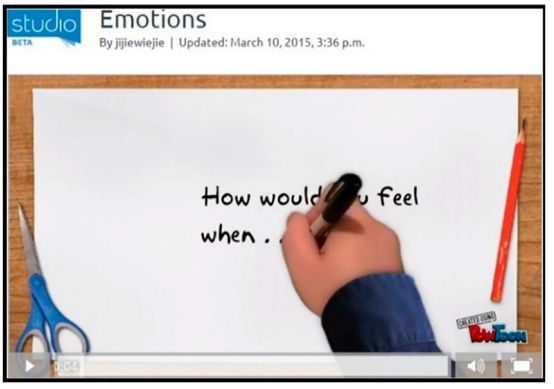

Figure 3. Interface of the web link of the interactive comic strips (Pedagogical agent).

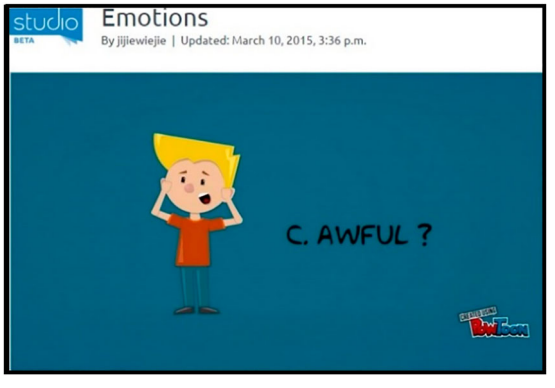

Figure 4. Interface of pedagogical agent.

the right side of the screen to keep track of any missing details or information. Additionally, the students were also able to reread, revisit and even revise previous learning contents as notes were made visible to users on the Moodle platform. The teacher was also able to keep track of previous or even future lessons as the contents had been arranged in an organised manner making the teaching and learning processes more structured and controlled. This feature is made available through Moodle's Navigation panel on the left-hand side of the screen (see Figure 6).

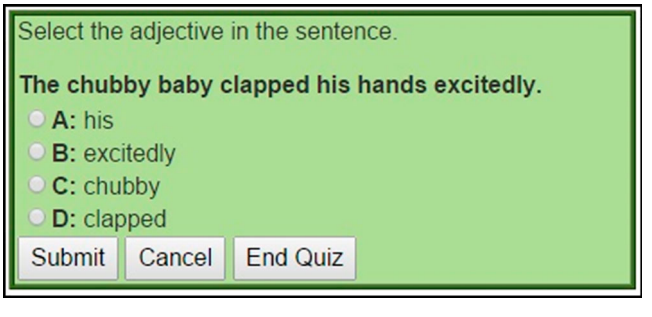

Figure 5. Interface of the online quiz.

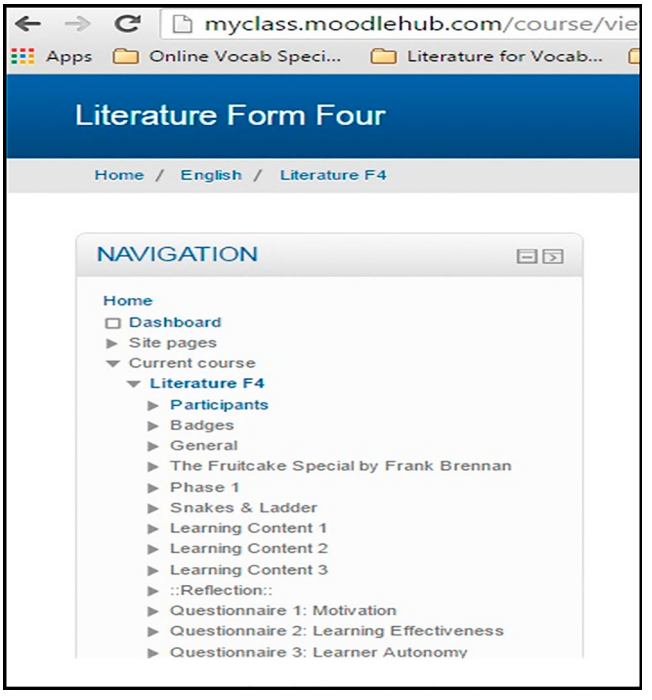

Figure 6. Navigation Panel.

The interactivity and active participation in the blended learning module could make lessons livelier than conventional teaching and learning. The module is believed to increase students' engagement and motivation in the learning short stories. It serves as the platform for students to seek clarification and assistance from the teacher.

The structure of the blended learning autonomy-facilitating system was based was based on the blended learning procedure, as shown in Figure 6. To get attention from the students and to ensure the relevance of the lesson, teacher will facilitate the students' learning via face-to-face interactions in the classroom (Facilitating Learning). Next, students have the opportunity to use the digital learning tools, e-learning, to interact and collaborate or to discuss with their classmates. A series of learning materials and e-learning activities are used to motivate them to learn. The student is instantly rewarded with points, badges and levels in digital form (Motivating Learning). They can independently use the resources and choose the lessons and activities that they prefer (Autonomy Learning) (Figure 7)

Implementation and evaluation

Participants

The study participants were four teachers and 116 upper secondary students from a school in northern Malaysia. For ethical reasons, it was not possible to randomly assign students to the experimental and control groups for teaching and learning. On this basis, a quasi-experimental method was adopted in this study. Quasi-experimental designs typically allow the researcher to control the assignment to the treatment condition, but using some criterion other than random assignment. Quasi-experiment is suitable for the study in which the "pre–post testing" is carried out. Pre-testing is used to identify students' proficiency level before the experiment, while post-test is used to evaluate students' learning achievement after the experiment. In the past decades, quasi-experimental

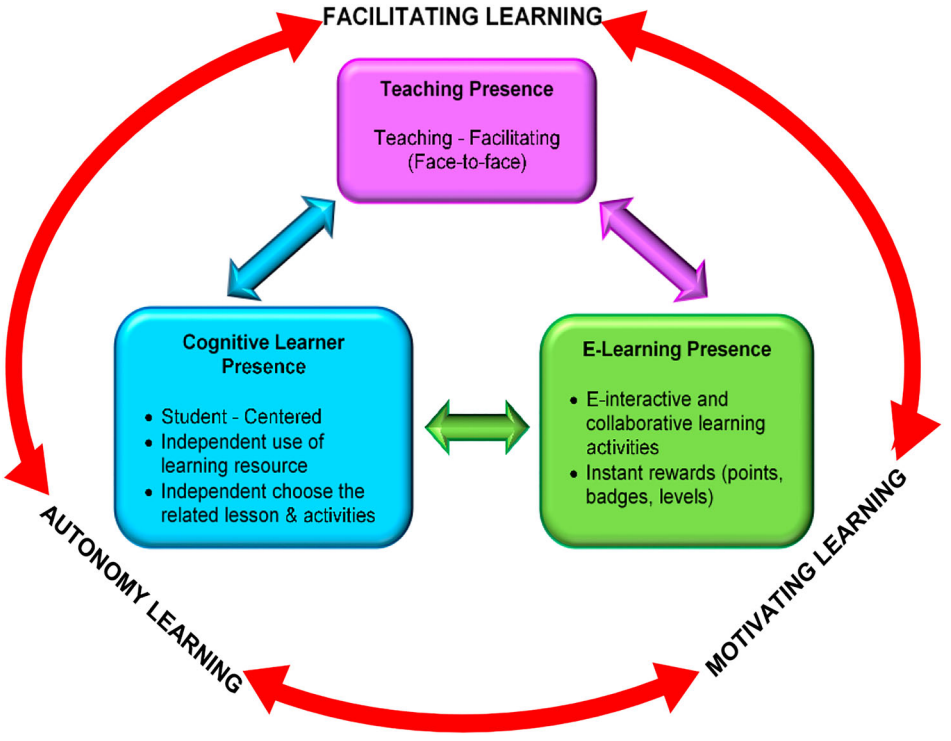

Figure 7. Autonomy-facilitating blended learning design.

research has been extensively used in education research (Creswell, 2013). It is pertinent to point out that many current education studies have utilised the quasi-experimental approach to determine the effectiveness of pedagogical practices by applying a treatment and comparing the outcomes of groups (Chang, Wu, Weng, & Sung, 2012; Chiou, Lee, & Tsai, 2013; Daubenfeld & Zenker, 2015; Hwang, Chiu, & Chen, 2015; Sung et al., 2017). In this study, a total of 116 upper secondary students from 4 classes were the participants. Two classes with 57 students were the control group, while the other two classes with 59 students were the experimental group. In addition, a total of 20 students participated in the pilot study. Figure 8 shows the experimental procedure of the study.

Before conducting the study, the students' results from the previous examinations were used as a proficiency level, and *t*-test analysis was carried out to ensure that both groups had the same level of English proficiency. Based on the outputs of the independent *t*-test table, there was no significant difference between the scores of the experimental group ($M = 3.37$, SD = 0.49) and control group ($M = 3.37$, SD = 0.49), $p = 0.96$. This, therefore, showed that both groups had at the same English proficiency level.

Measuring tools

Research instrumentation involved within the study constituted, a set of post-test questionnaires to evaluate academic achievements and a set of questionnaires to evaluate motivation and learner autonomy. The questionnaires were divided into three sections: Section A gathered data on the respondents' demographic background and information on their learners' basic computer literacy skills. Section B consisted of 44 items assessing students' motivation adapted from the Motivated Strategies for Learning Questionnaire (MSLQ). In this case, respondents had to answer the items by indicating their level of agreement on a 5 point Likert Scale *(1 – not at all true of myself, 2 – slightly*

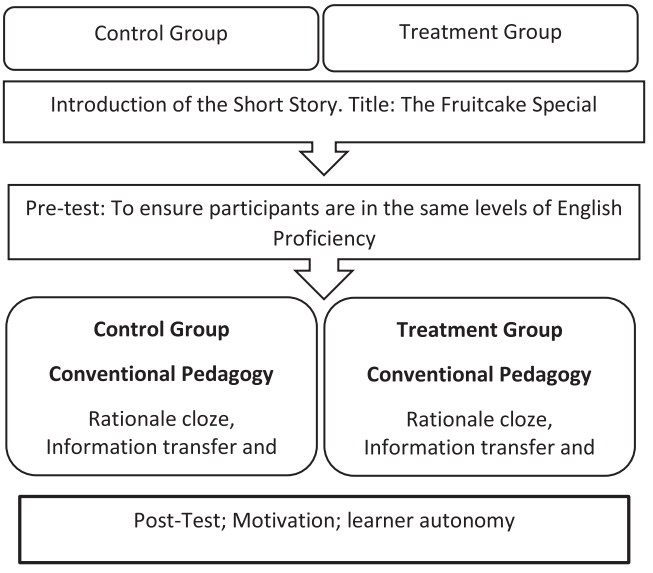

Figure 8. Procedure of the experiment.

true of myself, 3 – about halfway true of myself, 4 – mostly true of myself, and 5 – very true of myself) (see Appendix). Section C of the study consisted of 10 items, adapted from Ustunluoglu (2009), designed to assess the respondents' autonomy in learning. The students had to choose from the following response options: 'Myself', 'My teacher', or 'Both' (see Appendix 1). Based on the data collected from the pilot test, it was found that the Cronbachs' alpha value was .87 for the motivation construct and .65 for the learner autonomy construct. Thus, the results showed that both instruments were reliable and suitable for the purpose of the study.

Findings

Students' academic achievement

This section presents data obtained using a set of post-test questionnaires. These questionnaires were administered to investigate the first research question mentioned earlier. Can blended learning improve students' academic achievement in learning English through short stories compared to the conventional instruction method?

Based on Table 1, the independent *t*-test analysis of the post tests showed that there was no significant difference in the academic achievement scores of the blended learning ($M = 4.37$, SD = 0.67) and conventional learning ($M = 4.35$, SD = 0.79) conditions with $t = 0.16$ and $p = 0.87$. Thus, the results showed that the pedagogy (blended learning) used in this study did not statistically influence the academic achievement of the samples.

However, to eliminate the threats that might disrupt the reliability of the post-test results, a statistical analysis of the students' results from the previous examination was employed to determine the influence of the pre-test on the post-test results (Table 2).

Table 1. Post *t*-test analysis.

Construct	Group	*N*	Mean	SD	*t*	Sig.
Post test	Blended	59	4.37	0.67	0.16	0.87
	Conventional	57	4.35	0.79		

Table 2. Analysis of the influence of the pre-test over the post-test results.

Variable	Type III sum of squares	df	Mean square	*F*	Sig.	Partial Eta Squared
Corrected model	1.54	2	0.77	1.47	0.23	0.03
Placement test	1.53	1	1.53	2.91	0.09	0.03
Method	0.01	1	0.01	0.02	0.88	0.00
Error	59.23	113	0.52			
Corrected total	60.79	115				

In terms of the influence of the pre-test on the post-test results, a statistical analysis (ANCOVA) was employed to compare the post-test scores of the two groups by excluding the impacts of their pre-test scores; that is, the possible influence of the two groups' prior knowledge on their post-test scores was controlled. From the ANCOVA results, it was found that, by excluding the impacts of the pre-test scores, there was no significant difference between the post-test scores of the two groups (F (1,113) = 0.02, $p > .05$). Consequently, the results showed that there was no significant difference in the academic performance of learners using blended learning compared those learning with the conventional instruction method.

Students' motivation

The data presented in this section was obtained using the Motivated Strategies for Learning Questionnaire. The questionnaire was conducted to investigate the second research question: Does blended learning have a greater impact on students' motivation in learning English through short stories compared to the conventional instruction method? The questionnaire was used to investigate the influence of blended learning on motivating students to learn English through short stories.

Based on a *t*-test analysis, Table 3 depicts that, there was a significant difference in the scores for motivation of the blended learning ($M = 3.60$, SD = 0.38) and conventional learning ($M = 2.97$, SD = 0.33) conditions with $t = 9.56$ and $p = .00$. Consequently, the results show that there is a significant difference in the students' motivation and that use of blended learning for learning English through short stories within a blended learning classroom can motivate students to learn.

Learner autonomy

This section presents data obtained using a set of questionnaire designed by Ustunluoglu (2009). This questionnaire was employed to investigate the third research question of the study: Is blended learning effective in inculcating learner autonomy among students? The questionnaire was conducted to investigate students' responsibilities related to autonomous learning and the autonomous activities students were engaged in within the lessons in the classroom.

A *t*-test was conducted and the data obtained from Table 4 show, the results for learner autonomy for the experimental group and control group were ($M = 1.89$, SD = 0.31) and ($M = 1.96$, SD = 0.32),

Table 3 . *t*-Test analysis of learner motivation.

Construct	Group	*N*	Mean	SD	*t*	Sig.
Mean motivation	Blended	59	3.60	0.38	9.56	0.00
	Conventional	57	2.97	0.33		

Table 4. *t*-test analysis of learner's autonomy.

Construct	Group	*N*	Mean	SD	*t*	Sig.
Mean motivation	Blended	59	1.89	0.31	−1.32	0.19
	Conventional	57	1.96	0.32		

respectively, with $t = -1.32$ and $p = 0.19$. Consequently, the results show that there is no significant difference between the two groups in term of learner autonomy and that the use of blended learning in learning English through short stories can facilitate learner autonomy.

Discussion and conclusions

This study was carried out to understand the effect of blended learning within academic on achievements, motivation and learner autonomy for teaching English through short stories.

The first research question of the study was concerned with determining the extent to which a blended learning instruction was able to improve students' academic achievement in learning English through short stories in a Malaysian context. The results showed that there was no significant difference in the results attained. Also, it was also impossible to remove bias in its entirety as the use of technology in the classroom will definitely be an advantage compared to conventional classroom where animation, audio and visual presentations are less used. It is noteworthy that the current findings are in line with the studies conducted by Nation (2013) and Nagy (1997). Their studies revealed that teaching language which involves vocabulary learning is an incremental process where words must be met and used multiple times to be truly learned. In fact, a number of studies have suggested that newly introduced words must be recycled from five to 16 times whereas the memory rehearsal schedule proposes reviews of vocabulary within 5–10 minutes after the end of the study period, 24 hours later, 1 week later, 1 month later, and finally 6 months later (Schmitt, 1997). From the results obtained, it was identified that using multimedia-related teaching tools such as animation, audio and visual presentations does not have a great impact upon students' achievement especially in learning English.

Nevertheless, McKenzie (1999) reported that although many institutions had spent large sums of money on upgrading and computer maintenance, the results for students' achievement remained insignificant. Simultaneously, a study conducted by Emerson and MacKay (2011) revealed that students who attended a traditional lesson performed slightly better than those who attended a blended learning session and it was also reported that there was no significant difference found in the cognitive workload experienced by either group of students.

The most significant finding of this study is that blended learning has a greater influence on learners' motivation compared to conventional pedagogy (Wong, Sahandri & Goh, 2016). Since motivation is apparent in this study, it can be deduced that students were attracted to using computers and the Internet within the classroom setting compared to the conventional delivery method. This could probably be due to the students' high interest in the visual, audio and kinaesthetic learning activities that somewhat aroused their motivation to engage in the blended learning. This finding leads to educators' concern in considering their method of delivery as students nowadays have different expectations of learning.

The findings of this study also revealed that there was no significant change in the level of autonomy after the engagement with blended learning. The results of this study are, however, in contradiction to the findings of Benson (2001) and Hu and Du (2013). Even though it was statistically proven that there was no sign of autonomy among learners, the observation conducted by the researcher indicated the contrary. Noting a slight change in students' behaviour, it could be seen that they would start the activity through the blended learning platform interaction even without the teacher's instruction. It was observed that the students involved in the study knew what had to be done even before the teacher started to give any instruction or directions. According to Ushioda (2011), if learners show a positive attitude towards the lesson and willing to participate in classroom activities, it can be considered as a sign of autonomy.

This change in students' behaviour could be particularly influenced by the availability of the content and access to the activities through blended learning in the classroom. Students would stop when something was not clear and seek clarification from the teacher. These are the most common examples of autonomy in learners portrayed in the blended learning classroom. This is

unlike conventional learning, in which students have no access to content and resources, therefore, restricting the occurrence of independent learning. This shows that despite the data being statistically insignificant regarding the occurrence of learner autonomy, observation indicated that the level of learner autonomy was expressively portrayed through the learners' actions. The occurrence of learner autonomy was therefore eventually plausible within blended learning not on a large, but on a very small scale. These unconscious actions of attending to classes on time, not wanting to stop doing any exciting activities behind, eager to start the activities without the teacher's instruction, and asking questions for clarification when in doubt, represent the degree of learner autonomy in the study. According to Schunk and Zimmerman (1998), when students become more efficient at self-regulating their learning over time, these actions appear to be an expression of autonomy. As a result, the researcher's observation confirms that blended learning had a small influence on learner autonomy compared to the conventional learning pedagogy.

Disclosure statement

No potential conflict of interest was reported by the authors.

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Appendix

Questionnaire items for student's motivation and autonomy.

Student's motivation
1. I prefer class work that is challenging so I can learn new things.
2. Compared with other students in this class I expect to do well.
3. I am so nervous during a test that I cannot remember facts I have learned.
4. It is important for me to learn what is being taught in this class.
5. I like what I am learning in this class.
6. I'm certain I can understand the ideas taught in this course.
7. I think I will be able to use what I learn in this class in other classes.
8. I expect to do very well in this class.
9. Compared with others in this class, I think I'm a good student.
10. I often choose the topics that I will learn something from even if they require more work.
11. I am sure I can do an excellent job on the problems and tasks assigned for this class.
12. I have an uneasy, upset feeling when I take a test.
13. I think I will receive a good grade in this class.
14. Even when I do poorly on a test I try to learn from my mistakes.
15. I think that what I am learning in this class is useful for me to know.
16. My study skills are excellent compared with others in this class.
17. I think that what we are learning in this class is interesting.
18. Compared with other students in this class I think I know a great deal about the subject.
19. I know that I will be able to learn the material for this class.
20. I worry a great deal about tests.
21. Understanding this subject is important to me.
22. When I take a test I think about how poorly I am doing.
23. When I study for a test, I try to put together the information from class and from the book.
24. When I do homework, I try to remember what the teacher said in class so I can answer the questions correctly.
25. I ask myself questions to make sure I know the material I have been studying.
26. It is hard for me to decide what the main ideas are in what I read.
27. When work is hard I either give up or study only the easy parts.
28. When I study I put important ideas into my own words.
29. I always try to understand what the teacher is saying even if it doesn't make sense.
30. When I study for a test I try to remember as many facts as I can.
31. When studying, I copy my notes over to help me remember material.
32. I work on practice exercises and answer end of chapter questions even when I don't have to.
33. Even when study materials are dull and uninteresting, I keep working until I finish
34. When I study for a test I practice saying the important facts over and over to myself.
35. Before I begin studying I think about the things I will need to do to learn.
36. I use what I have learned from old homework assignments and the textbook to do new assignments.
37. I often find that I have been reading for class but don't know what it is all about.
38. I find that when the teacher is talking I think of other things and don't really listen to what is being said.
39. When I am studying a topic, I try to make everything fit together.
40. When I'm reading I stop once in a while and go over what I have read.
41. When I read materials for this class, I say the words over and over to myself to help me remember.
42. I outline the chapters in my book to help me study
43. I work hard to get a good grade even when I don't like a class
44. When reading I try to connect the things I am reading about with what I already know.
Student's autonomy
1. To ensure you make progress during English lessons.
2. To ensure you make progress outside class.
3. To stimulate your interest in learning English.
4. To identify your weaknesses in English.
5. To decide the objectives of your English course.
6. To decide what you should learn next in your English lessons.
7. To choose what activities to use to learn English in your English lessons.
8. To decide how long to spend on each activity
9. To choose what materials to use to learn English in your English lessons
10. To evaluate your learning.