The Influence of Learner Motivation

on Developing Autonomous Learning

in an English-for-Specific-Purposes Course

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**The Influence of Learner Motivation on Developing
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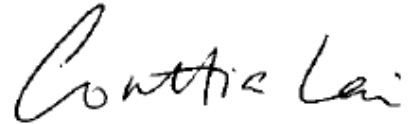at the University of Hong Kong

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This study adopts both quantitative and qualitative approaches to identify factors which motivate and hinder the science majors to take charge of their language learning in a course-based SALL program at the University of Hong Kong. The study attempts to find out the cognitive and psychological factors that differentiate learners' levels of development of autonomous learning, and the contextual and social influences surrounding the learners' participation in course-based SALL.

Data were collected by means of questionnaires, focus group discussions and learners' written evaluations. A total of 138 students from eight classes were selected to participate in the questionnaire survey and the SALL evaluation exercise. Eight focus group discussions were conducted to obtain qualitative data.

The results indicate significant differences exist in identified regulation and self-efficacy between successful and less successful users of SALL. Also, a number of social and contextual factors are found to have an impact on the learners' success in SALL. These include relationships with significant others, social settings, implementation of SALL into the curriculum, affective factors, mastery of metacognitive skills and the nature of SALL itself. Based on the findings, a number of recommendations were made for successful integration of SALL into language courses.

Declaration

I hereby declare that this dissertation represents my own work and that it has not been previously submitted to this University or any other institution in application for admission to a degree, diploma or other qualifications.

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Chapter 1

Introduction

Classroom-based, teacher-directed language learning has been dominant in language teaching and learning for decades; however, the notion of independent, autonomous learners is also not novel to language teachers. The concept of autonomy started to take root when the *Centre de Recherches et d' Applications en Langues* (CRAPEL) was established in 1971 in France (Benson 2001).   Both modes of language learning seem to have developed independently; no attempt had been made until the late 1980s to integrate self-access language learning into the school curriculum (e.g., Dam & Gabrielsen, 1988; Hall & Kenny, 1988; Karlsson, Kjisik & Nordlund, 1997).   A majority of research in the English language learning field has been focusing largely on teaching or course effectiveness, but little has been done to look at what makes learners become self-determined enough to take control of their own learning, and the factors that differentiate successful and less successful self-access users.   The growing interest in the sociocultural dimension of language learning among applied linguistics researchers has made ESL researchers turn their attention to learner motivation and autonomy in classroom settings; however, learner motivation and autonomy in self-access settings within the school curriculum have not been adequately addressed in the literature.

To fill the research gaps mentioned above, the present study aims to:

1. identify cognitive and psychological factors which differentiate learners' levels of development of autonomous learning

2. explore the impact of social and contextual influences on learners' exercise

of self-control in course-based SALL.

The findings will inform institutions and teachers of what to watch out for when considering integrating SALL into the curriculum so as to make language learning both inside and outside the classroom more effective.

In the following chapters, the literature of motivation and autonomy in second language learning is reviewed to justify the research questions of the current study; and the methodology, the research instruments and their rationale are explained.

Chapter 2

Literature review

Self-Access Language Learning is an approach to learning which requires learners to exercise a high level of control over their learning outside the classroom including "learning management, cognitive processes and learning content" (Benson, 2001, p. 50).   Little (1990) stresses that autonomy, as exhibited in SALL, "is **not** something that teachers do to learners; that is, it is **not** another teaching method" (p. 7).   Benson (2003) argues that "autonomy can be fostered, but not taught" (p. 290).   Broady and Kenning (1996) express a similar idea that "learner autonomy cannot be taught in the traditional sense, but can only be 'promoted'"(p. 9).

Dickinson (1995) characterizes autonomous learners as "those who have the capacity for being active and independent in the learning process; they can identify goals, formulate their own goals, and can change goals to suit their own learning needs and interests; they are able to use learning strategies, and to monitor their own learning" (p. 167).   According to Ridley, Schutz, Glanz, & Weinstein (1992), the metacognitive learning strategies that autonomous learners can make use of include taking conscious control of learning, planning and monitoring learning strategies and progress, correcting errors, reflecting on the effectiveness of learning strategies, and making changes to learning behaviors and strategies accordingly.   The control an autonomous learner exerts over his learning demonstrates his capacity to take control of his own learning (Benson, 2001).   Holec (1981) points out that "the learner will make use of his ability to [self-direct his learning] only if he so *wishe*s …" (1988, p. 8).   The learners' desire to integrate themselves into the culture of the target

language is one of the building blocks of Gardner and Lambert's (1972; 1985)

socio-psychological approach to motivation which dominated the research of L2

motivation in the 1980s and 1990s. Gardner's model addresses the differentiation

between integrative and instrumental orientations and focuses on integrative motive[1].

2.1 Major criticism of the socio-psychological model in relation to autonomous language learning

Most of the criticism of the socio-psychological model has centered around

"integrativeness". The major criticism is the applicability of the concept of

"integrativeness" in contexts where no potential "integration" is possible. Morgan

(1993) is skeptical about the usefulness of integrative orientation in a foreign

language learning context such as Hong Kong where Chinese is the dominant

language in most domains and English is used as an auxiliary language in limited

domains. In a similar vein, Dörnyei and Csizér (2002) have contended that "the

actual term integrativeness may not do justice to the overall and indisputable

importance of the concept, as this factor also appears in situations that are very

different from that in Canada in that there is no real or potential 'integration'

involved" (p. 455).

In terms of the predictive power of integrativeness for SL achievement, Au (1988)

has argued that not all measures of integrative motivation correlated positively with

SL achievement. Noel *et al.* (2003) suggest that the inapplicability of

integrativeness to all sociocultural contexts and the lack of follow-up work to

conceptualize "a psychological mechanism to account for the importance of the [other]

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[1] See Appendix A for a description of Gardner's socio-psychological model of second language acquisition.

four orientations for L2 motivation" (p. 37) result in a shift among some L2 researchers to look for alternative motivational perspectives to account for learner motivation in other sociocultural contexts to complement (Oxford 1996) the integrative-instrumental distinction.

It is especially true for autonomous language learning in the domain of self-access language learning (SALL).   As autonomy in second language learning is concerned with the development of the capacity for taking control over the cognitive processes, learning management and learning content (Benson 2001), and the attitudes towards learner independence, learner responsibility, learner choice, decision making, critical reflection and detachment (Dickinson 1993; Holec 1985; Little 1991), it seems that Gardner's model gives little help in attempt to establish links between motivation and autonomy (Dickinson 1995).   Gardner's model has also been criticized for giving only "snapshots" of learning behaviors without accounting for the learning experiences of learners.   In a cognitive approach to motivation, processes play a central role, mediating and shaping involvement in learning (see Dörnyei and Ottó 1998; Ushioda 1996a; Williams and Burden 1997).

Dörnyei (2001) argues that "a major challenge for motivational theories is to… portray motivational processes as they happen in time" (p. 82).   In addition to the shift of attention to the cognition and processes of motivation in L2 learning, the recent revival of interest in Vygotsky's conception of 1) motivation and autonomy as a socially constructed process (see Ushioda 2003, 2006a, 2006b) and 2) the process of internalization to make individuals become self-regulated as a result of social interaction with more competent others (Vygotsky 1978) has attracted L2 scholars to explore the link between L2 motivation and autonomous language learning.

2.2 Cognitive motivation in language learning

Since the 1990s, some influential theories of motivation in the general education literature have been used to explain L2 motivation in relation to autonomy.   Among those motivational formulations, Deci and Ryan's (1985) self-determination theory has been one of the most widely-adopted approaches to account for motivational autonomy.   Dickinson (1995) demonstrates the possibility of reinterpreting Gardner's distinction between integrative and instrumental motivation in language learning in terms of a more general distinction of intrinsic and extrinsic motivation.

2.2.1 Self-determination theory

According to Deci and Ryan's (1985) self-determination theory, there are two types of motivation, namely intrinsic motivation and extrinsic motivation.   Figure 1 shows that intrinsic orientation, extrinsic orientation and amotivation lie on a continuum from self-determined to non-determined.   An individual with a high level of self-determination is likely to demonstrate autonomy in his or her learning and lead to higher achievement.

Non-self-determined   Self-determined
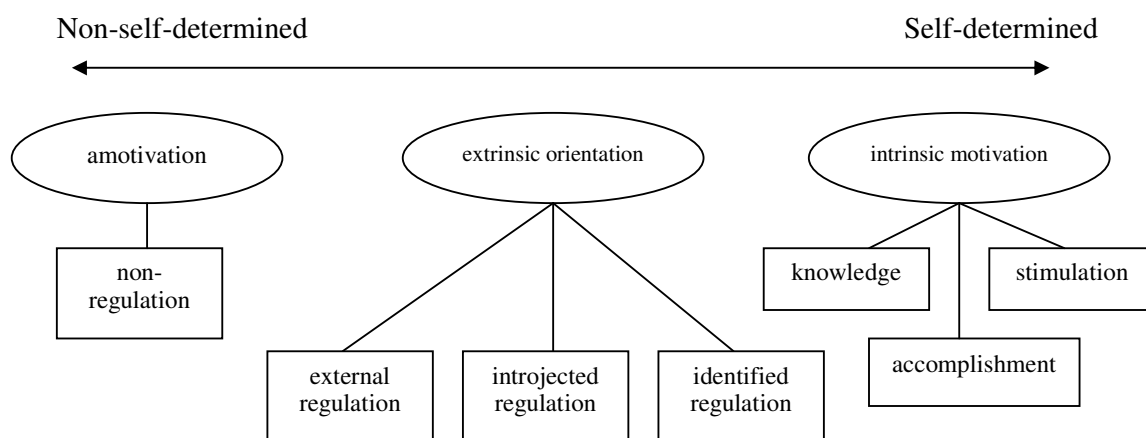
Figure 1   Orientation subtypes along the self-determination continuum (adapted

from Ryan & Deci 2000, p.72)

2.2.1.1 Definitions of intrinsic and extrinsic motivations

Intrinsic motivation is defined as "motivation to engage in an activity because that activity is enjoyable and satisfying to do" (Deci and Ryan, 1985, p. 39) whereas extrinsic motivation refers to "actions carried out to achieve some instrumental end such as earning a reward or avoiding a punishment" (p. 39).

Deci and Ryan (1985) hypothesized that people will seek challenges if they are given freedom to choose what activities to perform.   They will then develop a sense of competence in their abilities and internalize it into the self-concept.   Extrinsic motivation, in a similar vein, lies at one point on a continuum of self-determination, depending on the type of extrinsic motivation.

2.2.1.2 Operationalization of intrinsic and extrinsic motivation

A three-part taxonomy of intrinsic motivation (IM) and three levels of extrinsic motivation (EM) were developed by Vallerand (1997).

Intrinsic motivation is derived from humans' innate needs for competence and self-determination.   According to cognitive evaluation theory, a sub-theory of self-determination theory, intrinsic motivation is characterized by people's need for meeting "optimal challenges" that "stretch personal abilities by a small but significant amount each time, and promote feelings of competence and skill development" (Deci & Ryan 1980, cited in Ushioda 2006b, p. 10).   Furthermore, it is hypothesized that "when people are free to choose to perform an activity, they will seek interesting situations where they can rise to the challenges that the activity presents" (Noels *et al.* 2000).   The first type of intrinsic motivation in the taxonomy, IM-Knowledge, relates to the sensations stimulated by discovering new knowledge.   The second type of intrinsic motivation, IM-Accomplishment, refers to feelings associated with task completion or goal attainment.   Lastly, the third category of intrinsic motivation,

IM-Stimulation, is the motivation for doing an activity for the feeling and sensations associated with performing pleasurable tasks.   Individuals will experience pleasurable sensations when they are performing tasks which are initiated by the individual and challenging enough.

In contrast to intrinsic motivation, extrinsic motivation lies on the continuum from non-self-determination to self-determination: external regulation, introjected regulation, and identified regulation.

External-regulated extrinsic motivation holds only when external incentive is present.   The behaviors of an externally-regulated individual are determined by sources external to the individual such as monetary rewards.   If the external incentive is taken away from individuals, they will discontinue the engagement in the activity. This is the most extreme form of extrinsic motivation which represents least self-determination and can be comparable to Gardner's (1985) instrumental orientation.

Introjected-regulated extrinsic motivation takes place when the external pressure has been transferred to the self of the individual.   The basis for introjected regulation is "taking in but not accepting a regulation as one's own" (Deci, Vallerand, Pelletier, & Ryan 1991, p. 329).   Although introjected regulation is internal to an individual, task engagement only results from threatened sanctions or promised rewards and the regulation is not part of the integrated self (Deci & Ryan 1991).   As a result of internal coercion and seduction, the behaviors exhibited resemble external control rather than self-determined forms of regulation where true choice is not present.

The final type of extrinsic motivation, identified regulation, refers to a state where individuals will do an activity for a good cause.   Identified-regulated individuals would engage in an activity at their own will because they identify with the values it entails.   A sense of choice or volition about behaving in the absence of external

contingencies and introjects is essential to the development of autonomy and self-determination. Though this form of extrinsic motivated behaviors is not fully self-determined as the behaviors are motivated by the usefulness or instrumentality for the activity itself, it is relatively self-determined because the individual would carry out the activity "willingly, for personal reasons, rather than external pressure" (Deci, Vallerand *et al.* 1991, p. 330).

On the far left of the model (Figure 1), amotivation, which is independent of intrinsic and extrinsic motivation, presents the absence of either intrinsic or extrinsic reasons for performing an activity. It refers to the situation in which the individual sees no correspondence between his action and the consequences of that action, and the consequences result from factors beyond his control.

2.2.1.3 Conceptualization of self-determination

Despite the fact that less self-determined motivation is less likely to help individuals develop autonomous learning behaviors, Noels *et al.* (2000) note that extrinsic motivation "does not imply a lack of self-determination in the behavior performed… different types of extrinsic motivation (EM) can be classified along a continuum according to the extent to which they are internalized into the self concept" (p. 61). Nunan (1997) points out that "autonomy is not an all-or-nothing concept, that there are degrees of autonomy" (p. 192). Deci and Ryan (1985) argue that self-determination "is integral to intrinsically motivated behavior and is also in evidence in some extrinsically motivated behaviors" (p. 38). They conceive of self-determination not only as a *capacity*, but also a *need* which embodies "a basic, innate propensity to be self-determining that leads organisms to engage in interesting behaviors, which typically has the benefit of developing competencies, and of working toward a flexible accommodation with the social environment" (p. 38). As

a result of such tendency toward adequate accommodation in the service of one's

self-determination, the choices made by an individual "are based on an awareness of

[his]…organismic needs and a flexible interpretation of *external events*" (p. 38).

Individuals can choose to exert control over their own environment or his outcomes,

and according to Deci and Ryan (1985), giving up control willingly is also a form of

self-determined behavior.   In other words, extrinsically-motivated behaviors could be

considered to be self-determined if the individual has made an informed choice of

being other-regulated instead of self-regulated.   In fact, there are a number of studies

which attempt to link intrinsic motivation and autonomous forms of extrinsic

motivation to positive academic performance[2] (e.g., Grolnick, Ryan, & Deci 1991;

Pintrich, & De Groot 1990).

No activity in reality, especially in the L2 learning context, would guarantee to

induce intrinsically-motivated behaviors for all individuals.   Deci, Vallerand *et al.*

(1991) assume that "people are motivated to internalize the regulation of uninteresting

behaviors that are valuable for effective functioning" (p. 338) if 1) they identify with

the personal utility of the activity; 2) they are offered choices about the activity in an

autonomy supportive environment; and 3) their sentiment and views are respected and

acknowledged by significant others.   Internalization is the central concept of

self-determination and it is "a proactive process through which people transform

regulation by external contingencies into regulation by internal processes (Schafer

1968, cited in Deci, Vallerand *et al.* 1991, p. 328).   Internalization of a

personally-valued behavior as a result of increased perceived competence, relatedness

with significant others and autonomy would give rise to willingness to perform the

activity although the activity may remain uninteresting.

Competence, relatedness and autonomy are the three basic psychological needs

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[2]

inherent in human beings.   Deci, Vallerand *et al.* (1991) conceptualize *competence* to be the understanding of "how to attain various external and internal outcomes and being efficacious in performing the requisite action" (p. 327); *relatedness* to be the development of "secure and satisfying connections with others in one's social milieu" (*ibid.*); and *autonomy* to be the state of "being self-initiating and self-regulatory of one's own actions" (*ibid.*).   According to self-determination theory, autonomy-supportive social and interpersonal contexts are essential for fulfilling the three psychological needs and, in turn, facilitate intrinsic motivation and self-determination.

Controlling contextual events such as promised rewards and threatened punishment are found to have the tendency of fostering an external perceived locus of causality, compromising intrinsic motivation for interesting tasks and hampering the internalization of regulations for uninteresting tasks (Deci, Vallerand *et al.* 1991; Deci *et al.* 1994).   On the contrary, where choices are offered about what tasks to engage in and the amount of time spent on the task, learners of all ages would become more self-regulated and more able to internalize the regulation (Deci *et al.* 1994; Swann & Pitman 1977; Zuckerman, Porac, Lahin, Smith, & Deci 1978).   Acknowledging learners' negative feelings about the task or the way in which they are requested to complete the task is found to reinforce learners' self-determination (Koestner, Ryan, Bernieri, & Holt 1984).

Similarly, learners' self-determined regulation differs depending on the interpersonal style a person, especially the teacher in the language classroom, employs in administering events and presenting feedback.   Deci *et al.* (1994) observed that noncontrolling styles of presenting feedback to learners promotes the internalization of regulation and subsequent autonomous self-regulation.   In addition, classrooms with autonomy-supportive teachers are shown to have positive effects on learners'

intrinsic motivation, perceived competence and self-esteem (Ryan & Grolnick 1986).

2.2.2 Learner beliefs

In Deci and Ryan's (1985) theory of self-determination, the intrapersonal aspect of motivation has been accounted for in terms of the internalization of regulation. To a large extent, internalization of regulations could only be made possible when the orientations are compatible with the individuals' value and belief system. Learners' subjective value system is "a more or less organized collection of internalized perceptions, beliefs and feelings related to one's position in the social world, developed during the past as a reaction to past experiences" (Benson 2001, p. 124) and it determines the internal regulation of learners' approaches to learning and motivation to complete language learning tasks. Developing learners' positive language-related values and attitudes is, therefore, conceived of as having the most far-reaching consequences in motivating learners to become more self-regulated.

Among the beliefs that learners hold which have a direct impact on their motivation, self-efficacy refers to beliefs about their possession of the capability to accomplish a task. Learners' self-efficacy has been shown to be positively correlated with the tendency of engaging in more self-regulatory activities and demonstrating greater intrinsic interest in their studies (Miller, Behrens, Greene, & Newman 1993; Schunk 1984).

Ushioda (1996) argues that differing beliefs are also likely to affect and shape motivation, and the ways in which learners perceive the experiences of learning itself is a crucial motivational dimension. She proposes the notion of motivational thinking which encompasses learners' beliefs about their past learning experiences; motivational and learning goals; intrinsic value of learning in relation to skill development, competence and personal satisfaction; self-concept; learning process;

and their relationships with significant others.   This new dimension has an

implication for the development of learner autonomy.   According to Ushioda (1996),

it is the learner's own thinking which motivates intrinsic, self-regulatory learning

behaviors.   It is, therefore, crucial to help learners shape positive motivational

thinking which would facilitate the development of more self-regulatory language

learning behaviors.

In an investigation of learner readiness for autonomy, Cotterall (1995) found that

learners' beliefs are likely to reflect their readiness for autonomy, and autonomous

language learning behaviors are supported or impeded by specific sets of beliefs.

She identifies six factors that underlie learners' readiness for autonomy including

learner beliefs about the role of the teacher, role of feedback, learner independence,

learner confidence in study ability, experiences of language learning and approach to

studying.   These beliefs may either enhance or inhibit, "learners' receptiveness to the

ideas and activities presented in the language class, particularly when the approach is

not consonant with the learners' experience" (p. 203), as in the case of SALL.

2.3 Developing autonomy in language learning as a socially mediated process

Learner beliefs do not exist in a vacuum.   There is a direct relationship between

an individual's cognitive system and his or her interaction in social groups.   In other

words, an individual is not separable from social life (Vygotsky 1987).

Recognizing the importance of social interaction for learning as a result of the

increasing interest of L2 scholars in sociocultural theory, autonomy research over the

past decade has acknowledged the fact that developing learner autonomy is concerned

with both the individual and social interaction.   Benson (1996) proposes the

distinction between *individual* and *social* autonomy.   The individual dimension of

autonomy involves individual learning styles over collaborative learning whereas

social autonomy pertains to awareness raising and learning generated by interaction, collaboration, individual reflection and experimentation.   Social autonomy, in Vygotskian terms, emphasizes that "the development of a capacity for reflection and analysis, central to the development of learner autonomy, depends on the development and internalization of a capacity to participate fully and critically in social interactions" (Little 1996, 211).

According to Vygotsky's (1978) sociocultural theory, learning is a socially mediated process in which higher-order cognitive functions are internalized as a result of social interaction with more competent others.   To internalize an activity for independent action and self-regulation, one has to engage in a volitional process (Vygotsky 1981), and in independent problem solving activities (Vygotsky 1978) through the interactive support and scaffolding provided by teachers and more capable peers (*ibid.*).   In sociocultural theory (*ibid.*), the concept of the "zone of proximal development" (ZPD) is defined as

> The distance between actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers.

The concept of the ZPD is in line with the concept of "optimal challenge" (*cf.* 2.2.1.2) in the sub-theory (cognitive evaluation theory) of Deci & Ryan's (1980) self-determination theory which depicts the formation of intrinsic motivation as a cyclical process that allows individuals to progress by stretching their personal abilities by a small but significant amount each time, and promotes the learner's perceptions of competence and skill development.   Ushioda (2006) argues that "optimal challenges are those that lie within the zone of proximal development" if there is an attempt to integrate the concepts of sociocultural theory and self-determination theory.

Ushioda (2003) calls for expansion of the unit of analysis in motivation research beyond the psychological perspective to take account of the interaction between the individual and the social setting.   Teachers, undoubtedly, take the prime role of supporting learners' motivation through building necessary scaffolds, and facilitating interactions in the classroom.   Ushioda (2006a) raises a question about whether teachers and other surrounding social practices are implicated in "learners' attempts to exercise self-motivation and take control of affective learning experience" (p. 287) on top of "the genesis and growth of individual motivation" (*ibid.*).   It is obvious that, from a pedagogical perspective, teachers play a crucial role in facilitating the development of effective motivational thinking through the process of giving feedback. Nevertheless, from a critical point of view, the possibility of exercising self-motivation and taking control of affective learning experience depends on the presence of "local constraints on the exercise of self-motivational resources" (*ibid.*) It is important to note that language learners and social contexts are not dichotomous (Norton 2000).   It would be a mistake to assume a distinction between learners who are "motivated and not motivated, introverted and extroverted, inhibited or uninhibited, without considering that such affective factors are frequently socially constructed in inequitable relations of power, changing over time and space, and possibly coexisting in contradictory ways" (*ibid.* p. 5).

In the face of the constraints imposed by the sociohistorically situated phenomena, Ushioda (2006a) posits that the "processes of engaging, constructing and negotiating identities are central to [the]… interface" (p. 289) between motivation and autonomy, and distinguishes *individual identity of self* and *social identity*.   "Integrativeness" (*cf.* 2.1.1) in Gardner's (1985) model has been reframed by L2 scholars as "an international posture" (Yashima 2002), "an internal process of identification within the person's self-concept" (Dörnyei 2005) and "global citizenship" (Lamb 2004) to

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represent individual identity of self.   In contrast to individual identity of self where

an individual has great control over his or her pursuit, social identity is "subject to

conditions and constraints imposed by surrounding social practices" (Ushioda 2006a,

p. 291).   Norton (2000) describes social identity as "how a person understands his or

her relationship to the world, how that relationship is constructed across time and

space, and how the person understands possibilities for the future" (p. 5), and L2

motivation as the "investment" learners make which has the potential of increasing

their cultural capital, self-concept and identity, and aspirations with the acquisition of

symbolic and material resources.   Exerting control over one's acquisition of symbolic

capital, and construction and engagement of identity is subject to the constraints

imposed by the surrounding social environment.   Pedagogically speaking, Ushioda

(2006a) points out the importance of creating an enabling environment for learners to

"speak as themselves" (Legenhausen 1999, p. 81) and engage their identities so that

they would be able to have a better understanding of their identities, aspirations and

the ways of relating themselves to the social world inside and outside the classroom

(Norton 2000).

2.4 Autonomy in self-access language learning

   An autonomy-supportive environment for learners to engage in activities that

allow them to develop a capacity to control their learning (Benson 2001) can be

created both inside and outside the classroom.   Self-access is an approach to learning

language which has been widely recognized as an approach to promoting autonomy as

it encourages learners to move from being teacher-dependent to autonomous (Gardner

& Miller 1999; Sheerin 1991, 1997).   It can take place either in self-access centers or

be incorporated into language programs.

   Gardner and Miller (1999) point out the possibility of incorporating self-access

into language courses.   Tsang (1999) adds that "language courses which incorporate a SALL element seem to be a starting point… if moving toward a SALL-oriented approach to language learning is not a realistic short-term goal" (p. 36). Several current attempts have been made to integrate self-access into courses of ESP/EAP (e.g., Fisher, Hafner, & Young, 2007; Gardner, 2007; Nunan 1996; Toogood & Pemberton 2002).   Success was reported in Gardner's (2007) attempt to increase individualization of learners as represented by their positive attitudes towards SALL and the notion of choice in SALL, the diversity of learning goals set and content adopted in SALL, and learners' satisfaction of the achievement of their learning goals. Toogood and Pemberton (2002) also reported that their three attempts to integrate self-directed learning into the curriculum were reasonably successful in meeting student needs for both free choice and support.   In an EAP program where learners were given opportunities to control their learning, Nunan (1996) contends that such power transfer from the teachers to the learner can increase the awareness of, and sensitivity to, the learning process over time.   Elsewhere, Nunan (1999) highlights the importance of goal-setting and learner choice in encouraging learner independence.

The switch of control over one's learning from the teacher to the learner in the case of curriculum-based self-access does not mean absolute independence.   Little (1990) points out that "as social beings our independence is always balanced by dependence; total detachment is a principal determining feature not of autonomy but of autism" (p. 7).   Voller (1997) argues along the same line that interdependence is crucial to the development of autonomy, and Boud (1988) states that independence entails "an unavoidable dependence at one level on authorities for information and guidance" (p. 29).   In that regard, classroom teachers who attempt to integrate SALL into the curriculum have an important role to play in fostering learners' autonomy and

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"in launching learners into self-access and in lending them a regular helping hand to 'stay afloat'" (Sheerin 1997, p. 63). According to Voller (1997), teachers have three major roles in autonomy-supportive classrooms: 1) facilitator, 2) counselor, and 3) resource. Sheerin (1997), however, warns the teachers of the danger of over-advising and under-advising if they are "ill-prepared" and "ill-equipped" for such roles. To help teachers prepare better for their new roles in the classroom when SALL is an integral part of the curriculum, it is essential for them to understand their learners' motivation to engage in SALL and how far the integration of SALL into the curriculum affects learners' motivation to develop their capacity for taking control of their own learning.

In the existing body of literature on autonomy and motivation, research has been focused mostly on autonomy and motivation in relation to specific skills of language learning such as writing (e.g., Deng 2007, Zhao 2007) and vocabulary (e.g., Dam & Legenhausen 1996), knowledge about the language system (e.g., Allan 1997), examination preparation (e.g., Barrett-Lennard 1997), and strategy use (e.g., Schmidt & Watanabe 2001; Simmons 1996; Wenden 1995; White 1995; Victori & Lockhart 1995). Studies of learners' perceptions of autonomous learning have dominated the existing autonomy research (e.g., Broady 1996; Chavali 2001; Cheung 2005; Cotterall 1995; Fazey & Fazey 2001; Pill 2001; Reinders 2000; St John 1988; To 2005). Yet little work has been done in putting motivation and autonomous learning together in the context of SALL being an integral part of a language course. In addition, although there have been some attempts to explore how various motivation-related variables were related to success and failure in language learning (e.g., Nikolov 2001; Yap 1998), those studies were not specific to the self-access learning context where learning takes place outside the classroom. Furthermore, motivation and autonomous learning are individual as well as social behaviors which require

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interaction with the significant others and other surrounding social practices.

Empirical evidence regarding the social interactions between social factors and

self-regulation is lacking.   To fill the gaps mentioned above, the present study

attempts to answer the following research questions:

1. What cognitive and psychological factors differentiate learners' levels of

    development of autonomous learning?

2. What are some of the social and contextual influences surrounding the

    learners' participation in course-based SALL?

Chapter 3

Methods

3.1 Subjects

The subjects were 138 second year undergraduate students[3] from the Faculty of Science who took the course, Advanced English for Science Students[4]. The students in the sample were assigned to the researcher's classes at random. Students who were in the researchers' classes were automatically included in a questionnaire survey. Based on responses to the questionnaire, suitable subjects were identified to also participate in later focus group discussions (FGDs)[5]. Subjects of different degrees and types of motivation in implementing SALL were invited to take part in the FGDs. Subjects' participation in both the questionnaire survey and FGDs was voluntary.

3.2 Setting

The course is a 12-week enhancement course offered to second year undergraduates of the Science Faculty. There are three strands in the course, namely speaking, SALL and writing (see Appendix B). The aim of the SALL component, which accounts for 30% of the final grade for the course, is to promote self-directed, autonomous learning. The component emphasizes the notion of learner choice, personalization of learning goals and learner responsibility in the learning process (see Appendix C for the rationale of the SALL component). Students are required to

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[3] The sample represents 30.22% of the student population in the 2005 cohort in the Faculty of Science at HKU

[4] The course was offered by the English Center of the University of Hong Kong (HKU) in the second semester of the academic year 2006/07.

[5] The criteria for selecting focus group participants included the degree of motivation that the course participants exhibited in carrying out Self-Access Language Learning (SALL) during the course, and their attitudes and beliefs about autonomous language learning as shown by their questionnaire responses.

allocate at least 8 hours through Weeks 2 to 4 and Weeks 6 to 10 to carry out SALL.

Before the course officially started in January 2007, the students were asked to complete a SALL Orientation Form (see Appendix D) to familiarize themselves with the self-access facilities available at the university and to think ahead about how SALL could benefit their study of the course.   When they came to the first session of the course, they were expected to have some knowledge about the self-access language learning resources available to them on campus.

The course started with a pre-course diagnostic proof-reading test of grammar and pronunciation diagnostic test which were followed by a needs analysis carried out by either the students themselves or in collaboration with the teacher.   According to the feedback given by the teacher and the test results, the students were asked to write a personalized learning plan and a detailed study plan (see Appendices E & F) to set SALL goals, anticipate outcomes of their learning plan, and predict how far their goals could be achieved.   In addition to the self-assessment of goal attainment, the students had to keep a record of their SALL activities and their learning experience (see Appendix G), and, at the end of the semester, reflect on how well they had achieved their SALL goals and expected outcomes (see Appendix H) and evaluate the SALL component of the course (see Appendix I).   During the course, the students had to submit the SALL records periodically to their teacher for checking progress.

The students were required to present evidence of learning at the end of the course with a learning portfolio.   Students who failed to provide evidence to satisfy their teachers that they have fully participated in the SALL strand would suffer a reduction of 10% of their final grade for the course.

To measure the results of the effort that the students had put into SALL, they took an end-of-term proofreading grammar examination and a post-course speaking test, which accounted for 30% and 40% respectively of the final grade for the course.

An approximate measure of respondents' success in developing autonomous learning was created by calculating the sum of their SALL Portfolio, Proofreading Examination and Speaking Test (all of which were potential self-access learning goals) and then categorizing the 51.4% of respondents who achieved a score higher than the mean (68.5) as "successful users of self-access learners" and the rest (48.6%) as "less successful self-access learners".   There were few demographic differences among the successful and less successful self-access learners except that in the latter category males (88.9%) vastly outweighed females (11.1%).

3.3 Research instruments

Data were collected from a questionnaire, FGDs, and learners' written evaluations of the SALL program.

3.3.1 Questionnaire

The purpose of the questionnaire (see Appendix J) was to collect quantitative data which would provide a snapshot of learners' past learning experiences, learners' beliefs about language learning, learners' readiness for autonomy, and learners' types and degrees of self-regulation.   The snapshots obtained from the questionnaire were subsequently used to determine the topics to be further explored in the FGDs.   The items in the questionnaire were drawn from various existing inventories (Wright 1987; Horwitz 1988; Cotterall 1995, 1996; Vallerand, Pelletier, Blais, Brière, Senécal & Vallières 1992) designed to find out the above-mentioned issues in language learning.

A pilot questionnaire was administered to three students on the course one week before the administration of the survey to check the usability of the questionnaire items.   Confusing or misleading items were eliminated from the questionnaire.   The three students who participated in the pilot study were excluded from the data used in

the current study.

The questionnaire was divided into six sections, namely 1) past language learning experiences, 2) beliefs about language learning, 3) self-concept of competence in language learning, 4) attitudes to autonomous language learning, 5) motivation in language learning, and 6) background information.   In the questionnaire, a number of question types such as dichotomous questions, Likert scales[6], rank-order questions, rating scales and open-ended questions were used to elicit responses from the respondents.   While almost all of the items in the questionnaire were closed questions, two open-ended questions (items 10[7] and 128[8]) were included to obtain qualitative data.   Detailed descriptions of the questionnaires are shown in Appendix K.

To allow the subjects sufficient time to experience SALL before completing the questionnaire, the survey was administered in the 6th week of the course. Respondents took it home and returned it one week later.   Of the 140 questionnaires returned, 138 of them were valid and subsequently used for data analysis.   Table 1 shows the profile of the sample.

3.3.2 Focus group discussions

Subjects who demonstrated different types and degrees of self-regulation were invited to take part in FGDs which explored 1) learners' motivational patterns in relation to SALL, 2) the influence of teachers and other surrounding social practices on learners' motivation in exercising self-regulation, and 3) the impact of the integration of SALL into language courses on learners' motivational autonomy.

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[6] A "don't know" option was offered for most attitudinal questions on Likert scales; and factual, dichotomous questions to allow respondents to express their genuine lack of opinions or knowledge.
[7] Item 10 elicits open-ended comments from the respondents on their likes and dislikes about the ways they were taught in their previous English classes.
[8] Respondents were given some space at the end of the questionnaire in item 128 to express any additional comments on autonomous learning and/ or learner motivation.

Table 1
Summary of Sample Profile

Years of English Studies:	15 years on average
Gender:	male - 58% female - 42%
Percentage of respondents learning one other foreign language:	63.5%
Time used for studying English per week:	Less than two hours – 45% Two to four hours – 43% Four hours or more – 12 %
Frequency of the use of English outside class:	Frequent – 17% Occasional – 76% Rare – 7%
Most likely occasions of using English:	1. Talk with exchange students or teachers on campus and/ or in halls 2. Watch English movies 3. Communicate with non-Cantonese speakers.

Eight focus groups consisting of five to seven participants each were conducted in English in the 11th week of the course after the learners had completed all their SALL activities.   A sample of 42 learners (17 female; 25 male) with differing levels of self-regulation[9] was placed in eight focus groups.   There were two rounds of FGDs, each of which consisted of four one-hour sessions.   Each participant was randomly assigned to one of the eight one-hour sessions.   The discussions were moderated and recorded by the researcher.   The purpose of having four sessions in each round was to ensure that the issues in each round were adequately explored.   Each round of the FGDs had a unique theme which allowed the moderator and the participants to stay focused and avoid getting into the trap of obtaining repetitive information from both

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[9] The participants' levels of self-regulation were determined by 1) their responses in the questionnaire, teacher's observation in class discussion on SALL, and 3) the learners' records of SALL.

rounds of discussions.   In that regard, two moderator's guides (Appendices L & M) were developed to guide the flow of the discussions.   The purpose of the 1st round of the FGDs was to find out the participants' 1) past learning experiences, 2) perceptions of autonomous learning, 3) SALL experiences, and 4) attitudinal and behavioral changes after the experiences of SALL in the course.   The data obtained in the 1st round of FGDs indicated that further exploration of the potential factors that motivate or fail to motivate self-regulatory behaviors in second language learning was necessary.   The second round of FGDs, therefore, focused more on understanding the levels of motivation that the participants had demonstrated in the course of carrying out SALL and the causes of their learning behavior (or the lack of it).

To ensure the credibility of the participants' accounts of their learning experiences and their beliefs and attitudes, the moderator reassured the participants that their discussions would be kept in strict confidence.   The moderator also emphasized to the participants that the research study was independent of the course assessments to alleviate their worries about the negative consequences of speaking honestly.

3.3.3 SALL portfolio

The 143 subjects were required by the course teacher to prepare a portfolio to demonstrate their progress and effort that they had put into SALL during the semester, which was submitted to the teacher at the end of the course (Table 2).

Table 2
Items in SALL Portfolio

Item	Appendix
1) SALL Orientation Task	Appendix D
2) SALL learning goals and expected outcomes	Appendix E
3) Detailed study plan	Appendix F
4) SALL record	Appendix G
5) Reflection on SALL	Appendix H
6) SALL evidence	N/A
7) Written evaluation of the SALL component of the course	Appendix I

The portfolios were evaluated by the teacher based on the SALL evidence given and learners' self-reflections.   The portfolios were awarded a score between 1 and 6. Learners with higher scores showed strong quantitative and qualitative evidence of effort in SALL in their portfolios, and wrote reflective, insightful statements about their learning experiences.   On the contrary, learners with lower scores failed and/or did not bother to supply convincing learning evidence and tended to choose more leisurely activities such as watching movies and listening to songs for their SALL. The reflections written by this type of learners were often less critical and reflective, and considerably shorter.

3.3.4 Learners' written evaluation of SALL

To check the credibility of the data obtained from the questionnaire and the FGDs, triangulated data were sought from the subjects' end-of-course evaluation of the SALL component.   All of the 143 subjects were asked to write an evaluation of about 300 to 400 words based on six guiding questions (see Appendix I).   The evaluations were submitted as part of the SALL Portfolio.   Two cases of "no submission" were identified.   Subsequently, a total of 141 evaluations were used in the analysis.

3.4 Data analysis

The analysis of data draws upon both quantitative and qualitative methods.

3.4.1 Quantitative data analysis

3.4.1.1 Questionnaire data

The quantitative data from the questionnaire were analyzed using SPSS[10] to obtain descriptive and inferential statistical results.   To make the data more

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[10] Statistical Package for the Social Sciences, version 14.0 for Windows

manageable, a factor analysis was carried out to reduce the amount of data obtained from the questionnaire and explore the classification of the variables.   This data reduction and structure detection procedure was aimed to find out the relevant clusters of information which emerged from the questionnaire data.

The factors identified were subsequently used to measure the impacts of these factors on the learners' different levels of development of autonomous learning in the one-way analyses of variance (ANOVAs).   In addition to the clusters, the remaining non-factored items under each section of the questionnaire were also used as separate items in the analyses.

Table 3 presents the results of a principal component factor analysis using varimax rotation which resulted in a five-factor solution with eigenvalues greater than 1.0, explaining 57.5% of the total variance.   Details descriptions of each of the five factors can be found in Appendix N.

The five factors which emerged from the data present an interesting scenario.   While the respondents, in general, show a relatively low level of self-confidence in English, they tend to be more extrinsically-motivated and are more inclined to the prospective monetary and materialistic rewards related to their future careers.   Compared with extrinsic orientation, intrinsic motivation seems to play a less significant role in stimulating learners' action to learn English.   Fortunately, despite the fact that learners do not exhibit strong self-efficacy and intrinsic motivation, they show a positive attitude toward autonomous language learning and a low level of teacher-dependence.   It would be interesting to find out the reason for such a phenomenon from the qualitative data.

Table 3
Factor Loadings (principal components, varimax rotation)
of 44 Autonomous Language Learning Indicator
(N = 138)

	Mean	S.D.	1	2	3	4	5
Intrinsic Motivation for Learning English[1]							
For the pleasure I experience when I discover new things that I have never seen before. (q100)	2.90	.92	**.77**	.11	.05	-.03	-.07
For the satisfaction I feel when I am in the process of accomplishing difficult language activities. (q111)	2.57	.94	**.75**	-.15	.09	.11	.12
Because for me, English is fun. (q102)	2.47	1.01	**.74**	-.05	.11	-.14	.04
For the pleasure I experience while surpassing myself in my study of English. (q97)	2.99	.87	**.72**	.18	.00	-.15	.03
Because I experience pleasure and satisfaction while learning new things about English. (q93)	2.71	.77	**.72**	.11	.13	.00	.07
For the pleasure that I experience in broadening my knowledge about the world which appeals to me. (q107)	2.71	.88	**.71**	.04	-.07	-.07	.00
For the pleasure that I experience while I am surpassing myself in one of my personal accomplishments. (q104)	3.32	1.00	**.70**	.04	.08	-.03	.18
For the pleasure that I experience when I am taken by discussions with interesting teachers. (q109)	2.62	1.00	**.68**	.09	.18	.10	.15
Because I want to show myself that I can succeed in my study of English. (q119)	2.63	1.05	**.68**	.02	.13	.24	-.08
Because I really like learning English. (q95)	2.68	1.00	**.66**	-.03	.28	-.12	.02
To prove to myself that I am capable of acquiring a second language. (q98)	2.60	1.08	**.65**	.23	.00	-.08	.06
For the 'high' feeling that I experience while using English to express myself and understand things. (q116)	2.75	1.15	**.65**	.10	.01	.24	-.09
Because learning English allows me to experience personal satisfaction in my quest for excellence in my academic studies. (q118)	2.98	.89	**.63**	.21	.12	.15	-.06
Extrinsic Motivation for Learning English[1]							
In order to obtain a more prestigious job later on. (q99)	3.43	.94	.03	**.91**	.02	.00	-.01
Because I need English in order to find a high-paying job later on. (q92)	3.31	1.00	-.01	**.89**	.03	.03	-.16
In order to have a better salary later on. (q113)	3.29	1.02	.17	**.87**	.01	.13	-.01
Because this will help me make a better choice regarding my career orientation. (q108)	3.46	.96	.15	**.87**	-.01	.04	.08
Because I believe learning English will improve my competence in my career. (q115)	3.65	.88	.09	**.86**	.01	.06	-.04
Because I want to have "the good life" later on. (q106)	3.23	.96	.27	**.81**	.01	.15	.11
Because eventually it will enable me to enter the job market in a field that I like. (q101)	3.38	.95	.09	**.80**	-.04	-.04	.02
Because I think that having a high level of English proficiency will help me better prepare for the career I have chosen. (q94)	3.79	.87	.00	**.76**	-.01	-.08	.01

Table 3
Factor Loadings (principal components, varimax rotation)
of 44 Autonomous Language Learning Indicator
(N = 138) (cont.)

	Mean	S.D.	Factors				
			1	2	3	4	5
Self-efficacy[2]							
How confident are you that you have the ability to learn English successfully? (q56)	3.50	.82	.17	.07	**.81**	-.09	.05
My level of self-confidence in learning English is (q51)	2.82	.73	.11	-.08	**.81**	.04	-.08
My standard of English is (q50)	2.80	.88	.08	-.03	**.80**	-.02	-.08
My level of success as a language learner is (q54)	2.98	.84	.15	-.17	**.79**	.03	.08
My ability to learn English is (q52)	2.76	.85	.11	.02	**.77**	-.03	-.03
How confident are you that you know how to find an effective way to learn English? (q59)	2.73	.80	.05	.05	**.74**	-.18	.19
How confident are you that you have the ability to get the score you are trying for in your next grammar proofreading test? (q58)	2.57	.78	-.08	.18	**.73**	-.11	.04
My ability to learn English outside the classroom on my own is (q53)	3.21	.74	.13	-.07	**.70**	.02	.10
How confident are you that you have the ability to write accurately in English (q57)	2.92	.84	.01	.19	**.64**	-.39	.05
I believe that I will ultimately learn to speak English very well. (q13)	2.82	.77	.35	-.05	**.57**	.13	-.09
My ability to test myself to see how much I have learned is (q55)	2.87	.71	.00	-.03	**.50**	-.09	.31
Beliefs about Teacher's Role[3]							
I like the teacher to set my learning goals. (q71)	2.79	.85	-.13	-.06	.03	**.76**	.07
I like the teacher to tell me how long I should spend on an activity. (q75)	2.75	.81	-.01	-.03	-.03	**.74**	.01
The role of the teacher is to set my learning goals. (q45)	2.67	.76	-.04	.19	-.09	**.71**	-.03
I need the teacher to tell me how I am progressing. (q62)	3.34	.76	.13	-.04	.03	**.67**	-.03
I like the teacher to tell me what to do. (q73)	3.06	.82	.04	-.10	-.19	**.65**	.06
I like the teacher to tell me what my difficulties are. (q72)	3.86	.64	-.03	.09	-.06	**.58**	.02
The teacher should make me work hard. (q84)	3.07	.88	.18	.29	-.08	**.55**	.07

Table 3
Factor Loadings (principal components, varimax rotation)
of 44 Autonomous Language Learning Indicator
(N = 138) (cont.)

	Mean	S.D.	Factors				
			1	2	3	4	5
Attitudes to Autonomous Language Learning[3]							
Good language learners will set learning goals for themselves. (q37)	3.75	.76	-.11	.00	-.07	.22	**.72**
Effective language learners make decisions about their own learning. (q80)	3.94	.56	.25	.12	-.01	-.10	**.69**
Good language learners will measure their language learning progress. (q48)	3.66	.71	.13	-.09	.07	.01	**.68**
It is important to make decisions about one's own learning. (q78)	3.82	.57	.01	-.16	.10	-.03	**.58**
As a course participant of ECEN2802, I have the opportunity to make decisions about my learning. (q79)	3.90	.66	-.01	.20	.12	.07	**.55**
Eigenvalue			8.6	6.3	4.7	3.4	2.3
Variance explained			15.6%	14.3%	13.7%	8.4%	5.5%
Cronbach's Alpha			.91	.93	.91	.79	.68

Note.
[1]The scale used: 1 = not true at all; 2 = true to a little extent; 3 = true to some extent; 4= true to a great extent; 5 = completely true
[2]The scale used (after shrinking the scale for self-concept of competence in language learning from 10 to 5): 1 = not good/confident at all; 2= not good/confident; 3 = quite good/confident; 4 = good/confident; 5 = extremely good/confident
[3]The scale used: 1 = strongly disagree; 2 = disagree; 3 = neutral; 4 = agree; 5 = strongly agree

3.4.1.2 Conceptual content analysis of students' written evaluation of SALL

To identify the factors that motivate learners to pursue their SALL goals and the factors that inhibit them from carrying on with their SALL plan, a conceptual content analysis of students' written evaluation of SALL was carried out. Another purpose of the analysis is to verify the findings derived from the questionnaire and focus group discussions. The ideas related to learner motivation, learner autonomy and SALL in the students' written evaluation were coded[11] and the occurrence of ideas was counted with

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[11] To identify the prominent concepts emerged from the SALL evaluations, the texts were initially read and coded by the researcher to compare them to a list of concepts (key words) which were compiled by

the aid of NVivo 2.0 to find out the ways in which learners judge SALL from the

perspective of users of SALL.

The concepts were subsequently sorted into four groups, namely A) positive

comments on SALL, B) gains from SALL, C) sources of motivation for SALL, and D)

hindrances for SALL.   Table 4 shows the coding for the students' evaluation of

SALL in the conceptual analysis.

Table 4
Conceptual Content Analysis Code List for Students' Evaluation of SALL

A.   Positive comments on SALL
1.   Allowing focus on weaknesses
2.   Interesting learning method
3.   Learner choice of learning materials and methods
4.   Freedom of choosing when and where to learn
5.   Useful learning materials in Learning Resource Center
6.   Meet learners' needs
7.   Useful integration of SALL into the course
8.   Enhance learning skills
9.   Allows change of plan
10. Increases exposure to English learning
11. Goal-directed
12. No formal assessment

B.   Gains from SALL
1.   Improved learning skills
2.   Improved self-discipline
3.   Higher motivation
4.   Better understanding of learners' own weaknesses
5.   Satisfaction
6.   More informed about resources available
7.   Heightened awareness of the importance of self-learning
8.   Friendship
9.   More positive view on English learning
10. Better time management
11. More independent

C. Sources of motivation for SALL
1.   Good grades for the course
2.   Communicating with English speakers for academic/ work purposes
3.   Interest in the learning activities
4.   Accomplishing goals

the researchers based on the results obtained from questionnaire responses and FGDs.   In the process
of coding the texts, the researcher added additional concepts as they emerged from the texts to the
existing list of concepts.   Both matching texts (with the pre-determined codes) and texts in some
altered or collapsed form were accepted and used in the analysis.

Table 4
Conceptual Content Analysis Code List for Students' Evaluation of SALL (cont.)

5. Better career prospects
6. Clearly-defined goals
7. Passing international language examinations
8. The resources and learning atmosphere in Language Resource Center
9. Use of technology in language learning
11. Record-keeping for SALL (for meeting course requirement)
12. Ability to make choices
13. Determination in improving weaknesses
14. Learning partners
15. Easy access to language resources
16. Fun in language English
17. Preparation for further studies
18. Teacher's praise
19. Desire for knowledge in English
20. Sense of success
21. Following SALL learning plan (to meet deadlines)

D. Hindrances for SALL

1. Heavy workload from core courses
2. Inability to choose suitable learning resources
3. Failure to follow through initial SALL plan
4. Poor management of time and work
5. Unbalanced emphasis of goals
6. Too many goals
7. Lack of knowledge about learners' own weaknesses
8. Laziness
9. Lack of interest in SALL activities
10. Sense of failure
11. Lack of perseverance
12. Sense of coercion
13. Requirement of SALL records
14. Requirement of SALL evidence
15. Insufficient supervision
16. Assessment
17. Absence of objective measures of learning outcomes
18. Absence of immediate need to improve language skills
19. Lack of noticeable improvement of language skills
20. Limitations of the LRC
21. No learning partner
22. Time clashes with other commitments

3.4.2 Qualitative data analysis

The analysis of the qualitative data obtained from the FGDs involved transcribing,

coding, categorizing and summarizing the data.   The open-ended responses from the

questionnaire and the transcripts of the FGDs were coded and analyzed qualitatively with the aid of NVivo 2.0 to explore the interesting phenomena arisen from both sources of data.   In addition, another aim of the procedure was to identify verbatim evidence to investigate the extent to which teachers and other surrounding social practices such as peers, resources available to learners, learners' workload and preferences are implicated in learners' success in SALL, and the impact of the integration of SALL into an ESP course on learners' motivation in carrying out SALL.

3.4.2.1 Focus group discussions

A list of key words was devised for coding after the researcher's careful reading of the transcripts as shown in Table 5.   A number of sub-categories under each main theme were identified.   The excerpts of the comments made by the focus group members were recorded and analyzed to find out the emerging ideas which give clues to the research questions regarding the influence of social practices and integration of SALL on learner motivation.

Table 5
Code List for Focus Group Discussions

A. Learners' past learning experience
   1. Effects

B. Regulation of language practices
   1. Teacher-directed
   2. Self-directed
   3. Influence of parents
   4. Textbook

C. Effectiveness of language learning
   1. Teacher-directed
   2. Self-directed
   3. Effects
   4. Use of textbooks

D. Understanding of autonomous learning
   1. Past
   2. Present

Table 5
Code List for Focus Group Discussions (cont.)

E. *Motivation*
1. Intrinsic motivation
   a. knowledge
   b. stimulation
   c. accomplishment
   d. culture
2. Amotivation
   a. no immediate needs
   b. boredom
3. Extrinsic motivation
   a. external
   b. identified
      i. improve inadequacy
      ii. perceived needs / expectations from others
   c. introjected

F. *Social practice*
1. Teachers
   a. feedback
   b. goal-setting / monitoring
   c. recommending learning resources
   d. high level of teacher-dependence
   e. assessment
   f. stimulation
   g. role model
2. Opportunities to travel to English-speaking countries
3. Language Resource Center
4. Resources available in the learners' immediate environment
5. Peer influence (support and competition)
6. Language learning environment in Hong Kong
7. Opportunities to apply language skills
8. Access to language practice
9. Feedback received as a result of the interaction with others in English
10. Convenience provided by informational technology
11. Library
12. Time constraints
13. Nature of SALL activities and materials
14. Presence of rewards
15. Language course design
16. Presence of deadlines
17. Other commitments in life

G. *Difficulties encountered*
1. Unnoticeable language improvement
2. Record-keeping
3. Limited time in the course for SALL
4. Laziness
5. SALL materials
6. Insufficient feedback

Table 5
Code List for Focus Group Discussions (cont.)

    7. Lack of real choice
    8. Temptations to cheat
    9. Insufficient guidance
    10. Heavy workload in core courses
    11. Lack of confidence
    12. Lack of family support

  H. *Integration of SALL into ESP courses*
    1. Assessment
    2. Learner training
    3. Motivation
    4. Understanding SALL

The key words were fallen into eight themes[12], namely A) learners' past learning experiences, B) regulation of learning practices, C) effectiveness of learning practices, D) understanding of autonomous learning, E) motivation, F) social practices, G) difficulties encountered, and H) integration of SALL into ESP courses.

3.4.2.2 Open-ended comments from questionnaire

The inclusion of the open-ended comments in the analysis is aimed to explore additional issues which had not been addressed in the questionnaire and FGDs.

In the open-ended comments about the likes and dislikes about the ways the respondents were taught (Questionnaire Item 10), eight categories of favorable and unfavorable comments emerged from the written comments respectively as represented in Table 6.   Of the 138 completed questionnaires, 90 valid entries of comments were submitted.   Of the valid responses, 27 statements were positive while 47 were negative about the learners' past language learning experiences.   Sixteen respondents described both positive and negative experiences while 48 chose not to respond to the open-ended question.

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[12] The moderator's notes in Appendix O describe the themes and the rationale for the categorization of ideas.

Table 6

**Code List for Open-ended Comments about
Likes and Dislikes about Past English Learning Experience
from Questionnaire**

A. Likes	*B. Dislikes*
1. Interactions involved in teaching and learning	1. Examinations
2. Useful learning tasks	2. Heavy focus on academic English
3. Caring and responsive teachers	3. Use of textbooks
4. Sufficient preparation for examinations	4. Tedious teaching methods
5. Practical use of English	5. Uninteresting learning tasks
6. Movie-watching	6. Non-interactive assessments
7. Teaching of grammar	7. Unstimulating English classes
8. Rewards received in English classes	8. Large class size

The second open-ended item of the questionnaire (Questionnaire Item 128),

which invited additional comments from the respondents on learner motivation and

autonomous learning, had attracted 38 entries of comments.   Ten groups of concepts

were found prominent in the entries as illustrated in Table 7.

Table 7
**Code List for Open-ended Comments on Autonomous Learning and
Learner Motivation from Questionnaire**

1. Teacher guidance in SALL
2. Peer support and influence
3. Laziness
4. Motivation
5. Autonomous learning
6. Applications of English skills
7. Personalization in SALL
8. Feedback in SALL
9. English learning environment for SALL
10. Busy daily schedule in life

In the following chapter, quantitative and qualitative data regarding the motivational factors are presented and discussed in relation to the learners' success in taking control of their learning in the SALL program.

Chapter 4

Findings and discussion

This chapter presents and discusses data about the ten major factors found in this research to influence the learners' development of autonomous learning.   The chapter begins by reporting the cognitive and psychological factors found to differentiate the learners' levels of development of autonomous learning.   Then it reports the social and contextual influences surrounding the learners' participation in course-based SALL.

4.1 Extrinsic rewards

The application of a one-way ANOVA shows that there was a significant difference in *extrinsic motivation* between successful and less successful users of SALL with $F(1, 136) = 5.51$, $p < .05$ (Table 8)[13].

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Table 8
One-way Analysis of Variance for Learners' Success in SALL
by Extrinsic Motivation Construct

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Motivational Construct	Types of users of SALL						
	Successful users of SALL		Less successful users of SALL				
	M	SD	M	SD	*F(1, 136)*	*p*	Eta Squared
Extrinsic Motivation for Learning English	3.53	.75	3.14	.85	5.51	.02	.04

The scale used: 1 = weakest; 2 = weak; 3 = medium; 4= strong; 5 = strongest

Two of the eight items loaded on the *extrinsic motivation* construct showed significant differences in the means between the successful and less successful users

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[13] See Appendix P for a complete ANOVA table for the five motivational constructs

of SALL (Table 9). This shows that the successful users of SALL tended to anticipate the demand for a good English proficiency in their future career while their less successful counterparts did not have a strong belief that a high level of English proficiency was necessary for them to do well in their chosen career. In addition, the successful users of SALL considered English to be a necessary personal quality required for gaining entry to their desired career.

Table 9
One-way Analysis of Variance for Learners' Success in SALL
by Extrinsic Motivation Statement

| | Types of users of SALL | | | | | | |
| | Successful users of SALL | | Less successful users of SALL | | | | |
Variable	M	SD	M	SD	*F (1, 131)*	*p*	Eta Squared
Because I think that having a high level of English proficiency will help me better prepare for the career I have chosen.	3.91	.83	3.31	.88	10.61	.001	.08
Because eventually it will enable me to enter the job market in a field that I like.	3.47	.93	3.00	.98	5.22	.02	.04

The scale used: 1 = not true at all; 2 = true to a little extent; 3 = true to some extent; 4 = true to a great extent; 5 = completely true

For other statements in the *extrinsic motivation* construct concerning 1) potential external rewards such as a good salary, a prestigious job, and a good life; 2) making more informed decisions on career orientation; and 3) improving competence in career, there were no significant differences between the successful and less successful users of SALL.[14]

These findings suggest that the successful users of SALL had a clearer idea of the

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[14] See Appendix Q for a complete ANOVA table for all items in the extrinsic motivation construct.

role of English in their future career, and their goals of learning English were related to the possibility of advancing in their future career.   It is likely that the less successful users of SALL were not fully aware of the usefulness of English in the workplace and the benefits of having a good English proficiency.

Similar comments about the instrumentality of English in the minds of the successful SALL users were observed from the students' written evaluations.   Of the 20 types of motivation for SALL mentioned by the learners (*c.f.* Table 4), eight clearly showed an extrinsic orientation (Table 10) that the prime motivation for most learners in the course was to get a good grade so as to achieve a high Grade-Point Average (GPA)[15].

Table 10
Frequencies of Learners' Comments about
Extrinsic Motivation for SALL

Theme	f	%
Good grades for the course	39	18.1
Better career prospects	30	13.9
Passing international language examinations	21	9.7
Communicating with English / speakers for academic/ work purposes	11	5.1
Record-keeping for SALL (for meeting course requirement)	3	1.4
Preparation for further studies	3	1.4
Following SALL learning plan (to meet deadlines)	3	1.4
Ability to make choices	2	0.9

Most learners also showed a strong perception, from their responses in the FGDs, of equivalence between good academic results and good language skills, and more promising further studies or career opportunities.   Some less ambitious learners were aiming at satisfying only the minimum requirements of the course such as keeping brief records of SALL and meeting deadlines for SALL record submission to avoid

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[15]   See Appendix R for a complete frequency table for all of the learners' comments about the sources of motivation for SALL.

getting a fail grade for the course.   A pass grade for this course is necessary for the

learners to graduate and gain entry to their desired professions, for example:

> The major reason for doing SALL is to pass this course… I wouldn't have bothered to spend
>
> time on English if SALL had not been included in this course.

In spite of the dissimilar expected levels of academic achievement and reasons for

getting the expected grades, it was true for most of the learners in the current research

sample, if not all, that academic achievement and better job prospects were the most

important motivational forces for them to pursue their SALL goals in the course.

This finding shows that most of the learners in the course were externally-regulated by

prospective external rewards.   They perceived these rewards to be able to increase

their chance of success in their further studies or future career, which in turn would

have a positive impact on the quality of their lives in the future.

In addition to their endeavor for a good grade for the course, the university has

encouraged the final-year students to take IELTS to demonstrate their language

proficiency to their future employers or graduate schools of overseas universities.   It

was reported by the learners that SALL in the course had provided them with a good

opportunity to prepare for those examinations.   In other words, the needs for

examination preparation initiated and sustained the motivation of those learners who

was planning to take the test.   Yet, of the 21 occurrences of ideas related to this in the

written evaluations (Table 10), more than half of such accounts demonstrated the

learners' anticipation that this extreme form of extrinsic motivation could not be

sustained once the test was over and they would not devise new SALL plan after the

examinations, for example:

> I'm glad to have SALL this semester because it gives me a chance to prepare for IELTS by
>
> incorporating it into my SALL plan.   However, I'm not sure if I will continue after I have
>
> taken it.

The learners' comments suggest that in the learning process of SALL, those externally-regulated learners focused solely on achieving a high band in the examination even if they might be well aware of the practical importance of English.

Data from the FGDs and written evaluations illustrate that most learners were well aware of the importance of the mastery of communication skills in English in both the academic and work settings in Hong Kong. Being able to communicate effectively in English with foreign students on campus, and with prospective supervisors, colleagues and clients at work was regarded by the learners as a desirable competency. Below is an example of such comments from a FGD:

> A lot of jobs these days require the applicants to have good communication skills in English and you probably won't be hired if you can't speak or write English effectively to get your message across. You'll be seen as inferior to others if you can't communicate in English.

This type of comments show that learners who identified with the values that good English communication skills entail would pursue their SALL goals willingly for their own good even if they did not find the SALL activities particularly interesting.

The flexibility of SALL was also frequently mentioned by the learners (Table 11)[16]. The learners appreciated that they could learn whenever and wherever at their discretion. They also favored the choice that they were allowed to make in what to learn and how to learn it.

Table 11
Frequencies of Learners' Comments about Flexibility of SALL

Theme	f	%
Freedom of choosing when and where to learn	79	31.5
Learner choice of learning materials and methods	53	21.1

Despite the fact that the "freedom" and "choice" the course had offered were much

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[16] See Appendix S for a complete frequency table for all of the learners' positive comments on SALL.

appreciated by the learners, as shown in their positive comments on SALL, the

frequency of occurrence of these themes was surprisingly low in the learners'

self-report of the sources of motivation for SALL.   Of eight themes, "ability to make

choices" was the least frequently mentioned by the learners as a source of extrinsic

motivation items while the freedom in SALL was not even mentioned at all (see Table

10).   Such contrast between the learners' positive comments and the sources of

motivation regarding the flexibility of SALL probably resulted from the fact that the

sense of choice or volition about behaving in SALL had not yet been internalized for

identified-regulated independent action or behavior.

4.2 Intrinsic desires

Contrary to extrinsic motivation, the ANOVA results indicated that no significant

differences existed in *intrinsic motivation*, $F(1, 136) = .004$, p = .95 between

successful and less successful learners (Table 12)[17].   Yet, data obtained from the

FGDs and written evaluations showed that the learners were aware of the importance

of the desires for stimulation, accomplishment and knowledge in fostering motivation

and autonomy.

Table 12
One-way Analysis of Variance for Learners' Success in SALL
by Intrinsic Motivation Construct

Motivational Construct	Successful users of SALL		Less successful users of SALL		*F(1, 136)*	*p*	Eta Squared
	M	**SD**	**M**	**SD**			
Intrinsic Motivation for Learning English	2.76	.66	2.77	.64	.004	.95	.00

The scale used: 1 = weakest; 2 = weak; 3 = medium; 4= strong; 5 = strongest

The results of the content analysis showed that nine themes in the written

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[17] See Appendix T for a complete ANOVA table for all items in the intrinsic motivation construct.

evaluations were found to be related to intrinsic orientation (Table 13)[18].

Table 13
Frequencies of Learners' Comments about
Intrinsic Motivation for SALL

Theme	f	%
Determination in improving weaknesses	25	11.6
Interest in the learning activities	18	8.3
Accomplishing goals	13	5.9
Learning partners	13	5.9
Clearly-defined goals	12	5.6
Desire for knowledge in English	6	2.8
Fun in language English	2	0.9
Sense of success	2	0.9
Good teachers	1	0.5

4.2.1 Desire for stimulation

Two themes were categorized under intrinsic motivation which concerned learners' desire for stimulation: *interest* and *fun in English*.

In the FGDs, a considerable number of learners expressed that the way in which they sustained their motivation for SALL was to work on language learning tasks or activities that they were interested in. The pleasurable feelings associated with performing tasks that the learners found interesting was one of the major sources of motivation for them to carry on with their SALL plan. An example of comments of this kind is:

> I like watching movies during my SALL hours because it is relaxing and this is something that
> I enjoy doing. It is this sense of enjoyment that keeps me going… Grammar is a compulsory
> goal that I don't particularly like. Every time when I do grammar exercises for SALL, I can't
> help falling asleep because I feel so bored.

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[18] See Appendix R for a complete frequency table for all of the learners' comments about intrinsic motivation as a source of motivation for SALL.

The choice that those learners made was based solely on their interest in particular types of activities. They were interested in the activity itself and the pleasurable sensations it could bring, but not English language learning. With the given flexibility and choice in SALL, some learners tended to work on learning activities which were perceived to be more interesting and entertaining. Watching movies was one of the most popular learning activities expressed in the questionnaire and the focus group discussion. In the written evaluations, a few learners mentioned that being able to appreciate the fun of learning English was a key source of motivation for SALL, but the number of learners who perceived English learning to be fun was small.

4.2.3 Desire for accomplishment

At the initial stage of SALL, the learners identified their own weaknesses by taking diagnostic tests and conducting needs analyses for themselves. The purpose of goal-setting was to give learners a clearer idea of what to do, how to do it and when it should be done. With the concrete goals, the learners reported increased motivation in attaining those goals. The learners' self-reported desires for goal attainment was represented by three themes in the written evaluations: *determination in improving weaknesses*, *accomplishing goals*, and *clearly-defined goals* (Table 13*)*.

Learners' desire for accomplishment can be illustrated by an interesting comment made by a learner regarding task completion in SALL. As she explained,

> I feel guilty if I can't complete the SALL tasks as planned for that week. Once I've finished my SALL activities as planned, I feel good about myself. I remember in the middle of the semester, I was two weeks behind my schedule because I had to prepare for my mid-term exams. By the time when I tried to pick it up again, I was so reluctant to do so. I felt so bad about myself at that time.

This example shows that the learner's sense of guilt did not come from an external contingency, but a self-regulated mechanism.

Learners' personal satisfaction is closely-related to learners' desire for accomplishing goals. A small number of learners commented that the sense of success or achievement was a major source of motivation for them to carry on with their SALL work. Being able to complete the planned SALL tasks and attain the SALL goals would give the learners a sense of success. The low frequency of occurrence of comments in this theme indicates a lack of personal satisfaction for most learners or even a sense of failure when engaging in SALL.

4.2.3 Desire for knowledge

Data from the written evaluation indicates that another source of motivation for some learners was their desire for knowledge. There were a total of six instances of comments made by the learners regarding their pursuit of 1) knowledge about Western cultures, and 2) knowledge which was presented solely in English. It was evident that the learners' desire for knowledge was exclusive of the knowledge about the English language.

Being stimulated by the pleasurable feelings derived from the discovery of new knowledge in English, those learners would be more motivated to sharpen their English skills in order to explore the subject matter further. This was a practical reason for learning English for most of the learners who had a strong desire for knowledge presented mostly in English.

Several learners showed a strong aspiration to a better understanding of Western cultures, especially those of the English-speaking countries during the FGDs. The pleasurable sensations that the learners had experienced when talking to native-speakers of English to learn more about the cultural practices in their home

countries reinforced their determination to hold regular conversations with other native-English speakers during their SALL hours.   They made comments like:

> I like talking to English speakers to find out what's going on in their countries.   Last week, I chatted with a French guy in my dorm about the Presidential Election in France and he told me which candidate he had voted for and stuff like that.   The conversation was interesting and I will certainly talk more in the future with other foreigners.

The lack of correspondence between the finding about intrinsic motivation from the questionnaire and those from the FGDs and written evaluations indicates that there is potential for learners to develop intrinsic motivation.

4.3 Self-efficacy in the English language and learning

Data from the questionnaire showed the learners' perceived self-efficacy was low (M = 2.86, SD = .58) among all learners.   The result of a one-way ANOVA showed that there was a significant difference in the means for the successful and less successful users of SALL with regard to the *self-efficacy* construct, $F(1, 136) = 13.11$, p <.001.   The successful users of SALL had a relatively higher self-concept of competence in English (Table 14).

Table 14
One-way Analysis of Variance for Learners' Success in SALL
by Self-efficacy Construct

| | Types of users of SALL | | | | | | |
| | Successful users of SALL | | Less successful users of SALL | | | | |
Motivational Construct	M	SD	M	SD	*F(1, 136)*	*p*	Eta Squared
Self-efficacy	2.94	.57	2.52	.49	13.11	<.001	.09

The scale used: 1 = weakest; 2 = weak; 3 = medium; 4= strong; 5 = strongest

The one-way ANOVA results indicated that of the seven items in the *self-efficacy* construct which survived the test of significance, substantive differences were identified in four questionnaire items (Table 15)[19].   These findings suggest less successful users of SALL have a more negative projection of the chance of success in English learning than their successful counterparts.   Such differences in attitudes were probably the result of the divergent levels of confidence between the two groups.

Table 15
One-way Analysis of Variance for Learners' Success in SALL
by Self-efficacy Statement of a Higher Magnitude

	Types of users of SALL						
	Successful users of SALL		Less successful users of SALL				
Variable	**M**	**SD**	**M**	**SD**	*F (1, 108)*	*p*	**Eta Squared**
I believe that I will ultimately learn to speak English very well.[1]	3.61	.79	3.00	.80	9.79	.002	.08
My level of self-confidence in learning English is[2]	2.93	.87	2.20	.62	12.71	.001	.11
My level of success as a language learner is[2]	2.83	.80	2.25	.64	9.36	.003	.08
How confident are you that you have the ability to learn English successfully?[3]	3.31	.70	2.80	.80	8.13	.01	.07

[1]The scale used: 1 = strongly disagree; 2 = disagree; 3 = neutral; 4 = agree; 5 = strongly agree
[2]The scale used: 1 = not good at all; 2 = not good; 3 = quite good; 4= good; 5 = very good
[3]The scale used (after shrinking the scale for self-concept of competence in language
learning from 10 to 5): 1 = not good/confident at all; 2= not good/confident; 3 = quite good/confident; 4 = good/confident;
5 = extremely good/confident

Significant differences of a lower magnitude also existed in three other items in the *self-efficacy* construct (Table 16) concerning the learners' objective assessments of their performance in learning English.

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[19]See Appendix U for a complete ANOVA table for all items in the self-efficacy construct.

Table 16
One-way Analysis of Variance for Learners' Success in SALL
by Self-efficacy Statement of a Lower Magnitude

	Types of users of SALL						
	Successful users of SALL		Less successful users of SALL				
Variable	**M**	**SD**	**M**	**SD**	**F (1, 108)**	**p**	**Eta Squared**
My standard of English is[2]	2.90	.70	2.45	.76	6.50	.01	.06
My ability to learn English is[2]	3.06	.83	2.65	.81	3.97	.05	.04
How confident are you that you have the ability to get the score you are trying for in your next grammar proofreading test?[3]	2.89	.72	2.52	.86	4.03	.05	.04

[1]The scale used: 1 = strongly disagree; 2 = disagree; 3 = neutral; 4 = agree; 5 = strongly agree
[2]The scale used: 1 = not good at all; 2 = not good; 3 = quite good; 4= good; 5 = very good
[3]The scale used (after shrinking the scale for self-concept of competence in language
  learning from 10 to 5): 1 = not good/confident at all; 2= not good/confident; 3 = quite good/confident; 4 = good/confident;
  5 = extremely good/confident

It is interesting to note that of the four items for which no significant differences were found between the successful and less successful users of SALL, three were related to the learners' self-concept of competence in taking control of their own learning (Table 17).   This suggests a poor grasp of metacognitive skills required for autonomous learning regardless of the learners' levels of success in SALL.   This deficiency is clearly perceived by the learners as shown in their written evaluations. Six factors regarding the learners' failure to use metacognitive strategies to manage SALL were identified (Table 18).

Both quantitative and qualitative data show that a considerable number of learners, particularly those who were among the low achievers in English, felt distressed about management of their own learning in SALL.   They found it difficult to identify their weaknesses and locate suitable materials and methods to overcome those limitations.

Table 17
One-way Analysis of Variance for Learners' Success in SALL
by Self-efficacy Statement

| | Types of users of SALL | | | | | | |
| | Successful users of SALL | | Less successful users of SALL | | | | |
Variable	**M**	**SD**	**M**	**SD**	**F (1, 108)**	**p**	**Eta Squared**
My ability to learn English outside the classroom on my own is[1]	2.82	.84	2.50	.83	2.41	.12	.02
My ability to test myself to see how much I have learned is[1]	2.62	.78	2.30	.64	3.02	.09	.03
How confident are you that you know how to find an effective way to learn English?[2]	2.93	.65	2.60	.88	3.75	.06	.03

[1]The scale used: 1 = not good at all; 2 = not good; 3 = quite good; 4= good; 5 = very good
[2]The scale used (after shrinking the scale for self-concept of competence in language
 learning from 10 to 5): 1 = not good/confident at all; 2= not good/confident; 3 = quite good/confident;
 4 = good/confident; 5 = extremely good/confident

Table 18
Frequencies of Learners' Comments about
Learning Management as a Hindrance for SALL

Theme	**f**	**%**
Inability to choose suitable learning resources	8	3.3
Failure to follow through initial SALL plan	6	2.4
Poor management of time and work	4	1.7
Unbalanced emphasis of goals	3	1.3
Too many goals	3	1.3
Lack of knowledge about learners' own weaknesses	1	0.4

Problems of time management and priority setting are also evident in the data.

Not only did learners fail to set achievable goals and strike a balance between the

efforts that they put into achieving each goal, they also felt uncomfortable about the

deviations from their original plans.   Despite the relatively low frequency of

occurrence of these themes, they were consistently raised by learners throughout the

data collection process.　It seems that the learners' poor mastery of metacognitive skills was a key barrier to their development and internalization of self-regulation.

　　Learners' comments about enhancement of learning skills as a result of SALL were found in the written evaluations.　Similar comments were also repeatedly made during the FGDs.　Instead of expecting substantive improvement in the English language over a semester of SALL, the learners were glad to learn about and practice SALL as a supplement and/or alternative to the traditional mode of learning. Although the theme "enhancing learning skills" was not frequently mentioned (f = 7, 2.8%) in the learners' "positive comments on SALL" (see Appendix S), the category of "improved learning skills" as a result of SALL became the most frequently-mentioned item (f = 35, 30.4%) when the learners were asked to describe their gains from SALL[20]. It is clear that the learners gained the rationale for and techniques of autonomous learning instead of the language per se.　This is encouraging because the impact of acquiring autonomous learning skills[21] will probably be extended to the development of lifelong skills in all aspects of life. Learners also reported in their evaluations that the needs analysis and goal-setting exercises in the course had enabled them to better understand their own weaknesses (f = 20, 17.4%) and more actively seek relevant learning resources (f = 13, 11.3%). Some learners also reported that their level of motivation (f = 12, 10.4%), awareness of the importance of autonomous learning (f = 10, 8.7%) and self-discipline for SALL (f = 9, 7.8%) had increased as a result of having more focused targets to achieve in a given period of time.

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[20]　See Appendix V for a complete frequency table for all items showing learners' gains from SALL
[21]　Autonomous learning skills refer to learners' ability to be active and independent in analyzing needs, identifying goals, formulating goals, changing goals to suit their own needs and interests, making use of various learning strategies, and monitoring and reflecting on their own learning.

4.4 Beliefs about language learning

The results of a one-way ANOVA indicated a significant difference in the means for successful and less successful users of SALL concerning their attitudes toward the statement "*Students who are 'average' in English classes will be 'average' for the entire time that they study English"*, $F(1, 83) = 6.96$, $p = .01$, $\eta^2 = .08$ (Table 19). Less successful users of SALL tended to believe that they were powerless in their attempts to upgrade their level of English. Therefore, learners with more positive beliefs about skill development and competence in language learning are more likely to internalize the self-regulated behaviors into their self-concept for independent action.

This belief was associated with the learners' beliefs about the nature of language learning in relation to its "life cycle" and it is quite common among members of the focus groups. They made comments like:

> I've been studying English since I was a kindergarten pupil … I think I've learned what I'm supposed to learn already… it's quite unlikely for me to improve a lot since I have already attained a certain level of proficiency in English.

Table 19
One-way Analysis of Variance for Learners' Success in SALL
by Learners' Beliefs about Language Learning Statement

	Types of users of SALL						
	Successful users of SALL		Less successful users of SALL				
Variable	**M**	**SD**	**M**	**SD**	***F (1, 83)***	***p***	**Eta Squared**
Students who are 'average' in English classes will be 'average' for the entire time that they study English.	2.31	.89	2.94	.94	6.96	.01	.08

The scale used: 1 = strongly disagree; 2 = disagree; 3 = neutral; 4 = agree; 5 = strongly agree

In spite of their pessimism on the potential improvement of English skills, they anticipated that a need for English enhancement would arise once they advanced in their career.   Thus, the desire for accomplishing job-related tasks would become a motivational force in due course.

4.5 Learners' attitudes to autonomous language learning

The responses of successful and less successful users of SALL to two statements regarding their attitudes toward SALL were significantly different (Table 20).   The first finding highlights the importance of having a clear objective in learning English in order for learners to commit themselves to taking control of their learning.   The second finding indicates that self-correction was not common among the learners regardless of their levels of success in SALL, but the successful users of SALL were relatively more active in correcting the own errors in their writing than their less successful counterparts.

Table 20
One-way Analysis of Variance for Learners' Success in SALL
by Learners' Attitudes to Autonomous Language Learning Statement

	Types of users of SALL						
	Successful users of SALL		Less successful users of SALL				
Variable	M	SD	M	SD	*F (1, 109)*	*p*	Eta Squared
I have a clear idea of what I need English for. [1]	3.75	.71	3.30	.73	6.46	.01	.06
I check my own writing for errors. [2]	2.43	.58	2.00	.56	9.05	.003	.08

[1]The scale used: 1 = strongly disagree; 2 = disagree; 3 = neutral; 4 = agree; 5 = strongly agree
[2]The scale used: 1 = never; 2 = sometimes; 3 = often

The second finding is supported by the learners' responses to the rank-order question regarding their preferences for the sources of feedback and the data from the FGDs.   About 44% of the learners considered feedback from themselves (usually in the form of self-correction) to be the least useful (Table 21).   They largely depended on their teachers for feedback and correction of errors.

Table 21
Learners' Ranking of Beliefs about Usefulness of Sources of Feedback

Sources of Feedback	Most important %	Next important %	Least important %
Myself	15.2	40.6	44.2
Teacher	80.4	13.8	5.8
Classmates	4.3	45.7	50.0

Several comments were also made by individuals during the focus groups which doubted the legitimacy of self-assessment and self-correction in SALL.   These comments received general support from the majority of the focus group members. They made comments like:

> Teachers have the professional knowledge about English… Their comments are more
> reliable… I don't know what mistakes I've made and how to correct them when I'm asked to
> assess my own work… I simply don't have the skills to do it well.

These findings clearly indicate that the learners' attitudes toward self-assessment were rather negative and their confidence in taking charge of assessing their own work was low.

In addition, two themes related to the learners' perceptions of autonomous learning emerged from the learners' written evaluation (Table 22).   These perceptions impeded the learners' motivation in committing themselves to the SALL program.

Table 22
Frequencies for Learners' Comments about
the Nature of Autonomous Learning as a Hindrance for SALL

Theme	f	%
Lack of noticeable improvement of language skills	14	5.7
Absence of objective measures of learning outcomes	3	1.3

Some learners often felt frustrated when they could not see much improvement in their language skills after weeks of hard work.   In other words, their needs for skill development and competence were not fulfilled in the learning process.   Most of the learners attributed this problem to the course being too short for them to implement a more comprehensive language improvement scheme.   As students of various science disciplines, the learners are used to obtaining concrete, immediate outcomes in their studies such as mathematical equations, numerical findings of experiments and observable chemical reactions.   On the contrary, language learning is less observable and immediate as far as the effect is concerned.   During the FGDs, the learners pointed out such a difference and expressed their concern over the lack of objective measures of learning outcomes in SALL, for example:

> I have problems with assessing my own progress.   Sometimes after watching movies or chatting with friends in English, you'll ask yourself how much you've learned.   It's a difficult question because it takes a long time to see the effects of your learning and the outcomes are sometimes immeasurable.

They were uncertain about where they were, how much they had progressed and how far they could go beyond their current abilities.   According to the learners, this was especially true for listening and speaking among the four language skills.   The vague and unquantifiable learning outcomes which were not compatible with their value and belief systems turned the learners away.

The learners' frustration can be explained by the conceptions of *ZPD* and *optimal challenge* (Vygotsky 1978, Deci and Ryan 1980).   As they failed to see any significant amount of stretch of their personal abilities, their intrinsic motivation could not be sustained over time.   In other words, if the correspondence between the action and the consequences of that action is absent, learners are not likely to be motivated.

4.6 Affective Factors

Data from the written evaluations and FGDs revealed that the learners' affect was one of the important factors in the development of autonomous learning.   Five affective factors were identified in the written evaluations (Table 23).

Table 23
Frequencies of Learners' Comments about Affective Factors
as a Hindrance for SALL

Theme	f	%
Laziness	20	8.4
Lack of interest in SALL activities	8	3.3
Sense of failure	4	1.7
Lack of perseverance	3	1.3
Sense of coercion	2	0.8

A large proportion of learners attributed the failure of their achievement in SALL to laziness – an innate human nature as described by the learners.   They reported that their passion for SALL diminished as the semester progressed. The lack of perseverance was an inhibiting factor for learners who were initially motivated. Given their busy schedule in university, they would rather work on something which they found more stimulating and relaxing when they were free.   Notwithstanding its commonality among learners, laziness and lack of perseverance are personal attributes that are unstable which can be changed over time with the learners' effort and

self-control.

A few learners reported that they were not stimulated by the SALL activities. Learners' interest in a given language learning activity would have a positive effect on their learning motives. By the same token, the absence of it would impair fulfillment of learners' desire for stimulation which is a building block of intrinsic motivation. Being external to the learners, the types of activities in SALL can be altered by the learner to cater for their own interest. In other words, the learners can exert control over the type of activities that they would like to engage in.

In connection with the compulsory submission of a SALL record and evidence and the mark-deduction policy, a considerable number of learners felt a sense of coercion from both internal and external forces. This issue was constantly raised in the written evaluations and FGDs, for example:

> I don't think we have real choice although we can choose the language areas to work on. My choice of SALL goals largely depended on the other assessments such as the proofreading and speaking tests. Given the time constraint, I wouldn't go for other activities which are not directly related to the assessments.

Deci and Ryan's (1985) theory of self-determination suggests that in response to coercion and the absence of true choice, non-self-determined forms of regulation will result.

In Section 4.2.3, it was reported that, among the sources of intrinsic motivation, the frequency of occurrence of the theme "personal satisfaction" in the learners' written evaluation was low. An individual would feel less satisfied or even dissatisfied when a sense of failure is perceived which hampers his or her need for competence. Several learners reported during the FGDs that they were not satisfied with their SALL progress because they did not see much improvement in their language skills and they were also upset by the frequent changes that they had to make

to the SALL plan as a result of the unavailability or unsuitability of learning materials.

4.7 Learners' relationships with significant others

In the written evaluations, thirteen instances of comments (5.9%) about the contribution of *learning partners* to motivation for SALL were found (see Appendix R).   Those learners preferred working with their peers who shared similar learning goals and interests to working alone, for example:

> I am more motivated to do SALL if I have companies.   We can monitor each other's progress and support and encourage each other.   It is encouraging especially when we all have progress.   In particular, we enjoy watching movies together.

Learning in pairs or groups can encourage mutual support and stimulate a sense of relatedness through interacting with significant others (Deci, Vallarand *et al.* 1991). The finding about the positive influence of peer support received further support from the comment made by a learner about gaining friendship from SALL in her written evaluation.   She mentioned that the relationship between herself and her friends had improved as a result of the formation of a study group.   They spent time with each other on a regular basis and encouraged each other to strive for their SALL goals. Although the frequency of occurrence of ideas in this category was among the lowest in the section of gains from SALL in the learners' written evaluation, the issue of peer influence was repeatedly brought up in the FGDs and the section of "sources of motivation" in the written evaluations.   Peers exert a great influence on learners' motivation when a group norm is formed:

> Every time after the 8:30 lecture in the morning, our whole Food and Nutritional Science group goes to the LRC to do SALL.   It has become a norm in our group.   I just follow the group for action.

While learning partners played an important role in motivating learners in SALL, the absence of such was perceived to be an obstacle to SALL.   The learners made

comments like:

I wanted to find a speaking partner to practice oral skills with me but it's so difficult to find one. I once attended a discussion group in the LRC, but those participants' English was no better than me. I didn't gain much out of that… Finding a learning partner who shares the same interest is also difficult because we didn't know each other at the beginning of the course.

In addition to providing emotional support to each other, more capable peers could also serve as role models for less capable ones. As in Vygotsky's concept of ZPD, the distance between an individual's actual and potential development level can be narrowed through working collaboratively with more capable peers. In fact, peers can also motivate each other in an opposite way. Competition within learning groups or between course mates in course-based SALL motivated the learners to put more effort into achieving their SALL goals. The learners who were motivated by the competitive atmosphere made comments like:

I will work harder when I see the person sitting next to me do more than I did … I don't want to lag behind my classmate... Sometimes we compare among ourselves and such comparisons give me extra motivation.

Despite the seemingly important role that peers play in course-based SALL as suggested by the data from the focus groups and written evaluations, most learners in this study did not see peers as the most important "significant others". Such perceptions were represented by the learners' responses to the rank-order items in the questionnaire (Appendix J: Items 86 – 91). As shown in Tables 24 to 27, the majority of the respondents ranked classmates as the "least important" in items regarding i) providing feedback (50%), ii) creating opportunities to use English (74.6%), iii) showing learning strategies (79%), and iv) contributing to language learning success (78.3%). This shows that the value of peers has not yet been widely recognized by the learners.

Table 24
Learners' Ranking of Beliefs about Usefulness of Sources of Feedback

Sources of Feedback	Most important %	Next important %	Least important %
Myself	15.2	40.6	44.2
Teacher	80.4	13.8	5.8
Classmates	4.3	45.7	50.0

Table 25
Learners' Ranking of Beliefs about Sources of Opportunities to use English

Sources of Opportunities to use English	Most important %	Next important %	Least important %
Myself	79.0	13.0	8.0
Classmates	2.2	23.2	74.6
Teacher	18.8	63.8	17.4

Table 26
Learners' Ranking of Beliefs about
Sources of Acquiring Learning Strategies

Sources of Learning Strategies	Most important %	Next important %	Least important %
Myself	44.9	43.5	11.6
Classmates	6.5	14.5	79.0
Teacher	48.6	42.0	9.4

Table 27
Learners' Ranking of Beliefs about
Individuals and Venues Responsible for Language Learning Success

Individuals and Venues	Most important %	Important %	Less important %	Least important %
What I do outside the classroom	84.1	7.2	7.2	1.4
What I do in the classroom	7.2	57.2	26.8	8.7
What my classmates do in the classroom	0.7	5.8	15.2	78.3
What the teacher does in the classroom	8.0	29.7	50.7	11.6

Teachers are the next most significant others with which learners have the most frequent contact. Surprisingly, teachers were only mentioned once in the written evaluations and this was related to the importance of teachers' praise in motivating learners to work on SALL activities (see Appendix R). Instead of working in partnership with teachers, the learners expected teachers to play more directive roles in language learning and the absence of such roles would result in a lack of motivation. The learners' responses to the rank-order items in the questionnaire (Appendix J: Items 86 – 91) indicate that the major roles of teachers are giving feedback (Table 24) and showing students the effective learning strategies (Table 25). Nevertheless, teachers played a less important role in providing opportunities to use the language (Table 26) and what the teacher did in the classroom played a less important role in contributing to the learners' success in language learning (Table 27). The learners believed that they themselves played a more important role in those two aspects (Tables 26 & 27).

Of the five factors contributing to the learners' language success (Table 28), the teacher was considered to be the least important factor compared with "my own effort", "opportunities to use the language", "practice" and "feedback".

Table 28
Learners' Ranking of Beliefs about Keys to Language Learning Success

Factors	Most important %	Important %	Quite important %	Less important %	Least important %
Feedback	6.5	10.1	18.8	30.4	34.1
Opportunities to use the language	29.7	22.5	23.9	16.7	7.2
Practice	21.7	42.0	26.8	8.7	0.7
Teacher	3.6	5.1	9.4	32.6	49.3
My own effort	38.4	20.3	21.0	11.6	8.7

The findings about the learners' perceptions of teacher's role suggest that teachers do play some role in the process of language learning, especially in giving feedback and strategy training; however, the learners were well aware of the importance of their effort in language learning. This awareness is vital to the development of self-regulation.

A majority of the respondents ranked "showing students how to learn" as the most important skill that a language teacher should possess (Table 29) which mirrored their' belief that teachers could provide good quality strategy training. It also shows that the learners were conscious of the importance of mastering learning skills in addition to the language itself.

Table 29
Learners' Ranking of Beliefs about Teacher's Expertise

Teacher's Expertise	Most important %	Next important %	Least important %
Teaching language	37.7	44.9	17.4
Learning languages	9.4	17.4	73.2
Showing students how to learn	52.9	37.7	9.4

4.8 Past language learning experiences

The ANOVA results showed that significant differences were found for most of the items in the past language learning experiences section between the successful and less successful users of SALL (Table 30).   The mean scores for those items were much higher for the successful users.   Such differences reveal that the past language experiences of the successful users of SALL were more autonomy-supportive than those of the less successful users.

These findings indicate that the experience of taking control of the method, medium, content and strategy of learning makes a difference between self-regulated and other regulated learners.

Similar patterns also appear in the FGDs.   Self-regulated learners usually had more positive experiences of language learning while less self-regulated learners tended to recall experiences which were the opposite.   Self-regulated learners made comments like:

> When I was in primary school, I was asked to rote-learn vocabulary and verb forms.   It's so
> boring and I didn't like English at that time… Later in my secondary school, we learned English
> through drama and the teachers gave us a lot of freedom in deciding what to do in class.   My
> classmates and I were excited about the English class… We suggested some activities to the
> teachers and we all enjoyed participating… I think all these have motivated me to learn English.

Data from the FGDs indicate that non-traditional ways of language learning such as drama, video, fiction and games were appealing to many learners and seemed to help them gain confidence in regulating their own learning.

On the contrary, a traditional approach to language teaching and learning did not seem to contribute to learners' development of autonomous learning, for example:

> My English classes were all about grammar exercises, examination past papers, textbooks and
> stuff like that.   Teachers asked us to do this and that and we just followed.   We didn't have a
> say…but we'd got used to it.

Table 30
One-way Analysis of Variance for Learners' Success in SALL
by Learners' Past Language Learning Experience Statement

| Variable | Types of users of SALL | | | | F (1, 65) | p | Eta Squared |
| | Successful users of SALL | | Less successful users of SALL | | | | |
	M	SD	M	SD			
Did any of your English teachers ever ask you about the ways in which you like to learn?	.51	.25	.10	.16	6.10	.02	.09
Did you often use materials (e.g., newspapers, web sources, movies) other than textbooks in the English classes?	.75	.22	.40	.26	5.36	.02	.08
Did any of your English teachers ever ask you to decide what to do in the English classes?	.44	.25	.10	.16	4.25	.04	.06
Did you have to guess rules/ meanings yourself?	.75	.22	.40	.26	5.36	.02	.08
Did you often get an extra task or a bad mark if you did not complete the assignments the way they were set by your teachers?	.33	.24	.70	.24	5.04	.03	.07

Note. Only variables showing significant differences between the successful and less successful users of SALL are included in this table. The scale used: 0 = no; 1 = yes

It is clear that the learners' past language experiences play a vital role in developing motivation and self-regulatory orientation. By the same logic, the learners' present experiences of SALL are probably crucial for their future development of autonomous learning.

4.9 Design of the course-based SALL program

In the learners' written evaluations, they expressed both positive and negative comments on the SALL program. Four of the issues that aroused the learners concerns were relevant to the learners' development of autonomous learning. They were related to various requirements, supervision and assessment (Table 31).

Table 31
Frequencies of Learners' Comments about
the Design of the SALL Program as a Hindrance for SALL

Theme	f	%
Requirement for SALL records	36	15.1
Requirement for SALL evidence	22	9.2
Insufficient supervision	20	8.4
Assessment	7	2.9

The course requirements and the mismatch between the learners' expectations of supervision and the teacher's expectations of learner control were the major disabling factors that hampered the learners' motivation for SALL and accounted for 32.7% of all comments about sources of hindrance for SALL in the written evaluations[22].

A feeling of "irritation" caused by the requirements for SALL records and evidence was reported by a majority of the learners. Some learners even described keeping SALL records as a "weekly chore". To meet the requirements, a minority of learners even faked the records and evidence or borrowed them from their course mates. This, apparently, did not happen among the conscientious learners, but they were often disheartened by the "weekly reminder" of the unsatisfactory progress that they had made when they reflected on their progress in the SALL record. In the FGDs, the learners made similar comments like:

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[22] See Appendix W for a complete frequency table for all items describing the hindrances for SALL.

> Every time when I was writing the SALL record, I just thought "oh, what did I learn?" Most of the time, I couldn't give myself a convincing answer. I gradually lost interest because I was discouraged by my poor progress.

This perception was contradictory to the learners' need for skill development. Many of the learners also felt restricted when they had to compile learning evidence for final submission, for example:

> Giving SALL evidence is troublesome because sometimes it's hard to find evidence for activities like watching TV. Of course, I could write a summary of the program, but that's not the purpose of the activity. So I just turn to grammar books because it is easier for me to show evidence in the portfolio.

The mark-deduction policy (see note in Appendix B) was found to be weakening learners' intrinsic motivation for SALL. For the fear of losing 10% from the course, several members of the focus groups reported that they gave up the activities that they were originally interested in and worked on more traditional language learning activities such as grammar exercises instead because they could present the evidence with copies of grammar exercises. In fact, there were mixed opinions about the assessment of SALL. While some learners did not accept any form of scoring in SALL, some were not happy about the fact that their efforts were not reflected and recognized in the assessment. In that regard, learners of the latter type who expected external rewards chose not to put in as much effort as they would have if what they did in SALL counted toward the final grade. They made comments like:

> It makes no difference between getting an A or a C for SALL. I'm not motivated because I just get a pass for SALL anyway. I'd rather spend more time on my core courses.

The controlling contextual events such as compulsory record keeping and the mark-deduction policy which were perceived to be threatened punishment were found to be hampering the internalization of regulation for tasks which were perceived as not so interesting.

Another factor that disabled the learners' commitment to SALL was the mismatch of expectations between the learners and the teachers in the amount of supervision that the learners should receive.   In the teacher's attempts to help the learners internalize autonomous learning behaviors such as goal-setting and self-assessment into their self-concept, it seemed that the self-regulatory orientations were not compatible with the learners' value and belief system, for example:

> We appreciate the freedom that SALL has offered, but it's sometime too free that we lose track. I think feedback and guidance from the teacher are important throughout the learning process, and regular checks of our progress can help us make adjustments to our plan if necessary.

This mismatch of beliefs between the teacher and the learners is likely a result of the dissimilar positions that each has held in the social world and those positions are developed in response to their past experiences.   Data from the focus group discussions and questionnaire showed that most learners in this study did not have much experience in taking charge of their own language in the past.   Hence, most of them exhibited a relatively high level of teacher dependence and expected the teacher to correct their mistakes, check their progress and choose learning materials for them.

4.10 Social setting

The surrounding social practices which were implicated in the learners' attempts to exercise self-regulation were identified in the written evaluations and FGDs. Comments made by the learners in their written evaluations with regard to their interactions with the social setting can be categorized as to positive (Table 32) or negative (Table 33).   The latter outweigh the former.

Table 32
Frequencies of Learners' Comments about Social Setting
as a Source of Motivation for SALL

Theme	f	%
The resources and learning atmosphere in Language Resource Center	8	3.7
Use of technology in language learning	2	0.9
Easy access to language resources	1	0.9

Table 33
Frequencies of Learners' Comments about Social Setting
as a Hindrance for SALL

Theme	f	%
Heavy workload from core courses	51	21.3
Limitations of the LRC	15	6.2
Time clashes with other commitments	3	1.3

Note. The categories "no learning partner" and "absence of a sense of urgency for language improvement" are not included in this table. Discussion of these items can be found in sections 4.7 and 4.4 respectively.

Eight individual instances of positive comments about the LRC were found in the written evaluations. Those learners pointed out that the atmosphere in the LRC had made them feel relaxed and free to explore the language materials at their own pace. They observed that though the atmosphere in the LRC was relaxing, the users there all showed a serious attitude toward their learning, thus creating positive peer pressure among the users of the LRC. In addition to the atmospheric factors, the users of the consultation service in the LRC found that the language consultants were patient and helpful, and such encounters had reinforced their determination to improve their English. The daily Discussion Group[23] was another language practice activity that

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[23] Discussion Groups are part of the English Center's self-access program offered to students of the university who wish to improve their oral skills with other students in informal discussions of topic of their interest.

most participants found stimulating and interactive.   These observations showed that the interaction between the users of the LRC and its social setting enabled the learners to put continued effort into SALL.

Negative comments about the LRC outweigh the positive ones by almost double. Negative comments were mostly concerned with the learners' dissatisfaction with the inadequacy of supporting facilities such as photocopiers, and the recency of the learning materials.

The number of comments about the LRC (positive and negative) is insignificantly small and this is because a majority of learners chose to complete their SALL work elsewhere.   Data from the written evaluations and FGDs show that the convenience brought by information technology had motivated the learners to learn English on their own because the learning materials were more easily accessible on the Internet. They made comments like:

> I usually work at home in the middle of the night using the Internet resources… There are
> loads of useful materials online and I can use them anytime anywhere… no time limit.

Another learner made a similar remark in his written evaluation about his increased motivation as a result of the accessibility of learning materials such as grammar books and exercises at home.   From a critical perspective, the absence of the local constraints imposed by the surrounding social environment on the exercise of self-motivational resources would encourage an individual to exert control over the acquisition of symbolic cultural capital such as language.

The learners, at different points during the semester, complained about the workload of their core subjects in Year 2 and expressed concerns about the problem of finding time for SALL.   Some of them admitted that they had to cram at the end of the semester to produce SALL records and evidence.   They confessed that given the fixed amount of time available for their studies, they gave their core subjects higher

priorities.   As stated by one focus group member,

> I have taken more courses in Year 2 and there are so many assignments, lab work and tests.   I
>
> can hardly find time to do SALL especially during the second half of the semester.   My core
>
> courses are always my top priorities.   I will only do SALL when I'm free, but I'm busy all the
>
> time.

Other commitments in the learners' lives were also reported as a hindrance for SALL.

In fact, SALL was given a relatively low priority in most of the learners' weekly

agenda.

Based on the enabling and inhibiting factors identified regarding learners'

development of autonomous learning, Chapter 5 presents the implications of the

findings for future course-based SALL programs.

4.11 Summary of the factors that influence learners' development of autonomous learning

The data presented in this chapter show that ten major factors influenced the

learners' development of autonomous learning.   They are summarized in Table 34.

Table 34
Summary of Factors that Influence Learners' Development
of Autonomous Learning

Factors
1. extrinsic rewards for career advancement
2. intrinsic desires for stimulation, accomplishment and knowledge
3. self-efficacy
4. belief about the possibility of skill development
5. attitudes toward autonomous language learning
6. affective factors
7. learners' relationships with significant others
8. past language learning experience
9. design of course-based SALL program
10. social setting

The implications of these findings for future course-based SALL programs will be

discussed in Chapter 5.

Chapter 5

Implications

This chapter presents the implications of the findings. It begins by discussing the pedagogical implications of the learners' motivational orientations and the social environment with which the learners were in constant interaction for self-access programs within language courses. It is followed by the discussion of the implication for the implementation of the SALL program in the curriculum. The learners' accounts of the factors that hindered their motivation for SALL shed light on the needs for a more conducive social environment for SALL, learner strategy training, and a reform of the design of SALL programs.

5.1 Content-based SALL program for communicative purposes

It would be a surprise for English teachers if all learners were engrossed in English regardless of the content of the materials being presented. Few learners would be able to sustain their interest in language learning if a relevant context is absent from their immediate social environment. The research findings showed that, for most learners, learning English for the sake of learning it was not as motivating as acquiring knowledge about interesting and useful subjects in English.

A content-based SALL program with a focus on the completion of some real-life communicative language tasks related to the content of the learners' choice would be able to meet the learners' desire for knowledge, simulation and accomplishment, and their needs for autonomy, competence and personal satisfaction which reinforce learners' self-determination.

5.2 Creating opportunities for internalization of personally-valued behaviors into self-concept

In connection with the focus on authentic communicative language tasks of the content-based SALL program, teachers could give advice to learners on the communication opportunities in relation to the content areas of their interest in order to intensify the learners' perceived needs for communication in English.   As shown in the findings, the desire for communicating effectively in English was a source of motivation for users of SALL.   To internalize this personally-valued behavior into the learners' self-concept, genuine opportunities for communication should be sought by the learner from authentic contexts.

5.3 SALL Groups

Humans are social beings that are born with the need for relatedness with significant others in the social environment.   The findings show that the process of attaching oneself to a group created emotional comfort, resulting in higher motivation. Teachers can give learners an option to work in groups with peers who share similar interests in the content areas.   To allow individualization of learning, group learners should be encouraged to set their own target levels of attainment and reflect on them on a regular basis on their own as well as with the members of their groups.

5.4 Creating a more conducive social environment for SALL

Comparing the findings of the motivating and inhibiting factors in SALL, the social environment seems to be more of a source of frustration and amotivation for most learners.   Since language learners are in constant interaction with their immediate social environment for regulation, a more autonomy-supportive environment for SALL would enable them to internalize their self-regulated actions

into their self-concept.   In addition to encouraging learners to seek authentic learning and practice opportunities as suggested in section 5.2, the LRC should create a more conducive environment for autonomous learning.

To begin with, the learning materials in the LRC need constant updating to accommodate the needs of its users.   Regular surveys can be conducted to find out more about the language and communication needs of the students in the university. As far as the facilities are concerned, the provision of photocopying and printing services[24] would also enhance the learners' use of materials outside the opening hours of the LRC.   Without such services, some learners might choose not to visit the LRC and make use of the learning resources there at all.

A resourceful physical environment coupled with an autonomy-supportive social environment would facilitate a positive interaction between the learners and the environment, thus enabling learners' internalization of self-regulated behaviors.   In that regard, a cozy environment with opportunities to be exposed to and use authentic English would enhance such an interaction.   Examples of such opportunities include showing relevant satellite TV programs and hiring native English-speaking gappers[25] to chat with students about their cultural experiences.   Not only do these activities fulfill the learners' needs for knowledge, stimulation and relatedness, they also 1) make the learners realize that there is still room for them to improve their English, and 2) give the learners a good reason for improving their English immediately for communicative purposes.

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[24]   Users of the photocopying service should be educated to observe the copyright law.
[25]   Gappers are native English-speaking students who choose to spend a year off university and work in language learning centers to help run social English programs to create a positive and relaxing speaking environment.

5.5 Learner training

Among the inhibiting factors that the learners identified, most of them are, in fact, unstable and within the learners' control.   This means that those difficulties can be overcome over time with the use of learning strategies or the learners' effort.   The teachers can work in collaboration with the language consultants in the LRC to arouse the learners' awareness of the characteristics of their difficulties and introduce them to the appropriate learning strategies such as:

1. Time management

2. Setting achievable and manageable goals

3. Priority-setting

4. Working toward one short-term goal at a time

5. Self-reflection and self-evaluation

To give learners more support out of class, the language consultants in the LRC can help the learners to identify their weaknesses and set goals at the initial stage of the SALL program, and give learners advice at regular intervals during the program if necessary.

5.6 Design of the SALL program

As the SALL program is part of the ESP course, it is not surprising that the issues of assessment and guidance have aroused the learners' concern.

In order to launch learners into autonomous learning before they identify with the values that SALL entails, it is often necessary to recognize their efforts with positive reinforcement.   Once the learners have internalized the regulation into their self-concept, it is less likely that they will discontinue the engagement in the activity even if the positive reinforcement is taken away.   Positive reinforcement can take the

form of bonus marks in the case of SALL being a component of a course.[26]   For most externally-regulated learners, the attractiveness of the bonus marks determines if they would take the first step into SALL.

It is also apparent that learners need a regular helping hand to 'stay afloat' when they are first introduced to SALL.   To strike a balance between learner control and teacher guidance, the teacher should negotiate with the learners the scope and amount of help they will be offered.   The purpose of the negotiation is twofold: 1) to narrow down the differences between the expectations of the teacher and the learners, and 2) to avoid over-advising or under-advising.   As suggested in the last section, the language consultants in the LRC can also be involved in advising learners.

Concerning the submission of SALL records and evidence, details such as the content and frequency of record-keeping can also be agreed between the teacher and the learners.   Most importantly, the learners should be trained to turn record-keeping into a learning process that helps them become more self-regulated language learners.

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[26] In the current course, 10% of the marks will be taken away if the students don't complete SALL to the teacher's satisfaction.

Chapter 6

Conclusion

Learner motivation and learner autonomy are intertwined in a web of cognitive, psychological and social practices which are dynamic and socially-constructed. To untangle these complex interrelationships, no single method would suffice. This dissertation sought to discover the relationships between learner motivation and self-access language learning in the context of a language course through both quantitative and qualitative means. Studies in learner motivation and autonomy require both research traditions to work in collaboration to find out the patterns which govern learner motivation and autonomy. Despite the potentially unlimited variables between or within each of the two constructs, several basic findings have been established to give language teachers and self-access program organizers some idea of what to watch out for when integrating SALL into other language courses. First, while intrinsic motivation for English is usually rather weak in average learners, there is no reason to expect them to exercise self-regulation when they are first introduced to SALL. Building on their extrinsic motivation, teachers should encourage the learners to internalize the regulation and identify with SALL by showing them the values of SALL in relation to personal and professional needs, and creating opportunities for them to make use of the language as far as possible. Second, learners' perceptions of their competence in learning English are vital to their willingness to take full control of their learning. Developing positive self-efficacy beliefs is thus helpful in launching learners into SALL. Third, there are some basic differences between successful and less successful users of SALL in their past language learning experiences, identified motivation and self-efficacy; however, the gaps can be bridged by offering more intensive metacognitive strategies training and

teacher feedback.   Most importantly, helping learners to visualize the needs for English and creating such needs in learners' immediate environment can enhance the identification of those needs.

It is also necessary to take account of other psychological, contextual and social factors in order obtain a more complete picture of the intertwining relationships between learner motivation and learner autonomy.   In addition to the learners' extrinsic and intrinsic orientations, contextual factors such as course assessment and physical learning support; psychological factors, for example, laziness, lack of interest and sense of coercion; and social factors, for instance, peer support and competition and teacher guidance all contribute to the enhancement or inhibition of learners' self-regulation.   In view of these factors, teachers and self-access program organizers can consider the following recommendations for future SALL programs (Table 35).

Table 35
Summary of recommendations for future SALL programs

Recommendations

1. Develop content-based SALL program for communicative purposes
2. Create opportunities for internalization of personally-valued behaviors (e.g., the ability to communicate effectively in English) into the learners' self-concept
3. Form SALL Groups
4. Create a more conducive social environment for SALL
5. Enhance learners' metacognitive skills
6. Allow flexibility in the design of SALL programs

In judging transferability of findings and applicability of recommendations, considerations should be given to 1) the extent to which SALL is integrated into the curriculum, 2) the reward/punishment system for the SALL program, 3) the disciplines that the learners are studying in relation to the prospective use of English

in their future career and/or further studies, and 4) the supporting learning facilities available in the learners' immediate social environment.

To replicate this study with another group of learners, one limitation of the research design of the current study needs to be overcome. The limitation derives from the fact that the researcher is also the teacher of the classes being studied. To ensure all the classes receive similar treatment from the teacher, two lessons were videotaped. The first lesson was conducted at the beginning of a week while the second lesson was run on the last day of the same week. The two clips were reviewed by a senior staff member of the English Centre to see if there are any big discrepancies between the ways in which the classes were taught. No observable differences were identified. The review can be found in Appendix X. Nevertheless, future research should avoid such identity confusion as far as possible.

This study has provided a clearer picture of the factors that influence learners' development of autonomous learning; however, several issues are unresolved. The findings clearly indicate that learners appreciated the philosophy of SALL and were aware of the problems surrounding its implementation. Although the findings show that learners with higher self-efficacy, an extrinsic orientation, more positive past language learning experiences, etc. are more likely to be in charge of their learning, it is unclear if there is a relationship between the change of learners' capacity to take control of their learning as a result of the enabling/inhibiting factors and their language achievement. Longitudinal studies of learners' improvement of language skills in relation to SALL are necessary to explore the relationship.

The study also indicates a lack of self-regulation among a majority of the learners. Some recommendations have been made to facilitate internalization of self-regulatory behaviors. Nevertheless, evidence needs to be gathered by future research to prove their effectiveness.

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Appendix A – Details of Gardner's Socio-psychological Model of Second Language Acquisition

Gardner (1985) proposed a key model which has become the basis for L2 motivation research, and has generated for the SLA community a large body of literature on L2 motivation. In the early work of Gardner and Lambert (1972) and Gardner (1985), it was suggested that greater L2 competence would be achieved as a result of integrative orientedness which is characterized by learners' demonstration of greater motivational effort in learning of an L2. This line of research stems from Mowrer's (1950, cited in Gardner 2006) conception of children's identification and positive affect toward their parents as a source of facilitation to children's first language development. The findings in L1 research inspired a group of social psychologists like Robert Gardner, Wallace Lambert and Richard Clément in Canada to explore the influence of integrative and instrumental orientations on motivation in learning an L2. This is particularly pertinent in Canada where being an "anglophone" and "francophone" are in competition with each other in different domains of Canadians' lives.

Integrative orientation vs. Instrumental orientation

In the Canadian socio-psychological approach, a distinction has been made between integrative orientation and instrumental orientation. According to Lambert (1974, cited in Gardner 1985), integrative orientation refers to "a sincere and personal interest in the people and culture represented by the other group" (p. 133) while instrumental orientation focuses on " the practical value and advantages of learning a new language" (p. 133). In other words, an integrated-oriented learner would demonstrate a positive disposition toward the L2 group and a desire to maintain

interactions with its members or even imitate role models of the group.   On the

contrary, an instrumental-oriented individual would make a decision on learning an L2

based on practical reasons such as educational or career advancement.

In the face of the confusion between the concepts of orientation and motivation,

Gardner (2001, 2006) clarifies that orientation is just a set of reasons for learning an

L2, but not equivalent to motivation.   He contends that "without the associated

motivation [such as engagement in the relevant activities, expenditure of efforts,

persistence in the activities, attention to the tasks, desire to achieve the goal, and

enjoyment in the activities], a reason is just a reason, not a motivation" (p. 243).

This distinction is further supported by the research finding (Gardner 2001) that

motivation was a better predictor than either integrativeness or attitudes toward the

learning situation of language achievement.

Fundamental socio-psychological model and integrative motive

Unlike other school subjects such as mathematics, science and history, language

learning requires the learners to identify with the language and cultural values of the

L2 community.   As a result, Gardner (1985) argues that "the relative degree of

success will be influenced to some extent by the individual's attitudes toward the other

community or to other communities in general as well as by the beliefs in the

community which are relevant to the language learning process" (p. 146).   Figure A1

shows the interplay of four types of variables in the language learning process, namely,

social milieu, individual differences, language acquisition contexts and outcomes.

The first component of the model, social milieu, refers to an individual's "expectations

about bilingualism as well as attitudes towards language learning and its community

are the basis for attitude towards the language learning" (Gardner 1979, cited in

89

Skehan 1989).   Cultural beliefs exert a strong influence on integrative motive which

goes under the next component of the model, individual differences.

| Social
Milieu | Individual
differences | Language
acquisition
contexts | Outcomes |
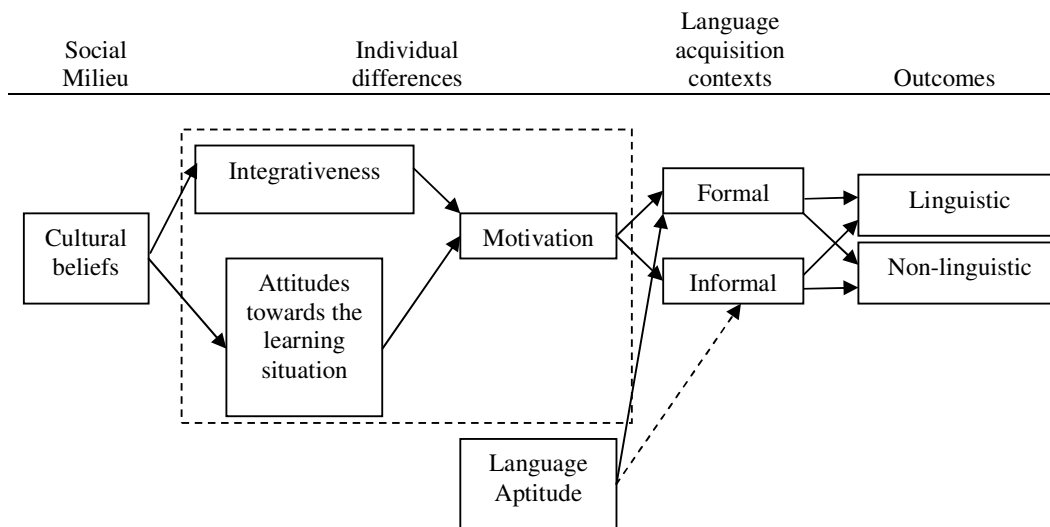
Figure 2   Schematic representation of the socio-psychological model
(after Gardner 1985)

   Integrative motive consists of three components as shown in Figure A2 including

integrativeness (comprising integrative orientation, interest in foreign languages, and

attitudes toward the L2 community), *attitudes toward the learning situation* (made up

of attitudes toward the teacher and the course), and *motivation* (subsuming effort,

desire, and positive affect).   Motivation is influenced by both integrativeness and

attitudes towards the learning situation which vary among individuals.

   Language acquisition in both formal and informal contexts is induced by

motivation; however, language aptitude only has a significant influence on formal

context, but a weak one in informal situations.   Both formal and informal contexts

yield linguistic and non-linguistic outcomes.
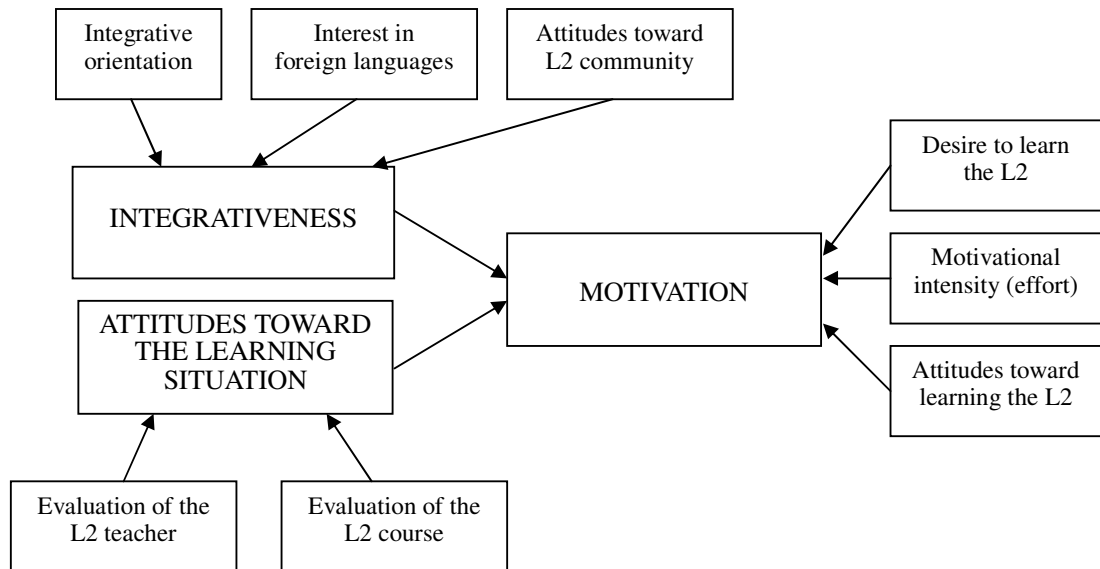
Figure 3 Gardner's conceptualization of the integrative motive (after Gardner 1985)

Appendix B – Course Structure

COURSE STRUCTURE

This course has three main strands all of which contribute to preparing you for achieving your highest potential in the course outcomes. The following diagram shows how the strands work in parallel and how they contribute to the assessed outcomes.

	STRAND 1 Speaking	STRAND 2 SALL	STRAND 3 Writing
Pre-testing	Individual Pronunciation Assessment	Grammar Proof-Reading Test	
Guidance		Needs analysis + personal needs / wants	
Teaching and Learning	Oral Input • pronunciation sessions • discussion groups • feedback	Self-Access Learning • personalized learning plan	Writing Input • lessons • teacher feedback • Writing Clinic
Assessed Outcomes	Speaking Test	Proof-reading Test + Evidence of participation *	Journal Article
Assessment Value	40%	30%	30%

NOTE:

If you are unable to provide evidence to satisfy your teacher that you have fully participated in the SALL strand your final grade for the course will be reduced by 10%.   Ask your teacher what evidence is required

Appendix C – Explanation of Self-Access Language Learning in Student's Course Notes

SELF-ACCESS LANGUAGE LEARNING

As you can see from the course schedule, self-access language learning (SALL) is an important part of this course. It takes up one third of your study time and contributes 30% towards your course marks. You will also notice that you will suffer a 10% reduction in your final grade if you do not demonstrate that you have participated sufficiently in SALL.

SALL is included in this course to give you the opportunity to focus on the aspects of English that you need and/or want to learn. Personalising your learning in this way is beneficial but it requires you to be organised. You need to set learning goals, keep up with your study plan and think about what you are doing. Your teacher will give you support but you must be responsible for completing the work.

In this course we provide the following things to help you get organised:

1. The SALL Orientation Task (on the following pages) will help you become familiar with the Language Resource Center which is a good place for self-access learning. You must complete this task **<u>BEFORE</u>** you come to the first class.

2. In the first class you will use the orientation results to discuss SALL with the teacher and classmates and then set some SALL learning goals.

3. The first SALL learning goal is set for you. We give you a diagnostic test (1st session) which is not assessed. When you check your answers you will know which areas need improvement. You have to improve them before the next test which is worth 30% of the course marks.

4. During the course we will give you a pronunciation diagnostic to help you decide whether you need to use your SALL time to improve your pronunciation skills.

5. During the classes we will comment on your speaking ability to help you decide whether you need to do additional speaking practice in your SALL time.

6. The course web site provides a SALL Record for keeping a record of your SALL learning goals, the tasks you do and your achievements. You can use it as it is, adapt it or use some other method (discuss this with your teacher).

7. At the end of the course your teacher will require you to demonstrate that you have participated fully in SALL. If you cannot do this you will lose 10% of your final course marks.

Appendix D – Self-Access Language Learning Orientation Task

SALL ORIENTATION TASK

(**MUST** be completed **BEFORE** the first class)

Conduct this orientation session in the Language Resource Center (LRC), 4/F Meng Wah Building.   You will need it in the first class.

Look around the LRC and at the Virtual English Center (http://ec.hku.hk/vec). Then, complete the following table by suggesting some SALL materials and activities that could help for each language learning area (the first one is done for you).

Areas	Resources/Activities
Reading	LRC: newspapers, dictionaries, reading course books (e.g. Study Reading), novels VEC: Reading page: http://ec.hku.hk/vec/reading/
Writing	
Listening	
Speaking	
Grammar	
Pronunciation	
IELTS preparation	
Vocabulary expansion	

What is the best resource or activity available in the LRC. And the worst? (Say why).

Best	
Worst	

Select one SALL resource, use it for 10 minutes and complete the following table:

What did you use?	
Why did you use it?	
How did you use it?	
What did you learn?	
Was it worth using (why)?	
Would you use it again? (why)	

Think about the assessments on this course: journal article (30%), proof-reading test (30%) and speaking test (40%).

How can you use your SALL time to improve your scores in these assessments?

Appendix E – SALL Learning Goals and Self-Assessment Form

YOUR SALL LEARNING GOALS

Time you will use for SALL: | 8 hrs | (allocated by course) **+** | — hrs | (additional time you will allocate) = | — hrs total |

1. Needs Analysis
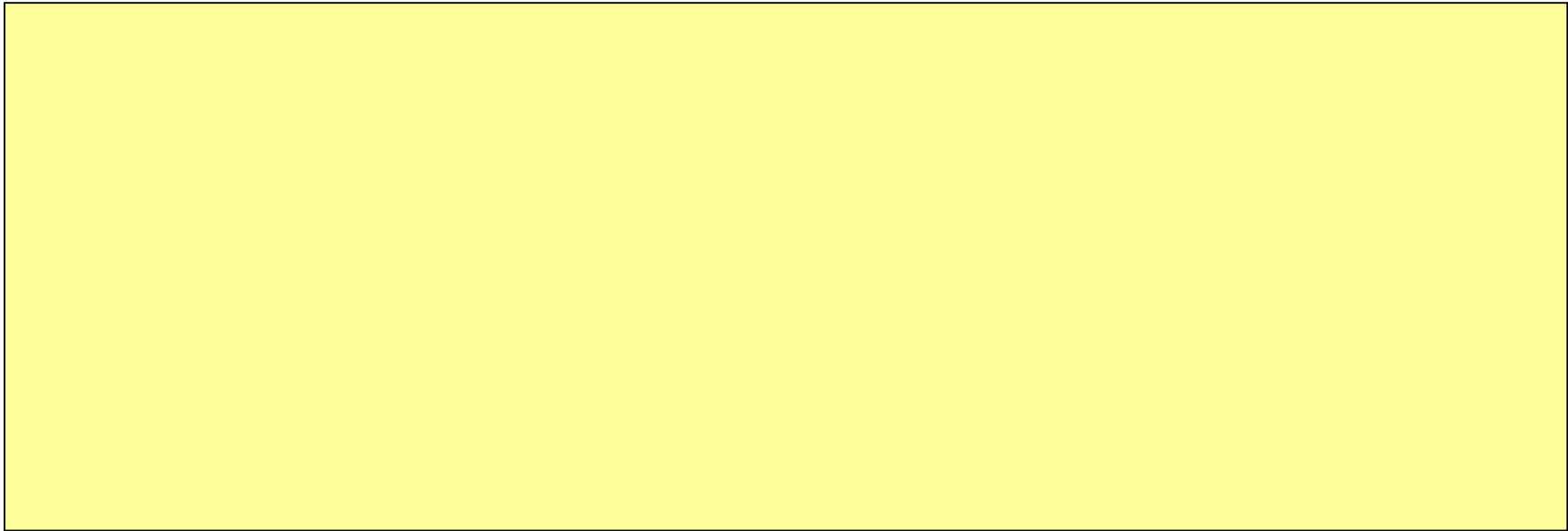
Before you set your SALL learning goals, you need to write about your needs as you see them at the beginning of the course. Think about the answers to the following questions. Write your answer in 150-200 words.

1. *Why do you want to improve your English? What do you need English for?*
2. *Which English skill(s) do you need for the areas you want to improve?*
3. *Which are your weakest skills?*
4. *Can you divide the skills into sub-skills?*

Here is an example of a student answer to these questions:

1. I want to get a good job when I graduate and so I need to improve my ability to communicate with foreigners in English. I also want to get a good mark in the IELTS test.
2. I need to improve my listening and my speaking skills.
3. My weakest skills are both my speaking and listening skills.
4. My pronunciation is poor, so are my conversational skills and also I don't understand what native speakers say when they talk quickly.

Now, write your answer to the above questions in the yellow box on page 2.

2. Deciding Goals and Strategies

Use the following lists (or your own ideas) to help set your own goals and strategies on the next page.

Language Learning Areas		
Reading	Grammar	IELTS preparation
Writing	Vocabulary Pronunciation	Professional English
Listening	Oral presentations	Academic English
Speaking		

Resources/Activities		
Coursebooks/tapes	Television/ Cinema	Conversation partner
Grammar books	Music	Reading novels
Newspapers/ Videos	Discussion groups	Dictionaries

Language Learning Goals and Strategies: List three language learning areas you need or want to work on and say why:

Language Learning Goals	Why do you want to work on this?	Resources	How You Will Use Them
Example: **To Improve Pronunciation**	I don't speak clearly. Some people don't understand me. To sound more fluent. To do well in the speaking test.	pronunciation book and tapes, discussion group	Practice the sounds I have trouble with. Join a discussion group to get more practice.
1. **Grammar** (Requirement)			
2.			
3.			

3. Expected Outcomes

Record below the progress you **expect** to make with your SALL goals by the end of this course.

Also record how you will know if you have made progress (self-assessment).

Goal	Expected Progress / Way(s) of judging progress
Example: **Pronunciation**	**Progress:** I won't pronounce perfectly but I expect to be good enough to be understood easily when I speak English. **Self-assessment of Progress:** (1) See if my teacher understands me better. (2) See my grade in the speaking test
1. Grammar (Requirement)	**Progress:** **Self-assessment of Progress:**
2.	**Progress:** **Self-assessment of Progress:**
3.	**Progress:** **Self-assessment of Progress:**

Appendix F – SALL Study Plan

ECEN2802 SALL Study Plan

Name: _____   University No.: _____   Your sub-group: _____

Week & Date	Skill I wish to work on	Specific focus	Resources chosen	Task	Time
2 (6/2/2007)	Reading	Understanding a newspaper article	An article from the South China Morning Post	Read & write a summary of the article	30 mins
12/2/2007)	Speaking	Pronunciation of specific sounds	Headway Upper-Intermediate Pronunciation Book (LRC)	Complete one unit of exercises	30 mins

Examples

Appendix G – A Sample of Self-Access Language Learning Record

ECEN2802 : Self-Access Language Learning Record

Name: _____ University No.:

_____

Your sub-group: _____ Your teacher's name: -

_____

SALL Session 1

Date/time:	Where I worked:
What I used:	
What I did with it:	
Reflection (Did you learn something? Was it worth the time you spent? Will you do it again? How could you make the experience/learning better? Other comments):	

Appendix H– Reflection Statement

Revisiting Expected Outcomes:

Look again at your goals and the expected outcomes at the beginning of this record then respond honestly to the following questions:

1. Do you think now your first goals were reasonable/achievable/realistic?

2. Did you decide to change your goals during the semester? If so why? What changes did you make?

3. Did you meet the expectations you set for yourself? If no, can you explain why? If yes, was it harder than you expected?

4. Do you think it is helpful to set yourself goals and expectations for SALL? Please explain your answer.

5. What is the most useful/enjoyable thing you did during your SALL time and why?

6. Will you go on using SALL after this semester? Why?

Appendix I – End-of-Course Evaluation of SALL

Evaluation of the SALL component of the course:

Write an evaluation (300 - 400 words) of the self-access language learning component of the course.   Use the guiding questions below to help you organize your evaluation.

1. What did you like most about SALL?
2. What have you gained as a result of SALL?
3. What motivates you to pursue your SALL goals?
4. What inhibits you from pursuing your SALL goals?
5. How do you suggest the SALL component of the course could be improved?

Appendix J - Questionnaire

Questionnaire on Learner Motivation in Autonomous Language Learning

Dear Student,

I am trying to find out what motivates second language learners to learn autonomously. So I would like to ask you to answer this questionnaire.   I want to find out your past learning experiences, beliefs about language learning, attitudes to autonomous language learning, and motivation in learning English.

There are no right or wrong answers to these questions.   Your answer depends on your point of view and your practices in language learning.   I am interested in what you think and do.

The information is for my MA research only and the results obtained will be reported anonymously.   Thank you for agreeing to help with my research.   Your cooperation would be highly appreciated.

Yours truly,
Conttia Lai

A. Past Language Learning Experiences

Instructions:

Below are some questions about your past language learning experiences.   Recall the ways in which you learned English **in your secondary school**.   You can make generalizations about your English learning experiences without making references to any particular teachers or courses.   Please **circle** your answer.   There are no right or wrong answers.   I am simply interested in your language learning background.

		Yes	*No*	*Don't Know*
1.	Did you enjoy English classes?	39.9%	42.0%	18.1%
2.	Did most of your English teachers always explain every point to you?	33.3%	62.3%	4.3%
3.	Did any of your English teachers ever ask for your opinion about what to do in the lesson?	55.1%	42.8%	2.2%
4.	Did any of your English teachers ever ask you about the ways in which you like to learn?	44.2%	50.7 %	5.1%
5.	Did most of your English teachers usually stand at the front of the class when they were teaching?	87.7%	10.9%	1.4%

		Yes	*No*	*Don't Know*
6.	Did you often use materials (e.g., newspapers, web sources, movies) other than textbooks in the English classes?	65.2%	34.8%	0%
7.	Did any of your English teachers ever ask you to decide what to do in the English classes?	37%	58%	5.1%
8.	Did you have to guess rules/ meanings yourself?	51.4%	28.3%	20.3%
9.	Did you often get an extra task or a bad mark if you did not complete the assignments the way they were set by your teachers?	31.9%	52.9%	15.2%
10.	What did you especially like or dislike about the way you were taught? _____ _____			

B.   Beliefs about Language Learning

Instructions:

Below are beliefs that some people have about learning English.   Read each statement and decide if you:

(1) strongly disagree, (2) disagree, (3) neutral, (4) agree, (5) strongly agree, (0) don't know

There are no right or wrong answers.   I am simply interested in your opinion.   Please **circle** your answer.   Questions 49 to 55 are slightly different and you should mark them as indicated.

		Strongly disagree	*Disagree*	*Neutral*	*Agree*	*Strongly agree*	*Don't know*
		1	2	3	4	5	0
11.	Some people are born with a special ability which helps them learn English.	2.2%	5.8%	11.6%	54.3%	26.1%	0%
12.	The most successful speakers of English have discovered how to improve their ability to learn it.	0.7%	4.3%	22.5%	49.3%	19.6%	2.9%
13.	I believe that I will ultimately learn to speak English very well.	0.7%	10.9%	40.6%	37%	8.7%	1.4%
14.	The role of the teacher is to create opportunities for me to practice.	0%	7.2%	24.6%	52.9%	14.5%	0%

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		Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Don't know
		1	2	3	4	5	0
15.	It is necessary to know the cultures of English-speaking countries in order to speak English well.	2.2%	18.8%	26.8%	34.8%	15.2%	2.2%
16.	Genius in English language learning is 10% ability and 90% hard work.	5.1%	26.1%	34.8%	19.6%	12.3%	2.2%
17.	You shouldn't say anything in English until you can say it correctly.	0%	39.1%	43.5%	13%	3.6%	0.7%
18.	The role of the teacher is to tell me what to do.	7.2%	34.1%	37.7%	18.1%	1.4%	1.4%
19.	I am responsible for finding my own ways of practicing.	0%	2.9%	13.8%	65.9%	16.7%	0.7%
20.	The role of the teacher is to tell me what my difficulties are.	1.4%	2.2%	10.9%	71.7%	13.0%	0.7%
21.	It is important to repeat and practice a lot.	0%	0.7%	5.1%	56.5%	37.7%	0%
22.	The role of the teacher is to help me learn effectively.	0%	0%	11.6%	71.7%	16.7%	0%
23.	I am responsible for checking my work for mistakes.	0.7%	4.3%	20.3%	63.8%	10.9%	0%
24.	Making mistakes is harmful in language learning.	23.2%	50.7%	16.7%	50.7%	23.2%	0.7%
25.	The role of the teacher is to decide how long I spend on activities.	0%	0%	11.6%	71.7%	16.7%	0%
26.	I feel self-conscious speaking English in front of other people.	0.7%	15.2%	32.6%	42.0%	4.3%	3.6%
27.	If I get to speak English very well, I will have many opportunities to use it.	0%	6.5%	12.3%	50%	29.7%	1.4%
28.	Learning English is different from learning other school subjects.	0%	5.8%	8.7%	60.1%	23.2%	2.2%
29.	The role of the teacher is to tell me what progress I am making.	0.7%	3.6%	37.7%	50.0%	4.3%	3.6%

		Strongly disagree	*Disagree*	*Neutral*	*Agree*	*Strongly agree*	*Don't know*
		1	2	3	4	5	0
30.	If I learn to speak English very well, it will help me get a good job.	0%	1.4%	4.3%	44.9%	48.6%	0.7%
31.	Good language learners have to identify their strengths and weaknesses.	0%	1.4%	6.5%	59.4%	29%	2.9%
32.	I need to know language rules before I can communicate in English.	1.4%	15.2%	27.5%	47.1%	5.8%	2.9%
33.	I am responsible for planning my own learning.	0%	0.7%	28.3%	63.8%	7.2%	0%
34.	I would like to learn English so that I can get to know its speakers better.	0.7%	2.2%	13.8%	73.2%	8.0%	2.2%
35.	Having my work evaluated by others is scary.	5.1%	32.6%	29.0%	26.1%	5.1%	1.4%
36.	Students who are 'average' in English classes will be 'average' for the entire time that they study English.	13.8%	46.4%	18.1%	15.2%	0.7%	5.8%
37.	Good language learners will set learning goals for themselves.	0%	5.8%	23.2%	54.3%	11.6%	5.1%
38.	Different people learn languages in different ways.	0%	0%	3.65	58.0%	36.2%	2.2%
39.	The role of the teacher is to explain why we are doing an activity.	1.4%	8.7%	42.8%	38.4%	3.6%	0%
40.	Making mistakes is a natural part of language learning.	0%	0.7%	2.9%	51.4%	44.2%	0%
41.	Having my work evaluated by others is helpful.	1.4%	0.7%	17.4%	62.3%	17.4%	0.7%
42.	The role of the teacher is to give me regular tests.	5.8%	26.1%	38.4%	26.8%	2.2%	0.7%
43.	I know best how well I am learning.	0%	18.1%	47.1%	21.7%	5.8%	7.2%

		Strongly disagree	*Disagree*	*Neutral*	*Agree*	*Strongly agree*	*Don't know*
		1	2	3	4	5	0
44.	The role of the teacher is to offer help to me.	0.7%	0%	11.6%	73.9%	13.0%	0.7%
45.	The role of the teacher is to set my learning goals.	5.1%	33.3%	47.1%	10.9%	0.7%	2.2%
46.	Women are better than men at learning foreign languages.	5.1%	17.4%	30.4%	34.1%	7.2%	5.8%
47.	Everyone can learn to speak English.	0%	1.4%	8.7%	59.4%	28.3%	1.4%
48.	Good language learners will measure their language learning progress.	0%	5.8%	29.7%	51.4%	8.0%	5.1%
49.	**For this question circle 1, 2, 3, 4 or 5** English is:	1 A very easy language (0.7%) 2 An easy language (10.9%) 3 A language of medium difficulty (61.6%) 4 A difficult language (18.8%) 5 A very difficult language (0.7%)					

C. Self-concept of Competence in Language Learning

Instructions:

Circle the response that <u>YOU THINK</u> describes you best.

		Not good at all	*Not good*	*Quite good*	*Good*	*Very good*	*Don't know*
		1	2	3	4	5	0
50.	My standard of English is	2.2%	37%	44.2%	12.3%	1.4%	2.9%
51.	My level of self-confidence in learning English is	5.1%	41.3%	28.3%	22.5%	0.7%	2.2%
52.	My ability to learn English is	2.2%	27.5%	38.4%	23.9%	1.4%	6.5%

		Not good at all	Not good	Quite good	Good	Very good	Don't know
		1	2	3	4	5	0
53.	My ability to learn English outside the classroom on my own is	2.9%	39.9%	37.0%	15.2%	2.2%	2.9%
54.	My level of success as a language learner is	4.3%	38.4%	33.3%	15.2%	0.7%	8.0%
55.	My ability to test myself to see how much I have learned is	4.3%	41.3%	36.2%	8.7%	0.7%	8.7%

For questions 56 to 59, Using the scale below, **place a cross** on the line in a place which shows how confident you are about the following aspects of language learning.

56. How confident are you that you have the ability to learn English successfully?
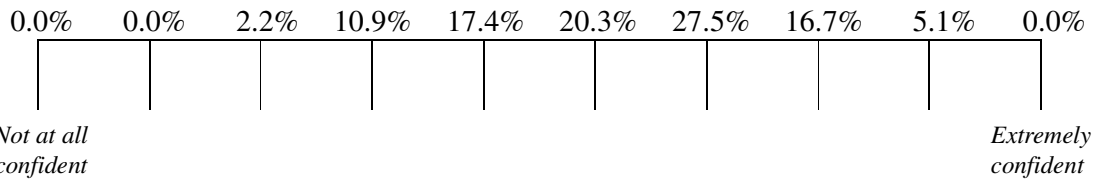
0.0%   0.0%   2.2%   10.9%   17.4%   20.3%   27.5%   16.7%   5.1%   0.0%

Not at all confident   *Extremely confident*

57. How confident are you that you have the ability to write accurately in English?

0.0%   1.4%   8.0%   14.5%   17.4%   26.1%   18.8%   8.0%   5.1%   0.7%

Not at all confident   *Extremely confident*

58. How confident are you that you have the ability to get the score you are trying for in your next grammar proofreading test?

0.0%   2.9%   3.6%   18.1%   21.0%   21.0%   23.9%   8.0%   1.4%   0.0%

Not at all confident   *Extremely confident*

110
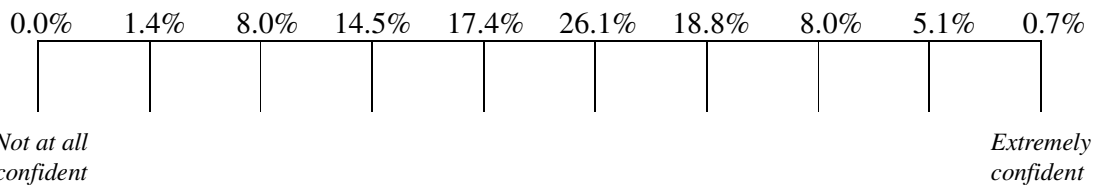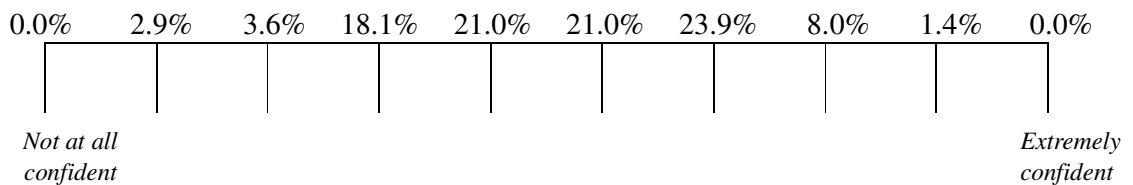
59. How confident are you that you know how to find an effective way to learn English?

0.0%   2.2%   3.6%   13.8%   22.5%   27.5%   19.6%   10.9%   0.0%   0.0%

Not at all
confident

Extremely
confident

D. Attitudes to Autonomous Language Learning

Instructions:

Below are beliefs that some people have about autonomous language learning.   Read each statement and decide if you:

(1) strongly disagree, (2) disagree, (3) neutral, (4) agree, (5) strongly agree, (0) don't know.

There are no right or wrong answers. I am simply interested in your opinion.   Please **circle** your answer.   Questions 81 to 91 are slightly different and you should mark them as indicated.

		Strongly disagree	*Disagree*	*Neutral*	*Agree*	*Strongly agree*	*Don't know*
		1	2	3	4	5	0
60.	To learn English successfully you need a good teacher.	1.4%	4.3%	21.0%	58.0%	12.5%	0.7%
61.	It is important for me to be able to see the progress I make.	0%	2.2%	27.5%	58.7%	10.1%	1.4%
62.	I need the teacher to tell me how I am progressing.	0.7%	13.0%	37.7%	42.8%	2.2%	3.6%
63.	I have my own ways of testing how much I have learned.	0%	24.6%	39.1%	29.7%	0.7%	5.8%
64.	Talking to the teacher about my progress is embarrassing for me.	3.6%	43.5%	32.6%	15.9%	2.9%	1.4%
65.	I like trying new things out by myself.	0%	6.5%	29.0%	53.6%	10.1%	0.7%
66.	I like studying alone.	1.4%	8.7%	30.4%	47.8%	10.9%	0.7%
67.	I have a clear idea of what I need English for.	0.7%	5.8%	29.0%	54.1%	9.6%	2.2%
68.	I like the teacher to offer help to me.	0%	0.7%	23.9%	60.1%	13.0%	2.2%
69.	I like to look for solutions to my problems by myself.	0%	5.8%	35.5%	53.6%	4.3%	0.7%
70.	I know when I have made an error in English.	0.7%	30.4%	34.8%	31.9%	0%	2.2%

		Strongly disagree	*Disagree*	*Neutral*	*Agree*	*Strongly agree*	*Don't know*
		1	2	3	4	5	0
71.	I like the teacher to set my learning goals.	4.3%	34.1%	38.4%	18.1%	1.4%	3.6%
72.	I like the teacher to tell me what my difficulties are.	0.7%	1.4%	17.4%	69.6%	10.1%	0.7%
73.	I like the teacher to tell me what to do.	2.2%	21.7%	45.7%	27.5%	2.2%	0.7%
74.	The teacher should make me work hard.	2.2%	21.7%	41.3%	26.8%	5.1%	2.9%
75.	I like the teacher to tell me how long I should spend on an activity.	4.3%	33.3%	44.9%	15.9%	0.7%	0.7%
76.	The teacher should always explain why we are doing an activity in class.	2.2%	15.2%	36.2%	42.8%	3.6%	0%
77.	I know what independent learning means.	0.7%	0%	22.5%	67.4%	6.5%	2.9%
78.	It is important to make decisions about one's own learning.	0%	0%	26.1%	63.0%	8.0%	2.9%
79.	As a course participant of ECEN2802, I have the opportunity to make decisions about my learning.	0%	4.3%	12.3%	67.4%	14.5%	1.4%
80.	Effective language learners make decisions about their own learning.	0%	0.7%	17.4%	68.1%	11.6%	2.2%
81.	Using English outside the classroom is important for developing good language skills.	0%	0.7%	3.6%	50.7%	44.9%	0%

For questions 82 to 85, circle your answer.

		often	*sometimes*	*never*
82.	I like asking the teacher questions.	8.7%	81.2%	9.4%
83.	I know which aspects of my English I want to improve.	54.3%	42.0%	2.9%
84.	I check my own writing for errors.	37.0%	55.8%	6.5%
85.	I like to ask the teacher for help.	9.4%	77.5%	12.3%

For questions 86 to 89, rank the three beliefs under each heading according to how important each belief is to you.   Write number
(1) in the box next to the belief which is the <u>most important</u> to you;
(2) in the box next to the belief which is <u>next most important</u> and
(3) in the box next to the belief which is <u>least important</u> to you.

Feedback		
86.	I believe feedback on my language learning that I give myself helps me most.	1 – 15.2% 2 – 40.6% 3 – 44.2%
	I believe feedback on my language learning from the teacher helps me most.	1 – 80.4% 2 – 13.8% 3 – 5.8%
	I believe feedback on my language learning from my classmates helps me most.	1 – 4.3% 2 – 45.7% 3 – 50%
Opportunities to use the language		
87.	I believe that I should find my own opportunities to use the language.	1 – 79.0% 2 – 13.0% 3 – 8.0%
	I believe that opportunities to use the language should be provided by my classmates.	1 – 2.2% 2 – 23.2% 3 – 74.6%
	I believe that opportunities to use the language should be provided by the teacher.	1 – 18.8% 2 – 63.8% 3 – 17.4%
Tactics		
88.	I believe I can find for myself the best ways to learn a language.	1 – 44.9% 2 – 43.5% 3 – 11.6%
	I believe my classmates can show me the best ways to learn a language.	1 – 6.5% 2 – 14.5% 3 – 79.0%
	I believe the teacher can teach me the best ways to learn a language.	1 – 48.6% 2 – 42.0% 3 – 9.4%
Teacher		
89.	I believe the teacher should be an expert at teaching language.	1 – 37.7% 2 – 44.9% 3 – 17.4%
	I believe the teacher should be an expert at learning languages.	1 – 9.4% 2 – 17.4% 3 – 73.2%
	I believe the teacher should be an expert at showing students how to learn.	1 – 52.9% 2 – 37.7% 3 – 9.4%

Effort		
For question 90, rank the following beliefs according to how important each is to you. Write number (1) in the box beside the belief which is most important to you; write number (2) in the box beside the belief which is next most important and so on until you have used up all the numbers (1-4).		
90.	I believe my language learning success depends on what I do outside the classroom.	1 – 84.1% 2 – 7.2% 3 – 7.2% 4 – 1.4%
	I believe my language learning success depends on what I do in the classroom.	1 – 7.2% 2 – 57.2% 3 – 26.8% 4 – 8.7%
	I believe my language learning success depends on what my classmates do in the classroom.	1 – 0.7% 2 – 5.8% 3 – 15.2% 4 – 78.3%
	I believe my language learning success depends on what the teacher does in the classroom.	1 – 8.0% 2 – 29.7% 3 – 50.7% 4 – 11.6%
For question 91, rank the following beliefs according to how important each is to you. Write number (1) in the box beside the belief which is most important to you; write number (2) in the box beside the belief which is next most important and so on until you have used up all the numbers (1-5).		
91.	Feedback plays an important role in successful language learning.	1 – 6.5% 2 – 10.1% 3 – 18/.8% 4 – 30.4% 5 – 34.1%
	Opportunities to use the language play an important role in successful language learning.	1 – 29.7% 2 – 22.5% 3 – 23.9% 4 – 16.7% 5 – 7.2%
	Practice plays an important role in successful language learning.	1 – 21.7% 2 – 42.0% 3 – 26.8% 4 – 8.7% 5 – 0.7%
	The language teacher plays an important role in successful language learning.	1 – 3.6% 2 – 5.1% 3 – 9.4% 4 – 32.6% 5 – 49.3%
	My own effort plays an important role in successful language learning.	1 – 38.4% 2 – 20.3 % 3 – 21.0% 4 – 11.6% 5 – 8.7%

E. Motivation in Language Learning

Instructions:

Using the scale below, indicate how true each of the following reasons for learning English is for you.   Decide if each of the statements is:

(1)Not true at all, (2) True to a little extent, (3) True to some extent, (4) True to a great extent, (5) Completely true.

There are no right or wrong answers.   I am simply interested in what you think. Please **<u>circle</u>** your answer.

		Not true at all	*True to a little extent*	*True to some extent*	*True to a great extent*	*Completely true*
Why do you learn English?						
		1	2	3	4	5
92.	Because I need English in order to find a high-paying job later on.	5.8%	12.3%	36.2%	35.5%	9.4%
93.	Because I experience pleasure and satisfaction while learning new things about English.	2.2%	28.3%	40.6%	25.4%	2.9%
94.	Because I think that having a high level of English proficiency will help me better prepare for the career I have chosen.	1.4%	6.5%	21.7%	51.4%	17.4%
95.	Because I really like learning English.	10.9%	34.1%	33.3%	18.1%	2.9%
96.	Honestly, I don't know; I really feel that I am wasting my time in learning English.	73.9%	16.7%	5.1%	3.6%	0%
97.	For the pleasure I experience while surpassing myself in my study of English.	5.1%	31.9%	51.4%	9.4%	1.4%
98.	To prove to myself that I am capable of acquiring a second language.	17.4%	31.2%	28.3%	19.6%	2.9%
99.	In order to obtain a more prestigious job later on.	3.6%	10.9%	32.6%	42.0%	10.1%
100.	For the pleasure I experience when I discover new things that I have never seen before.	7.2%	23.2%	42.0%	25.4%	1.4%
101.	Because eventually it will enable me to enter the job market in a field that I like.	3.6%	12.3%	34.8%	39.1%	9.4%
102.	Because for me, English is fun.	18.1%	34.8%	29.7%	15.2%	1.4%

		Not true at all	True to a little extent	True to some extent	True to a great extent	Completely true
Why do you learn English?						
		1	2	3	4	5
103.	I once had good reasons for learning English; however, now I wonder whether I should continue.	44.9%	33.3%	17.4	2.2%	1.4%
104.	For the pleasure that I experience while I am surpassing myself in one of my personal accomplishments.	8.0%	31.2%	44.9%	13.0%	2.2%
105.	Because of the fact that when I succeed in English language learning, I feel important.	8.0%	20.3%	34.1%	32.6%	4.3%
106.	Because I want to have "the good life" later on.	5.1%	13.8%	37.7%	34.1%	8.0%
107.	For the pleasure that I experience in broadening my knowledge about the world which appeals to me.	5.1%	12.3%	37.0%	35.5%	9.4%
108.	Because this will help me make a better choice regarding my career orientation.	2.9%	12.3%	30.4%	42.0%	11.6%
109.	For the pleasure that I experience when I am taken by discussions with interesting teachers.	11.6%	37.0%	31.2%	16.7%	2.9%
110.	I can't see why I learn English and frankly, I couldn't care less.	58.0%	27.5%	11.6%	0.7%	0.7%
111.	For the satisfaction I feel when I am in the process of accomplishing difficult language activities.	12.3%	34.8%	37.7%	12.3%	2.2%
112.	To show myself that I am an intelligent person.	19.6%	41.3%	24.6%	12.3%	1.4%
113.	In order to have a better salary later on.	7.2%	10.9%	32.6%	39.9%	8.7%
114.	Because learning English allows me to continue to learn about many things that interest me.	4.3%	12.3%	31.9%	38.4%	11.6%
115.	Because I believe learning English will improve my competence in my career.	2.2%	8.7%	22.5%	54.3%	10.9%
116.	For the 'high' feeling that I experience while using English to express myself and understand things.	15.9%	27.5%	25.4%	26.1%	4.3%
117.	I don't know; I can't understand what I am learning in English classes.	65.2%	23.9%	8.7%	0.7%	0%
118.	Because learning English allows me to experience personal satisfaction in my quest for excellence in my academic studies.	5.1%	21.7%	45.7%	23.9%	2.9%
119.	Because I want to show myself that I can succeed in my study of English.	14.5%	33.3%	30.4%	17.4%	3.6%

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F. Background Information

Instructions:

Please answer the following questions or circle the proper answers.   The questions below are for research purposes only.   Your individual answers will not be made available to anyone.

120.   Name: _____

121.   Sub-class: _____

122.   Gender: M / F

123.   Number of years you have studied English: _____ years

124.   Please list the foreign language(s) you have studied other than English:

_____

125.   Hours generally spent studying English every week:

More than 6 hours 4-6 hours   2-4 hours   less than 2 hours

126.   Please rate how often you use English outside class:

Never   Occasionally   Often

127.   If you circled "occasionally" or "often", please specify when you use it

below:

_____

128.   Please feel free to write down any comments on autonomous learning and/ or learner motivation in the box below.

** THANK YOU FOR TAKING TIME TO FILL OUT THIS QUESTIONNAIRE **

Appendix K – Detailed Descriptions of the Questionnaire

Motivational dimensions to self-regulation consisted of five constructs namely 1) past language learning experiences, 2) beliefs about language learning, 3) self-concept of competence in language learning, 4) attitudes to autonomous language learning, and 5) motivation in language learning.

Section A. Past language learning experiences

Respondents were asked to answer nine yes/no questions (Wright 1987) about their past language learning experiences which were related to the levels of pleasure and autonomy that they enjoyed in their previous years of schooling.   For instance, in order to find out if the respondents' learning experiences in English classes was positive, they were asked if they enjoyed English classes.   An example of the questions which attempted to learn about the respondents' control over their learning is "Did any of your English teachers ever ask you about the ways in which you like to learn".   A "don't know" option was offered to the respondents in case of a lack of a clear-cut answer or vague memory.

An open-ended question at the end of this section elicited information about the respondents' likes and dislikes about the way they were taught in the past.

Section B. Beliefs about language learning

Thirty-nine statements about language learning adapted from Horwitz (1988) were included in the questionnaire to measure the beliefs that learners hold about

1) regulatory orientation of learning (e.g., "I am responsible for finding my own

ways of practicing." and "If I learn to speak English very well, it will help me

get a good job.");

2) control over learning English (e.g., "Some people are born with a special

ability which helps them learn English.");

3) integrative motive (e.g., "I would like to learn English so that I can get to

know its speakers better.");

4) occurrence of mistakes (e.g., "You shouldn't say anything in English until you

can say it correctly."); and

5) English as a whole (e.g., "Everyone can learn to speak English.").

Respondents were asked to indicate their level of agreement with the statements

on a five-point Likert scale, where "1" represents "strongly disagree" and "5"

"strongly agree".   Respondents could choose to show their lack of opinion or

knowledge by picking the "don't know" option.

Section C. Self-concept of competence in language learning

To determine the respondents' beliefs about their capabilities to learn English

successfully, five Likert scale items and five rating scale items (Cotterall 1999) were

used in the questionnaire.

The Likert scale items were concerned with learners' perceived self-efficacy in

English learning in general (e.g., "My level of self-confidence in learning English

is…") and in being self-regulated (e.g., "My ability to learn English outside the

classroom on my own is…").   Respondents rated their levels of perceived

self-efficacy from "1" meaning "not good at all" to "5" meaning "very good".   To

offer a choice for those respondents who felt that they lacked the ability to judge, a

"don't know" option was given.

The other five items on a rating scale mainly dealt with learners' levels of confidence in more specific domains such as the ability to write accurately in English, and get the desired score in the end-of-term proofreading exam. Respondents were asked to rate their levels of confidence on a ten-point scale[27], with "1" representing "not confident at all" and "5" "extremely confident".

Section D. Attitudes to autonomous language learning

Learners' attitudes toward autonomous language learning is one of the indicators of how ready they are for putting SALL into practice. To find out the respondents' readiness for SALL, 32 items about regulatory orientations (i.e., the degree of self-regulation) were drawn from the existing inventory proposed by Cotterall (1995; 1999).

Respondents' were asked to express their levels of agreement on a five-point scale, with "1" representing "strongly disagree" and "5" "strongly agree" toward 22 statements about autonomous language learning such as "I have a clear idea of what I need English for" and "It is important to make decisions about one's own learning". Respondents could opt for the "don't know" option if they had no opinions about the statements.

In addition to their self-report of attitudes toward autonomous learning, respondents were asked to indicate their usual practices of language learning (four items) in relation to autonomy such as "I check my own writing for errors" and "I

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[27] The ten-point rating scale was converted to a five-point scale in the factor analysis to maintain consistency between constructs.

know which aspects of my English I want to improve" on a three-point scale, ranging from "often", "sometimes" and "never". The three items were coded as "3", "2" and "1" respectively with "3" representing the highest frequency, and "1" the lowest frequency in the statistical analysis

To understand learners' attitudes towards the roles that feedback, opportunities to use the language, tactics, teacher and effort play in language learning, respondents were asked to rank the importance of 1) learners themselves, 2) teachers, and 3) classmates to them in each of the above aspects of language learning. For instance, they were asked to rank-order if they believe the most helpful feedback on their language learning came from 1) themselves, 2) the teacher, or 3) their classmates on a 3-point rating scale, with "1" representing "the most important" and "3" the least important".

Section E. Motivation in language learning

Learners' motivation in learning English was measured by 28 statements describing the reasons for learning English (Schmidt *et al.* 1996; Vallerand *et al.* 1992). Those statements aimed to determine learners' levels of self-determination (i.e., AM, EM, IM-knowledge, IM-accomplishment, and IM-stimulation) (*c.f.* 2.2.1). Below shows an example of the statements which describe each type of motivation:

AM: "I can't see why I learn English and frankly, I couldn't care less."

EM: "I learn English because this will help me make a better choice regarding my career orientation."

IM-knowledge: "I learn English for the pleasure that I experience in

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broadening my knowledge about the world which appeals

to me."

IM-accomplishment: "I learn English for the pleasure that I experience while I

am surpassing myself in one of my personal

accomplishments."

IM-stimulation: "I learn English because for me, English is fun."

Respondents were asked to show the extent to which the statements reflected

their sources of motivation in learning English on a 5-point scale, with "1"

representing "not true at all" and "5" "completely true".

Appendix L – Focus Group Discussion Guide (1st Round)

Focus Group Discussion Guide (1st Round)

Research Title:

The Influence of Learner Motivation on Developing Autonomous Learning in an ESP Course

Research questions:

1. What factors motivates the successful self-access learners?
2. What factors inhibits the less successful self-access learners?
3. How do learners perceive the integration of self-access language learning into an English for Specific Purposes course?

A. Introduction

Welcome

Welcome and thank you for coming to this focus group.   Each of you has been selected to participate because your point of view is important to me.   I know that you are very busy and I greatly appreciate your contribution to this project.   This discussion is not a test, nor should it in any way be viewed as a series of questions with right and wrong answers.   Remember, I am very interested in what you think and feel.   I want to know your opinions on some issues about language learning, and I am certainly not interested in your agreeing with the opinions and feelings of others. There may be times, however, when you do, and it is appropriate for you to let me know that as well.

Purpose

The purpose of this focus group discussion is to determine your ideas and opinions about the topic of the influence of learner motivation on developing autonomous learning in ECEN2802.

Guidelines
There are a few guidelines I would like to ask you to follow during the focus group discussion.

First, you do not need to speak in any particular order.   When you have something to say, please do so.

Second, please do not speak while someone else is talking.   Sometimes, the exchanges get emotional, and it is tempting to 'jump in' when someone is talking, but I ask you to refrain from doing so.

Third, remember that there are five people in this group and that it is important that I obtain the point of view from each one of you.

Fourth, you do not need to agree with what everyone or anyone in the group says, but you do need to state your point of view without making any negative comments on other group members.

Finally, because we have limited time together, I may need to stop you and to redirect our discussion.

Do you have any questions?... Okay, let's begin.

B. Warm-Up

You probably discovered that each one of you is from the same sub-class of the course

"Advanced English for Science Students".   I supposed you have been learning

English since your childhood.   Briefly, tell each of us your past language learning

experiences.   Tell us

1. the reasons why you learned English

2. the ways you learned it

3. the effectiveness of the methods that you employed

4. feelings about your English learning experiences

C. Clarification of Terms

For the purpose of this discussion, the term autonomous learning refers to learners'

capacity to take charge of their own learning in a way that

1. they are active and independent in the learning process;

2. they can identify goals, formulate their own goals, and can change goals to suit their own learning needs and interests;

3. they are able to use learning strategies, and to monitor their own learning."

SALL in ECEN2802 is a representation of the concept of autonomous learning.

Another term "motivation" refers to the self-determination an individual shows when engaging in an activity. People are motivated because of different reasons. Some are motivated because they think the activity is enjoyable and satisfying to do while some are motivated simply because the activity will lead to the earning of rewards or avoidance of punishment.

D. Discussion Questions

1. What did you understand about autonomous learning before you enrolled in this course?

2. How do you view autonomous learning today?

3. Has the SALL component of the course made any difference to the ways in which you learn English?

4. Autonomous learning is about making decisions and taking control. How do you feel about making your own decisions instead of being told what to do?

5. What difficulties did you experience as an independent learner? To what extent did the difficulties discourage you from engaging in SALL?

6. What are your impressions of the kind of support you got from the following sources for autonomous learning?
   a. LRC
   b. Course design
   c. Classmates
   d. Teacher
   e. Library
   f. Internet

7. In general terms, on what basis do you think people are motivated to carry out SALL?

E. Wrap-Up

Unfortunately, we are close to being out of time.   There is less time to express your points of view than we would like.   Let me attempt to summarize that key ideas I have heard…
There were several topics that we touched upon and that we were not able to complete discussing during this focus group…is an important one, and it is unfortunate that we were unable to spend more time today discussing it.

F. Member Check

Let me identify some key discussion points and then I would like to find out how each of you feel about them by checking with each member.   At this point, I'm not looking for further discussion, just a general idea of how many of you feel a particular way.   Again, please let me know your opinion.

First, how many of you feel that…?

Second, how many of you feel that…?

G. Closing Statements

As we come to a close, I need to remind each of you that the videotape will be transcribed; you will be assigned false names for the purpose of transcript and data analysis so that you will remain anonymous.   I ask that you refrain from discussing the comments of group members and that you respect the right of each member to remain anonymous.   Are there any questions I can answer?
Thank you for your contribution to this project.   This was a very successful discussion and your honest and forthright responses will be an enormous asset to my work.   Again, I very much appreciate your involvement.

Appendix M – Focus Group Discussion Guide (2ⁿᵈ Round)

Focus Group Discussion Guide

Research Title:

The Influence of Learner Motivation on Developing Autonomous Learning in an ESP Course

Research questions:

1. What factors motivates the successful self-access learners?
2. What factors inhibits the less successful self-access learners?
3. How does the integration of self-access language learning into an ESP course affect learners' autonomous learning behaviors?

A. Introduction

Welcome

Welcome and thank you for coming to this focus group.   Each of you has been selected to participate because your point of view is important to me.   I know that you are very busy and I greatly appreciate your contribution to this project.   This discussion is not a test, nor should it in any way be viewed as a series of questions with right and wrong answers.   Remember, I am very interested in what you think and feel.   I want to know your opinions on some issues about language learning, and I am certainly not interested in your agreeing with the opinions and feelings of others. There may be times, however, when you do, and it is appropriate for you to let me know that as well.

Purpose

The purpose of this focus group discussion is to determine your ideas and opinions about the topic of the influence of learner motivation on developing autonomous learning in ECEN2802.

Guidelines

There are a few guidelines I would like to ask you to follow during the focus group discussion.

First, you do not need to speak in any particular order.   When you have something to say, please do so.

Second, please do not speak while someone else is talking.   Sometimes, the exchanges get emotional, and it is tempting to 'jump in' when someone is talking, but I ask you to refrain from doing so.

Third, remember that there are five people in this group and that it is important that I obtain the point of view from each one of you.

Fourth, you do not need to agree with what everyone or anyone in the group says, but you do need to state your point of view without making any negative comments on other group members.

Finally, because we have limited time together, I may need to stop you and to redirect our discussion.

Do you have any questions?... Okay, let's begin.

B. Clarification of Terms

For the purpose of this discussion, the term autonomous learning refers to learners'

capacity to take charge of their own learning in a way that

1. they are active and independent in the learning process;

2. they can identify goals, formulate their own goals, and can change goals to suit

their own learning needs and interests;

3. they are able to use learning strategies, and to monitor their own learning."

　　SALL in ECEN2802 is a representation of the concept of autonomous learning.

Another term "motivation" refers to the self-determination an individual shows when

engaging in an activity.   People are motivated because of different reasons.   Some

are motivated because they think the activity is enjoyable and satisfying to do while

some are motivated simply because the activity will lead to the earning of rewards or

avoidance of punishment.

C. Discussion Questions

1. What is your impression about autonomous language learning?

2. How do you feel about the SALL component of the course?

3. How motivated are you in being autonomous in learning English?

4. What makes you motivated or not motivated to be autonomous?

5. What roles do these parties play in promoting autonomous learning?
   - Self-access centers
   - The English Course
   - Classmates
   - Teachers
   - Libraries
   - The Internet

D. Wrap-Up

Unfortunately, we are close to being out of time.   There is less time to express your points of view than we would like.   Let me attempt to summarize that key ideas I have heard…

There were several topics that we touched upon and that we were not able to complete discussing during this focus group…is an important one, and it is unfortunate that we were unable to spend more time today discussing it.

E. Member Check

Let me identify some key discussion points and then I would like to find out how each of you feel about them by checking with each member.   At this point, I'm not looking for further discussion, just a general idea of how many of you feel a particular way.   Again, please let me know your opinion.

First, how many of you feel that…?

Second, how many of you feel that…?

F. Closing Statements

As we come to a close, I need to remind each of you that the videotape will be transcribed; you will be assigned false names for the purpose of transcript and data analysis so that you will remain anonymous.   I ask that you refrain from discussing the comments of group members and that you respect the right of each member to remain anonymous.   Are there any questions I can answer?

Thank you for your contribution to this project.   This was a very successful discussion and your honest and forthright responses will be an enormous asset to my work.   Again, I very much appreciate your involvement.

Appendix N – Detailed Descriptions of the Five Motivational Factors

Factor	Descriptions
Factor 1: *Intrinsic motivation for learning English*	Factor 1 (eigenvalue = 8.6, variance = 15.6%) consist of thirteen items. These items are concerned with learners' innate, organismic needs for competence and self-determination, and therefore this factor is labeled. Factor 1 has the lowest aggregated mean score of 2.76 (SD = .67, Cronbach's alpha = .91). Learners scoring low on this factor exhibit less intrinsic orientation in learning English.
Factor 2: *Extrinsic motivation of learning English*	Factor 2 (eigenvalue = 6.3, variance = 14.3%) has salient loadings from eight items. They are all associated with extrinsic orientations with differing levels of internalization into the learners' self-concept (i.e., external, introjected and identified regulation) (*c.f.* 2.2.1.2) and therefore this factor is termed *Extrinsic motivation of learning English*. Factor 2 has the second highest mean score of 3.45 (SD = .78, Cronbach's alpha = .93). Learners scoring high on this factor are expected to be more extrinsically motivated to learn English.
Factor 3: *Self-efficacy*	Factor 3 (eigenvalue = 4.7, variance = 13.7%) has received salient loadings from eleven items, all concerning learners' self-concept of competence in English. This factor is, therefore, labeled *Self-efficacy* which has the second lowest mean score of 2.9 (SD = .58, Cronbach's alpha = .91). Learners with low scores on this factor have a poorer concept of their competence in English.
Factor 4: *Beliefs about teacher's role*	The seven items loading onto Factor 4 (eigenvalue = 3.4, variance = 8.4%) all have to do with learners' beliefs about and preferences for the role of the teacher; accordingly, this factor is referred to as *Beliefs about teacher's role*. This factor has the third highest mean score of 3.09 (SD = .52, Cronbach's alpha = .79). Learners who score high on this factor exhibit a higher level of teacher-dependence.
Factor 5: *Attitudes to autonomous language learning*	The last factor, Factor 5 (eigenvalue = 2.3, variance = 5.5%), has salient loadings from five items. All the items loading on this factor are associated with learners' attitudes toward making decisions and setting goals for their own learning, and therefore this factor is labeled *Attitudes to autonomous language learning*. This factor has the highest mean score of 3.82 (SD = .44, Cronbach's alpha = .68). The items concern a general positive outlook on taking control of their own learning, to the extent that learners scoring high on this factor would appreciate the opportunities to make decisions for their own learning.

Appendix O – Moderator's Notes of Focus Group Discussions

1. It is believed that the ways in which the students were introduced to language learning would have a great influence on learners' motivation and inclination to self-regulation.   So, the focus group members were asked to recall their past learning experiences in their previous schooling, and their verbatim records were put under the first theme entitled "past learning experiences".

2. In connection with their past learning experiences, some members of the focus groups gave an account of the directions of regulation that they had adopted in learning English.   Their accounts were captured under the second category "regulation of learning practices".

3. Opinions about whether those learning practices had positively contributed to the advancement of language skills were elicited, and the learners' descriptions were summarized under the third group of concepts "effectiveness of learning practices".

4. It is likely that learners' perceptions of the effectiveness of their learning practices in their former education are affected by the ways in which autonomous learning is conceptualized.   Keen expressions of the understanding of SALL from the focus group members were observed from various discussion sessions, and were recorded under the fourth category "understanding of autonomous learning".

5. The fifth theme emerged from the focus group discussions is "motivation" which embraces students' self-reports of their levels and sources of motivation in pursuing their SALL goals which encompasses differing degrees of self-determination.

6. Students' discussions on the influence of social factors at situational, contextual and global levels on learners' pursuit of autonomous learning was extracted and presented under the sixth theme "social practices".   It is inevitable that learners have come across problems of different types at one point or another in the process of practicing SALL in the ESP course.

7. When asked about the problems that they had to tackle in SALL, the focus group members described numerous issues related to SALL which had caused difficulties for them to achieve their SALL goals.   Those issues were summarized and recorded under the seventh theme "difficulties encountered".

8. The last theme emerged from the focus group discussion is "integration of SALL into ESP courses" which depicts students' opinions on the possibility of incorporating SALL into regular language courses and the issues which need to be addressed when considering such an integration.

Appendix P - One-way Analysis of Variance for Learners' Success in SALL
by Motivational Construct

| Motivational Construct | Types of users of SALL | | | | | | |
| | Successful users of SALL | | Less successful users of SALL | | | | |
	M	SD	M	SD	*F(1, 136)*	*p*	Eta Squared
Intrinsic Motivation for Learning English[1]	2.76	.66	2.77	.64	.004	.95	.00
Extrinsic Motivation for Learning English[1]	3.53	.75	3.14	.85	5.51	.02	.04
Self-efficacy[1]	2.94	.57	2.52	.49	13.11	<.001	.09
Beliefs about Teacher's role[2]	3.09	.54	3.08	.44	.004	.95	.00
Attitudes to Autonomous Language learning[3]	3.84	.43	3.72	.47	1.69	.20	.01

[1]The scale used: 1 = weakest; 2 = weak; 3 = medium; 4= strong; 5 = strongest
[2]The scale used: 1 = extremely teacher-regulated; 2= teacher-regulated; 3 = medium;
 4 = self-regulated; 5 = extremely self-regulated
[3]The scale used: 1 = extremely negative; 2 = negative; 3 = neutral; 4 = positive; 5 = extremely
positive

Appendix Q - One-way Analysis of Variance for Learners' Success in SALL by Extrinsic Motivation

Variable	Successful users of SALL		Less successful users of SALL		*F (1, 131)*	*p*	Eta Squared
	M	SD	M	SD			
Because I need English in order to find a high-paying job later on.	3.36	.99	3.08	.1.02	1.74	.19	.01
Because I think that having a high level of English proficiency will help me better prepare for the career I have chosen.	3.91	.83	3.31	.88	10.61	.001	.08
In order to obtain a more prestigious job later on.	3.49	.93	3.19	.98	2.06	.15	.02
Because eventually it will enable me to enter the job market in a field that I like.	3.47	.93	3.00	.98	5.22	.02	.04
Because I want to have "the good life" later on.	3.31	.86	2.92	1.26	3.43	.07	.03
Because this will help me make a better choice regarding my career orientation.	3.52	.93	3.19	1.06	2.53	.11	.02
In order to have a better salary later on.	3.37	.99	2.96	1.11	3.48	.07	.03

One-way Analysis of Variance for Learners' Success in SALL
by Extrinsic Motivation (cont.)

| Variable | Types of users of SALL | | | | | | |
| | Successful users of SALL | | Less successful users of SALL | | | | |
	M	SD	M	SD	*F (1, 131)*	*p*	Eta Squared
Because I believe learning English will improve my competence in my career.	3.67	.87	3.54	.95	.49	.49	.00

The scale used: 1 = not true at all; 2 = true to a little extent; 3 = true to some extent; 4= true to a great extent; 5 = completely true

Appendix R – Frequencies of Learners' Reported Sources of Motivation for SALL

Theme	f	%
Extrinsic Motivation		
1. Good grades for the course	39	18.1
2. Better career prospects	30	13.9
3. Passing international language examinations	21	9.7
4. Communicating with English / speakers for academic/ work purposes	11	5.1
5. Record-keeping for SALL (for meeting course requirement)	3	1.4
6. Preparation for further studies	3	1.4
7. Following SALL learning plan (to meet deadlines)	3	1.4
8. Ability to make choices	2	0.9
Intrinsic motivation		
1. Determination in improving weaknesses	25	11.6
2. Interest in the learning activities	18	8.3
3. Accomplishing goals	13	5.9
4. Learning partners	13	5.9
5. Clearly-defined goals	12	5.6
6. Desire for knowledge in English	6	2.8
7. Fun in language English	2	0.9
8. Sense of success	2	0.9
9. Teacher's praise	1	0.5

Frequencies of Learners' Reported Sources of Motivation for SALL (cont.)

Theme	f	*%*
Social setting		
1. The resources and learning atmosphere in Language Resource Center	8	3.7
2. Use of technology in language learning	2	0.9
3. Easy access to language resources	1	0.9
Total	216	100.0

Appendix S - Frequencies of Learners' Positive Comments on SALL

Theme	f	%
1. Freedom of choosing when and where to learn	79	31.5
2. Learner choice of learning materials and methods	53	21.1
3. Allowing focus on weaknesses	39	15.5
4. Meeting learners' needs	19	7.6
5. Interesting learning method	17	6.8
6. Useful learning materials in Learning Resource Center	15	6.0
7. Increasing exposure to English learning	8	3.2
8. Enhancing learning skills	7	2.8
9. Allowing change of plan	7	2.8
10. Useful integration of SALL into the course	3	1.2
11. Goal-directed	3	1.2
12. No formal assessment	1	0.3
Total	251	100.0

Appendix T – One-way Analysis of Variance for Learners' Success in SALL by Intrinsic Motivation Statement

	Types of users of SALL						
	Successful users of SALL		Less successful users of SALL				
Variable	**M**	**SD**	**M**	**SD**	***F (1, 134)***	***p***	**Eta Squared**
Because I experience pleasure and satisfaction while learning new things about English.	2.98	.87	3.00	.88	.01	.92	.00
Because I really like learning English.	2.72	.99	2.52	1.01	.85	.36	.01
For the pleasure I experience while surpassing myself in my study of English.	2.68	.80	2.78	.64	.29	.59	.00
To prove to myself that I am capable of acquiring a second language.	2.58	1.09	2.63	1.08	.03	.86	.00
For the pleasure I experience when I discover new things that I have never seen before.	2.91	.92	2.89	.89	.01	.92	.00
Because for me, English is fun.	2.51	.99	2.30	1.07	1.00	.32	.01
For the pleasure that I experience while I am surpassing myself in one of my personal accomplishments.	2.65	.88	2.93	.83	2.13	.15	.02

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**One-way Analysis of Variance for Learners' Success in SALL
by Intrinsic Motivation Statement (cont.)**

| Variable | Types of users of SALL | | | | | | |
| | Successful users of SALL | | Less successful users of SALL | | | | |
	M	**SD**	**M**	**SD**	**F (1, 134)**	**p**	**Eta Squared**
For the pleasure that I experience in broadening my knowledge about the world which appeals to me.	3.31	.97	3.37	1.04	.08	.79	.00
For the pleasure that I experience when I am taken by discussions with interesting teachers.	2.63	.98	2.59	1.08	.02	.89	.00
For the satisfaction I feel when I am in the process of accomplishing difficult language activities.	2.51	.94	2.81	.92	2.38	.13	.02
For the 'high' feeling that I experience while using English to express myself and understand things.	2.74	1.14	2.81	1.18	.11	.74	.00
Because learning English allows me to experience personal satisfaction in my quest for excellence in my academic studies.	3.03	.92	2.78	.70	1.71	.19	.01
Because I want to show myself that I can succeed in my study of English.	2.64	1.03	2.56	1.16	.15	.70	.00

The scale used: 1 = not true at all; 2 = true to a little extent; 3 = true to some extent; 4= true to a great extent; 5 = completely true

Appendix U - One-way Analysis of Variance for Learners' Success in SALL by Self-efficacy

	Types of users of SALL						
	Successful users of SALL		**Less successful users of SALL**				
Variable	**M**	**SD**	**M**	**SD**	**F (1, 108)**	**p**	**Eta Squared**
I believe that I will ultimately learn to speak English very well.[1]	3.61	.79	3.00	.80	9.79	.002	.08
My standard of English is[2]	2.90	.70	2.45	.76	6.50	.01	.06
My level of self-confidence in learning English is[2]	2.93	.87	2.20	.62	12.71	.001	.11
My ability to learn English is[2]	3.06	.83	2.65	.81	3.97	.05	.04
My ability to learn English outside the classroom on my own is[2]	2.82	.84	2.50	.83	2.41	.12	.02
My level of success as a language learner is[2]	2.83	.80	2.25	.64	9.36	.003	.08
My ability to test myself to see how much I have learned is[2]	2.62	.78	2.30	.64	3.02	.09	.03
How confident are you that you have the ability to learn English successfully?[3]	3.31	.70	2.80	.80	8.13	.01	.07
How confident are you that you have the ability to write accurately in English?[3]	2.98	.80	2.65	1.01	2.59	.11	.02

continued...

One-way Analysis of Variance for Learners' Success in SALL by Self-efficacy (cont.)

Variable	Successful users of SALL		Less successful users of SALL		F (1, 108)	p	Eta Squared
	M	SD	M	SD			
How confident are you that you have the ability to get the score you are trying for in your next grammar proofreading test?[3]	2.89	.72	2.52	.86	4.03	.05	.04
How confident are you that you know how to find an effective way to learn English?[3]	2.93	.65	2.60	.88	3.75	.06	.03

[1]The scale used: 1 = strongly disagree; 2 = disagree; 3 = neutral; 4 = agree; 5 = strongly agree
[2]The scale used: 1 = not good at all; 2 = not good; 3 = quite good; 4= good; 5 = very good
[3]The scale used (after shrinking the scale for self-concept of competence in language
  learning from 10 to 5): 1 = not good/confident at all; 2= not good/confident; 3 = quite
good/confident; 4 = good/confident; 5 = extremely good/confident

Appendix V - Frequencies of Learners' Reported Gains from SALL

Theme	f	%
1. Improved learning skills	35	30.4
2. Better understanding of learners' own weaknesses	20	17.4
3. More informed about resources available	13	11.3
4. Higher motivation	12	10.4
5. Heightened awareness of the importance of autonomous learning	10	8.7
6. Improved self-discipline	9	7.8
7. More positive view on English learning	7	6.1
8. Better time management	4	3.5
9. Increased satisfaction	3	2.6
10. Friendship	1	0.9
11. More independent	1	0.9
Total	115	100.0

Appendix W -   Frequencies of Learners' Reported Hindrances for SALL

Theme	f	%
Social setting		
1. Heavy workload from core courses	51	21.3
2. Limitations of the LRC	15	6.2
3. No learning partner	3	1.3
4. Time clashes with other commitments	3	1.3
5. Absence of a sense of urgency for language improvement	2	0.8
The course		
1. Requirement for SALL records	36	15.1
2. Requirement for SALL evidence	22	9.2
3. Insufficient supervision	20	8.4
4. Assessment	7	2.9
Affective factors		
1. Laziness	20	8.4
2. Lack of interest in SALL activities	8	3.3
3. Sense of failure	4	1.7
4. Lack of perseverance	3	1.3
5. Sense of coercion	2	0.8
Learning management		
1. Inability to choose suitable learning resources	8	3.3
2. Failure to follow through initial SALL plan	6	2.4
3. Poor management of time and work	4	1.7

Frequencies of Learners' Reported Hindrances for SALL (cont.)

Theme	f	%
Learning management		
4. Unbalanced emphasis of goals	3	1.3
5. Too many goals	3	1.3
6. Lack of knowledge about learners' own weaknesses	1	0.4
SALL		
1. Lack of noticeable improvement of language skills	14	5.7
2. Absence of objective measures of learning outcomes	3	1.3
Total	239	100.0

Appendix X– Teaching Review

<u>**Review of Teaching**</u>

Dear Reviewer,

Please watch the videos of my teaching and judge whether both classes received equal treatment. Circle your responses and give brief supporting evidence.

All the best,
Conttia Lai

1) Did both classes receive teacher input of similar amounts?　　(Yes)/ No / Not sure

Please briefly cite evidence:

Seemed to be fairly similar

2) Did both classes receive teacher input of similar quality?　　(Yes)/ No / Not sure

Please briefly cite evidence:

As far as I could see

3) Did both classes receive similar opportunities to interact with me? (Yes)/ No / Not sure

Please briefly cite evidence:

Yes.

4) Was my personal behavior the same with both classes?　　Yes / No / (Not sure)

Please briefly cite evidence:

Not exactly – every class is unique, so the interactions will also vary.

5) Were there any noticeable differences in the way I conducted

the classes?   **Yes** / No / Not sure

Please briefly cite evidence:

Seemed pretty similar

6) Were there noticeable differences in the way the classes behaved? **Yes** / **No** / **Not sure**

Please briefly cite evidence:

The layout of the room does seem to impose
certain restrictions, eg. tables vs chairs

Name of Reviewer: Dr. Geoff Smith

Signature of Reviewer: Date:

7-6-07

Dr. Geoff Smith

Appendix Y – Informed Consent Form for Students

Informed Consent Form for Students

**The Influence of Learner Motivation on Developing
Autonomous Learning in an English-for-Specific-Purposes Course**

You are invited to participate in a research study conducted by Ms. Conttia Lai, an MA student of Applied Linguistics in the English Center of the University of Hong Kong.

PURPOSE OF THE STUDY
The study aims to investigate the factors which motivate the successful self-access learners and which inhibit the less successful ones in an ESP course which has a strong Self-Access Language Learning (SALL) component.

PROCEDURES
You will be asked to complete a questionnaire in the 6th week of the semester at home. After the preliminary analysis of the survey data, you may be invited to participate in a focus group discussion in the 11th week of the semester. The focus group discussion will last for about an hour. The discussion will be videotaped during the procedure. You will be informed of whether you are invited to the focus group discussion in the 9th week of the semester.

POTENTIAL RISKS / DISCOMFORTS AND THEIR MINIMIZATION
These procedures have no known risks.

COMPENSATION FOR PARTICIPATION
If you are invited to the discussion group in the 11th week of the semester, your participation in the discussion group will supersede your attendance in the Oral Hour of the ECEN2802 course in Week 11.

POTENTIAL BENEFITS
You will be invited to share your personal experiences of SALL. This may give you some insights into your attitudes and beliefs about language learning, and other factors which motivate and hinder autonomous language learning. Such insights will be valuable for you to develop autonomy in language learning.

CONFIDENTIALITY
Any information obtained in this study will remain very strictly confidential, will be known to no one, and will be used for research purposes only. Codes, not names, are used on all test instruments to ensure confidentiality. You can review the video-recording of the procedure. I will erase the entire videotape or parts of it if you want me to do so.

PARTICIPATION AND WITHDRAWAL
Your participation is voluntary. This means that you can choose to opt out at any time without negative consequences.

QUESTIONS AND CONCERNS
If you have any questions or concerns about the research, please feel free to contact Ms. Conttia Lai at 2219-4035 or by email at conttialai@hku.hk. If you have questions about your rights as a research participant, contact the Human Research Ethics Committee for Non-Clinical Faculties, HKU (2241-5267).

SIGNATURE

I _____ (Name of Participant)

understand the procedures described above and agree to participate in this study.

_____
Signature of Participant   Date
Date of Preparation: 12 March 2007
HRECNCF Approval Expiration date:

Appendix Z– Informed Consent Form for Course Coordinator

Informed Consent Form for Course Coordinator

**The Influence of Learner Motivation on Developing
Autonomous Learning in an English-for-Specific-Purposes Course**

The course participants of the Advanced English for Science Students course (ECEN2802) of the English Center of the University of Hong Kong are invited to participate in a research study conducted by Ms. Conttia Lai, an MA student of Applied Linguistics in the English Center of the University of Hong Kong.

PURPOSE OF THE STUDY
The study aims to investigate the factors which motivate the successful self-access learners and which inhibit the less successful ones in an ESP course which has a strong Self-Access Language Learning (SALL) component.

PROCEDURES
The students will be asked to complete a questionnaire in the 6th week of the semester at home. After the preliminary analysis of the survey data, they may be invited to participate in a focus group discussion in the 11th week of the semester. The focus group discussion will last for about an hour. The discussion will be videotaped during the procedure. They will be informed of whether they are invited to the focus group discussion in the 9th week of the semester.

POTENTIAL RISKS / DISCOMFORTS AND THEIR MINIMIZATION
These procedures have no known risks.

COMPENSATION FOR PARTICIPATION
For those who are invited to the discussion group in the 11th week of the semester, their participation in the discussion group will supersede their attendance in the Oral Hour of the ECEN2802 course in Week 11.

POTENTIAL BENEFITS
The students will be invited to share their personal experiences of SALL. This may give them some insights into their attitudes and beliefs about language learning, and other factors which motivate and hinder autonomous language learning. Such insights will be valuable for them to develop autonomy in language learning.

CONFIDENTIALITY
Any information obtained in this study will remain very strictly confidential, will be known to no one, and will be used for research purposes only. Codes, not names, are used on all test instruments to ensure confidentiality. They can review the video-recording of the procedure. I will erase the entire videotape or parts of it if they want me to do so.

PARTICIPATION AND WITHDRAWAL
The participation of your students in this research study is voluntary. This means that they can choose to opt out at any time without negative consequences.

QUESTIONS AND CONCERNS
If you have any questions or concerns about the research, please feel free to contact Ms. Conttia Lai at 2219-4035 or by email at conttialai@hku.hk. If you have questions about your rights as a course coordinator, contact the Human Research Ethics Committee for Non-Clinical Faculties, HKU (2241-5267).

SIGNATURE

I _____ (Name of Course Coordinator for ECEN2802)

understand the procedures described above and agree to participate in this study.

Signature of Course Coordinator for ECEN2802   Date
Date of Preparation: 12 March 2007
HRECNCF Approval Expiration date:

Appendix AA - Informed Consent Form for Institution Head

Informed Consent Form for Institution Head

**The Influence of Learner Motivation on Developing
Autonomous Learning in an English-for-Specific-Purposes Course**

The course participants of the Advanced English for Science Students course (ECEN2802) of the English Center of the University of Hong Kong are invited to participate in a research study conducted by Ms. Conttia Lai, an MA student of Applied Linguistics in the English Center of the University of Hong Kong.

PURPOSE OF THE STUDY
The study aims to investigate the factors which motivate the successful self-access learners and which inhibit the less successful ones in an ESP course which has a strong Self-Access Language Learning (SALL) component.

PROCEDURES
The students will be asked to complete a questionnaire in the 6th week of the semester at home. After the preliminary analysis of the survey data, they may be invited to participate in a focus group discussion in the 11th week of the semester. The focus group discussion will last for about an hour. The discussion will be videotaped during the procedure. They will be informed of whether they are invited to the focus group discussion in the 9th week of the semester.

POTENTIAL RISKS / DISCOMFORTS AND THEIR MINIMIZATION
These procedures have no known risks.

COMPENSATION FOR PARTICIPATION
For those who are invited to the discussion group in the 11th week of the semester, their participation in the discussion group will supersede their attendance in the Oral Hour of the ECEN2802 course in Week 11.

POTENTIAL BENEFITS
The students will be invited to share their personal experiences of SALL. This may give them some insights into their attitudes and beliefs about language learning, and other factors which motivate and hinder autonomous language learning. Such insights will be valuable for them to develop autonomy in language learning.

CONFIDENTIALITY
Any information obtained in this study will remain very strictly confidential, will be known to no one, and will be used for research purposes only. Codes, not names, are used on all test instruments to ensure confidentiality. They can review the video-recording of the procedure. I will erase the entire videotape or parts of it if they want me to do so.

PARTICIPATION AND WITHDRAWAL

The participation of your students in this research study is voluntary. This means that they can choose to opt out at any time without negative consequences.

QUESTIONS AND CONCERNS

If you have any questions or concerns about the research, please feel free to contact Ms. Conttia Lai at 2219-4035 or by email at conttialai@hku.hk. If you have questions about your rights as an institution head, contact the Human Research Ethics Committee for Non-Clinical Faculties, HKU (2241-5267).

SIGNATURE

I _____ (Name of Director of the English Center, HKU)

understand the procedures described above and agree to participate in this study.

_____

Signature of Director of the English Center, HKU   Date

Date of Preparation: 12 March 2007

HRECNCF Approval Expiration date: