

SURAT-TUGAS

Nomor : 0155/B.7.7/FBS/VII/2015

Dekan Fakultas Bahasa dan Seni Universitas Katolik Soegijapranata Semarang dengan ini memberikan tugas kepada :

- N a m a** : Cecilia T. Murniati, Ph.D
- S t a t u s** : Dosen tetap Fakultas Bahasa dan Seni Unika Soegijapranata Semarang
- T u g a s** : Diseminasi Penelitian dengan judul "An Exploratory Study of Students' Out-of-class Learning Activities"
- W a k t u** : 10 Juli 2015
- T e m p a t** : Gedung Thomas Aquinas, Unika Soegijapranata Semarang.
- Lain-lain** : Harap melaksanakan tugas dengan sebaik-baiknya dan penuh tanggung jawab.

Semarang, 13 Juli 2015

Dekan,

Angelika Riyandari, Ph.D

NPP: 058.1.1996.201



Telah melaksanakan tugas,



RESEARCH REPORT



An Exploratory Study of Students' Out-of-class Learning Activities

By:

Cecilia Titiek Murniati, Ph.D

FACULTY OF LANGUAGE AND ARTS
SOEGIJAPRANATA CATHOLIC UNIVERSITY

2015

APPROVAL PAGE

1. RESEARCHER

Principal investigator : Cecilia Titiek Murniati

NIP : 058.1.1996.204

2. TITLE

: An Exploratory Study of Students' Out-of-class Learning Activities

3. BUDGET

: Rp. Rp. 2.812.500,-

4. DURATION

: 8 weeks

5. SIGNATURE

Semarang, 13 July 2015

Principal Investigator

Approved by,

Reviewer

Dra. Cecilia Titiek Murniati, M.A., Ph.D

NIP/NIK 058.1.1996.204

Drs. Antonius Suratno, M.A., Ph.D

NIP/NIK 058.1.1996.200

Endorsed by

Dean,

Head of Research and Community

Outreach (LPPM)



Angelika Riyandari, Ph.D

NIP/NIK 058.1.1996.201



Prof. Dr. Andreas Lako, M.Si

NIP/NIK 058.1.1994.155

FAKULTAS BAHASA DAN SENI
Jl. Pawiyatan Luhur IV/1 Bendan Duwur Semarang 50234
Telp. (024) 8441535 (hunting) Fax. (024) 8415429 - 8445263
e-mail: unika@unika.ac.id http://www.unika.ac.id



BERITA ACARA REVIEW PENELITIAN FAKULTAS BAHASA DAN SENI

Pada hari ini Kamis tanggal 7 bulan Juli tahun 2015
Telah dilaksanakan review ke (I / II / (III)*) penelitian Fakultas

Judul : An Exploratory Study of Student's Out-of-Class
Learning Activities

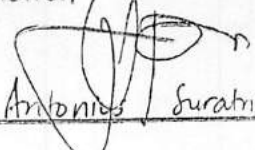
Ketua Penelitian : Cecilia Titiek Murniati Ph.D

Reviewer : Antonius Suratno, Ph.D

Berdasarkan hasil review perlu / tidak perlu *) adanya perbaikan sesuai dengan catatan terlampir.

Demikian Berita Acara ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Semarang, 7 Juli 2015
Reviewer,


Antonius Suratno, Ph.D

*) coret yang tidak perlu

ABSTRACT

Studies on learning styles and learning strategies are abundant. Prominent scholars have conducted extensive investigation on what makes language learners successful. However, only few studies discuss the merits of out-of-class learning. To some extent, the term: out-of-class learning might be overlapping with autonomous learning, but some scholars argue that autonomous learning involve systematic preparation and monitoring. This study attempts to look at how students in the Faculty of Language and Arts practice their English skills outside of class and examine factors that might prevent them from practicing English and what factors encouraged them to practice English outside of class.

To address the research questions, I administered survey to 100 active students in the Faculty of Language and Arts. The questionnaire consists of two parts. The first part was used to look at the demography of students such as GPA, year of enrollment, early exposure to English. The second part of the survey was intended to elicit information about out-of-class learning steps.

The results of the study showed that students mostly used English students practiced English outside of class mostly for entertainment and social purposes. They tended to prefer activities using listening and reading skills such as listening to English songs, watching English movies, and writing status for social media network in English. This study also reveals that absence of study partner and lack of time were cited as major reasons why they were unable to practice their English skills outside of class.

Keywords: out-of-class learning, independent learning, English skills

LIST OF TABLES

Table 1. English skills practiced outside of class 16

LIST OF GRAPHS

Graph 1. Gender of respondents	8
Graph 2. Out-of-the country travel experience.....	9
Graph 3. Prior English experience	9
Graph 4. Participation in-campus student organization	10
Graph 5. Types of English language related activities that students do outside of class	11
Graph 6. Five English-related activities that students mostly do outside of class (in percentages)	12
Graph 7. Five English-related activities that students do the least out of class (in percentages)	13
Graph 8. The mean scores of different types of activities students do in English outside of class	14
Graph 9. Types of activities students do in English outside of class (in percentage).....	15
Graph 10. Hours spent practicing English	16
Graph 11. Factors that prevent students from practicing English out-of-class	17
Graph 12. Factors that motivate students to practice English skills out-of-class.	18

TABLE OF CONTENTS

APPROVAL PAGE	ii
REVIEWER APPROVAL PAGE	iii
ABSTRACT	iv
LIST OF TABLES	v
LIST OF GRAPHS.....	vi
CHAPTER 1 INTRODUCTION	1
Background	1
Research Questions	1
Purpose of the Study	2
Scope of the Study	2
Significance of the Study	2
Relevance of the Study	2
CHAPTER 2 LITERATURE REVIEW	3
CHAPTER 3 METHODS	6
Population and Sample	6
Instrument	6
Procedures	7
CHAPTER 4 FINDINGS AND DISCUSSIONS	7
Demography of the respondents	7
Types of English related activities students do outside of class.....	10
Types of activities students do in English outside of class	14
Factors that prevent students from practicing English outside of class	16
Factors that motivate students to practice English out-of-class	17
CHAPTER 5 CONCLUSIONS AND SUGGESTIONS	19
Conclusion	19
Suggestions	19
REFERENCES.....	20
APPENDIX: Questionnaire.....	21

CHAPTER 1 INTRODUCTION

1.1 Background

Autonomous learning is one of the factors that determine the success of a language learner. Prominent scholars have done extensive studies on students' learning styles and learning strategies. They agreed that successful language learners are the ones who know the learning styles and learning strategies they have and are able to use them to advance. Out-of-class learning is also considered as one of the factors that can help students improve the skills. However, not many studies have been done to explore this area. Some scholars used the term independent learning and self-directed learning to refer to students' willingness and motivation to learn language outside of class. Out-of-class learning is considered important because language learners need sufficient exposure to practice and improve their skills.

In her seminal article "What the "Good Language Learner" Can Teach Us", Rubin (1975) posited that good language learners possess distinct characteristics. First, a good language learner is "a willing and accurate guesser" (p. 45). He is good at guessing the meaning and the intention of the communication and able to use even very minimal cues to make inferences about any language aspect. Second, a good language learner has to possess a strong drive to communicate. He is willing to use various means to get his messages across. Third, a good language learner is someone who can cope with ambiguity. He should not be afraid to deal with uncertainties in communication. The next characteristic of a good language learner is someone who pays attention to form. He should possess the ability to classify, analyze, and synthesize language patterns. Another characteristic is the willingness to practice. Rubin stated that a good language learner is someone who has determination to practice language with anyone in various contexts. A language learner will be able to achieve communicative competence if he often uses language in real interactions. However, the characteristics of a good language learner might vary depending on several factors such as the age of the learners, the contexts, the learning stage, and the tasks.

Self-directed learning or autonomous learning are often associated with out-of-class learning, but the self-directed or autonomous learning strategies usually involve several steps such as analyzing needs, planning, implementation, and reflection (Thornton, 2010). Out-of-class

learning refers to more informal learning activities that learners can do outside of class sometimes without any assistance from teachers or supervisors to check their progress (Benson, 2001).

Many scholars have attempted to investigate autonomous learning and self-directed learning but this area of research remains understudied.

1.2 Research Questions

This study seeks to answer the following research questions:

1. What types of English language related activities do students do outside of class?
2. What types of activities students do in English outside of class?
3. What factors prevent students from practicing English outside of class?
4. What factors motivate students to practice their English skills outside of class?

1.3 Purpose of the study

The purposes of this study are to:

1. examine the types of English language related activities do students do outside of class?
2. know the types of activities students do in English outside of class?
3. to find out what factors prevent students from practicing English outside of class?
4. to examine what factors motivate students to practice their English skills outside of class?

1.4 Scope of the study

This particular study discusses students' out-of-class learning. It does not attempt to examine the learning strategies or learning styles.

1.5 Significance of the study

The findings of this study will be useful for the English teachers to understand what types of English-related activities that students do outside of class and whether those activities can reinforce the lessons given in the classroom.

1.6 Relevance of the study

Understanding how students do independent study outside of class is crucial to design curriculum which for any language learners. Sufficient exposure to English will improve their language proficiency.

CHAPTER 2

LITERATURE REVIEW

2.1 Language Learning Strategies

Language learning strategy is one of the factors that account for the success in learning a language. Rubin (1975) first defined learning strategies in relation to successful language learners. She claimed that a good language learner is someone who, among others, has a willingness to communicate, is not afraid to make mistakes, has a strong desire to practice independently, and is capable of putting themselves in situations that require them to communicate in a foreign language. During its development, the definition of learning strategies have evolved and become increasingly widespread. O'Malley and Chamot in Lessard - Clouston (1997) defines learning strategies as "the special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information" (p.1). Meanwhile, Oxford (1990), defines learning strategies as an act, behavior, method or technique used to improve the language skills of learners. He stressed that the learning strategy is just a tool to help the learning process so that more focused and organized. However, of all these definitions can be concluded that the strategy of learning a language has the following characteristics:

- a. it should involve active participation of a learner;
- b. it supports language competence directly and indirectly;
- c. it can be visible (in the form of methods or techniques , or methods) or invisible (such as mental processes in the brain, or the process of thinking)
- d. it concerns information and memory(Lessard - Clouston , 1997)

Regarding the type of strategy, Oxford (1990) classified learning strategies into two major groups, namely direct and indirect strategies . Direct strategy is a strategy that directly pertaining to the target language. In contrast, the indirect strategy is strategies used to support the learning process without directly related to the target language.

2.2 Out-of-class learning strategies

Literature on out-of-class learning strategy is often associated with self-directed learning or autonomous learning. To some extent, out-of-class learning strategy is similar in that it

requires active participation of learners. Naiman et al (1978) used the term "active task approach" for any activities that students perform outside of class to improve their language skills. Self-directed learning strategy often involves teacher supervision to check on students' progress.

Bialystok (1981) argued that foreign language learners should adopt various means to increase language exposure. In other words, they have to do more functional practice. Some examples of this are conversing with native speakers, watch English shows, listen to English songs, and many other activities conducted outside of classroom. In her research, she found that functional practice improved students' performance to accomplish all language tasks

A recent study by Hyland (2004) found that students in a Hong Kong university spent considerable amount of time to learn language out-of-class on receptive skills such as listening and reading. Her participants avoided face-to-face interactions because they preferred private space to public space. She further stated:

...students actually felt constrained when using English in public contexts for various reasons to do with their social identities, principally the implications attached to using English and the fear of being judged by a society prone to critical judgements of its English teachers. (p. 196)

In another study in Hong Kong, Wu (2012) studied the relationship between language learning beliefs and predisposition towards out-of-class learning. She found that students preferred to watch films and television, listen to English songs, music and radio channels, and practice speaking with other people. She also found that learners who were willing to study out-of-class tended to have more positive view of English learning.

CHAPTER 3

METHODS

This study intends to look at the kinds of English language related activities that students do outside of class and explore various factors that prevent students from practicing their English skills and factors that motivate students to practice English outside of class. This study is quantitative in nature.

3.1 Population and sample

The population of this study is enrolling or active students of the Faculty of Language and Arts. There are currently approximately 190 active students. This study used convenience sampling to recruit students. Most respondents were students who took classes during the second semester of 2014-2015 academic year. Out of approximately 190 active students, 100 students responded and returned the questionnaire.

3.2 Instrument

The main instrument in this study is questionnaire comprising two sections. The first section contains seven question items aimed to elicit information about personal backgrounds such as name, gender, year of enrollment, GPA, and length of English study. The second section has five questions. The first question was used to explore the types of English language related activities that students do outside of class. The first question has 19 activities that students can choose. The second question asked about types of activities that students do in English outside of class. It has four activities that students can select. The first and the second questions adopted Likert scale and provided four options. Students could choose "Often", "Sometimes", "Seldom", and "Never". The third questions were intended to gather information as to how often students had English language related activities. The last two questions asked about factors that hinder students from practicing their skills and factors that motivate them to practice English skills outside of class.

3.3 Procedures

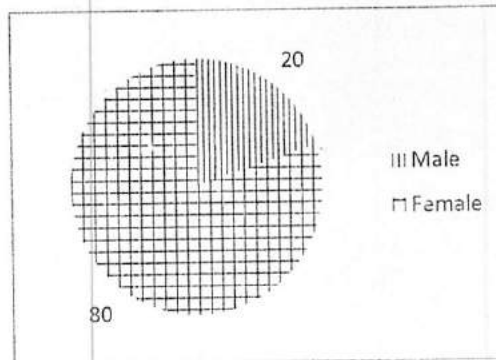
Once I have collected the data, the survey will be analyzed using descriptive statistics such as mean scores and frequencies. I will use Excel to analyze data.

CHAPTER 4
FINDINGS AND DISCUSSIONS

This study attempts to examine the types of English language related activities students do outside of class, to know the types of activities students do in English outside of class, to find out what factors prevent students from practicing English outside of class and to examine factors motivate students to practice their English skills outside of class? In order to address the research questions, I administered survey to students in the Faculty of Language and Arts.

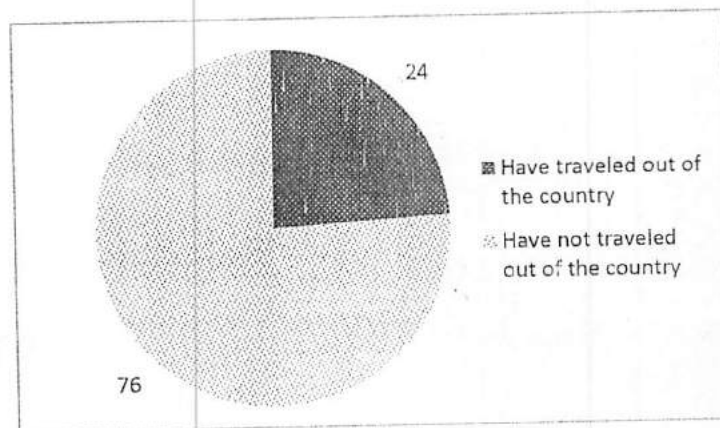
4.1 Demography of the respondents

Part One of the survey was intended to look at the demographics of the respondents. There are questions about sex, GPA, year of enrollment, prior exposure to English course, out-of-the country prior experience, participation in student organization in and off-campus. The analysis shows that more only one fifth of the respondents were male students. The rest of the respondents were female (see Graph 1). This reflects the real student body in the department because the Faculty of Language and Arts is a female dominated faculty.



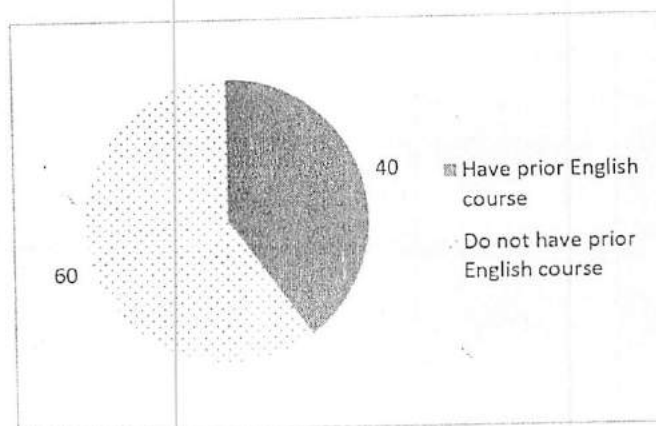
Graph 1. Gender of respondents

Graph 2 shows that out of 100 students, only 24 students or less than one fourth of the students have traveled out-of-the country. The rest (76 students) have not traveled outside Indonesia.



Graph 2. Out-of-the country traveling experience

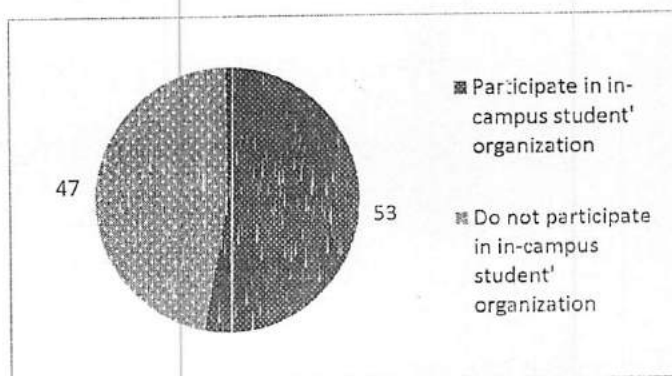
One of the question in the survey asked whether students have taken English course before they studied in the Faculty of Language and Arts. The analysis shows that 60 students did not take English course before they studied in the Faculty of Language and Arts.



Graph 3. Prior English course experience

The respondents in this study were also very engaged students. Slightly more than half of the respondents (53 students) actively participated in student organization in-campus and off-campus organizations. The organizations that they were involved in were mostly student executive board and student senate. They have also cited participation in various committees. In addition, the

analysis indicate that they participated in off-campus student organization such as denominational youth organization, tutoring, and Red Cross.

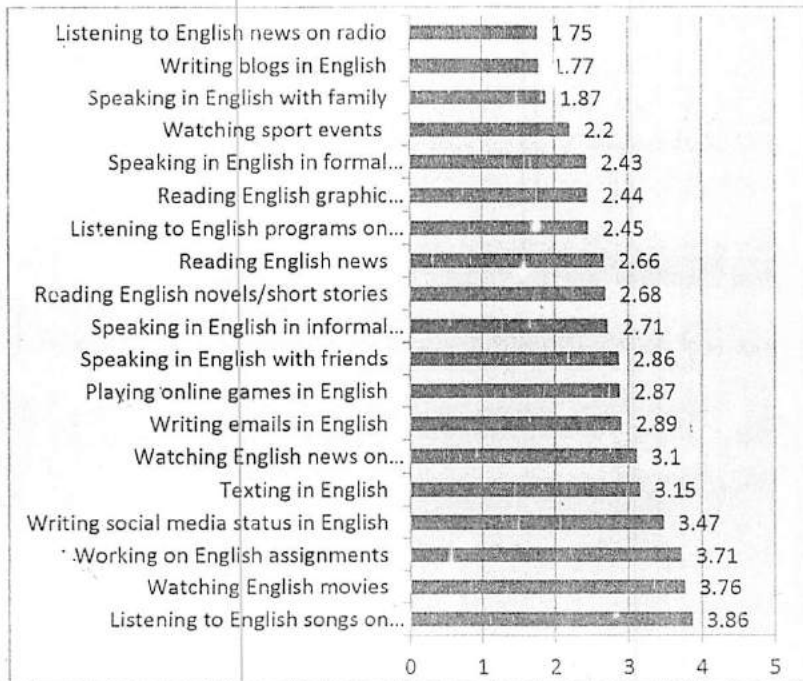


Graph 4. Participation in-campus student organization

From the analysis of the question items in Part One, we can conclude that students were actively engaged. They participated in faculty's events by joining the committee or student executive board.

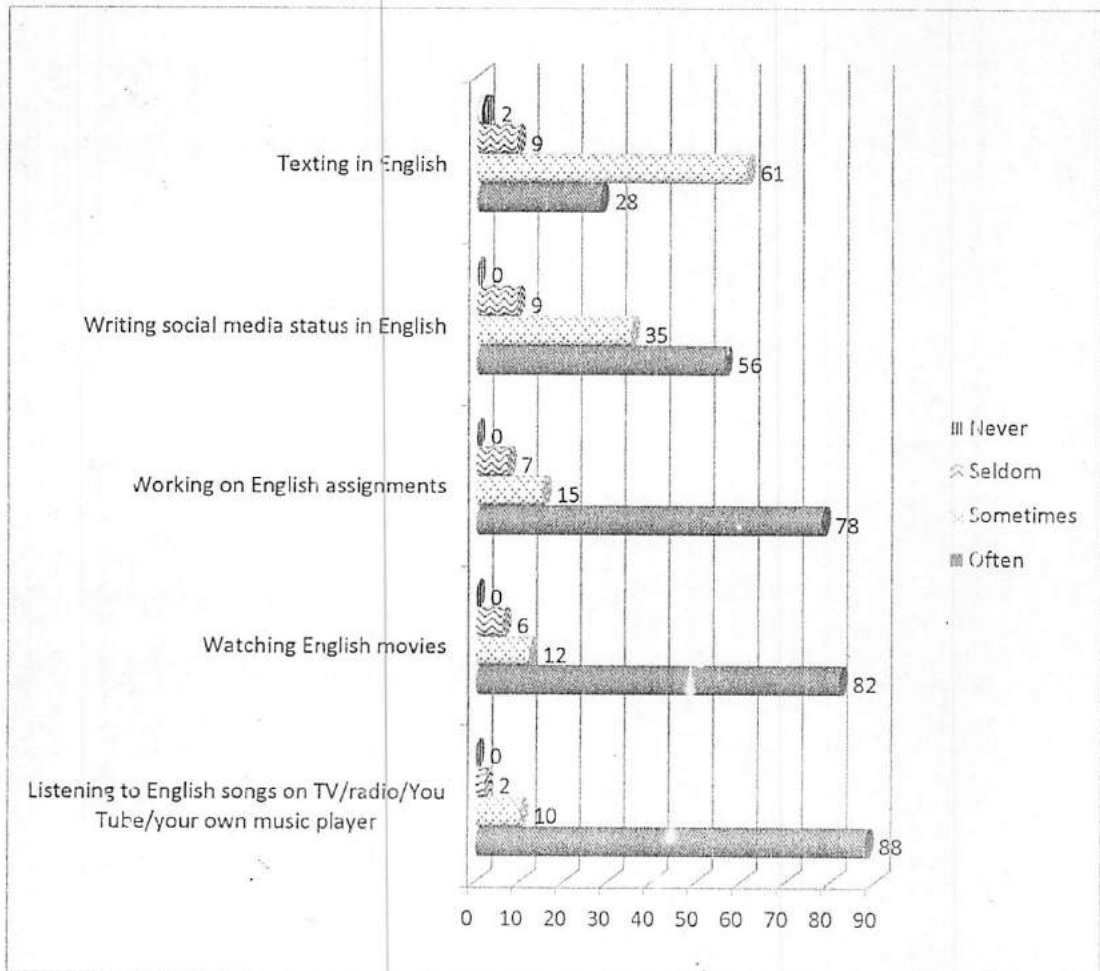
4.2 Types of English related activities students do outside of class

Question 1 in the second section of the questionnaire is used to elicit information about the types of English language related activities that students often independently out-of-class. The graph below shows the results of question 1.

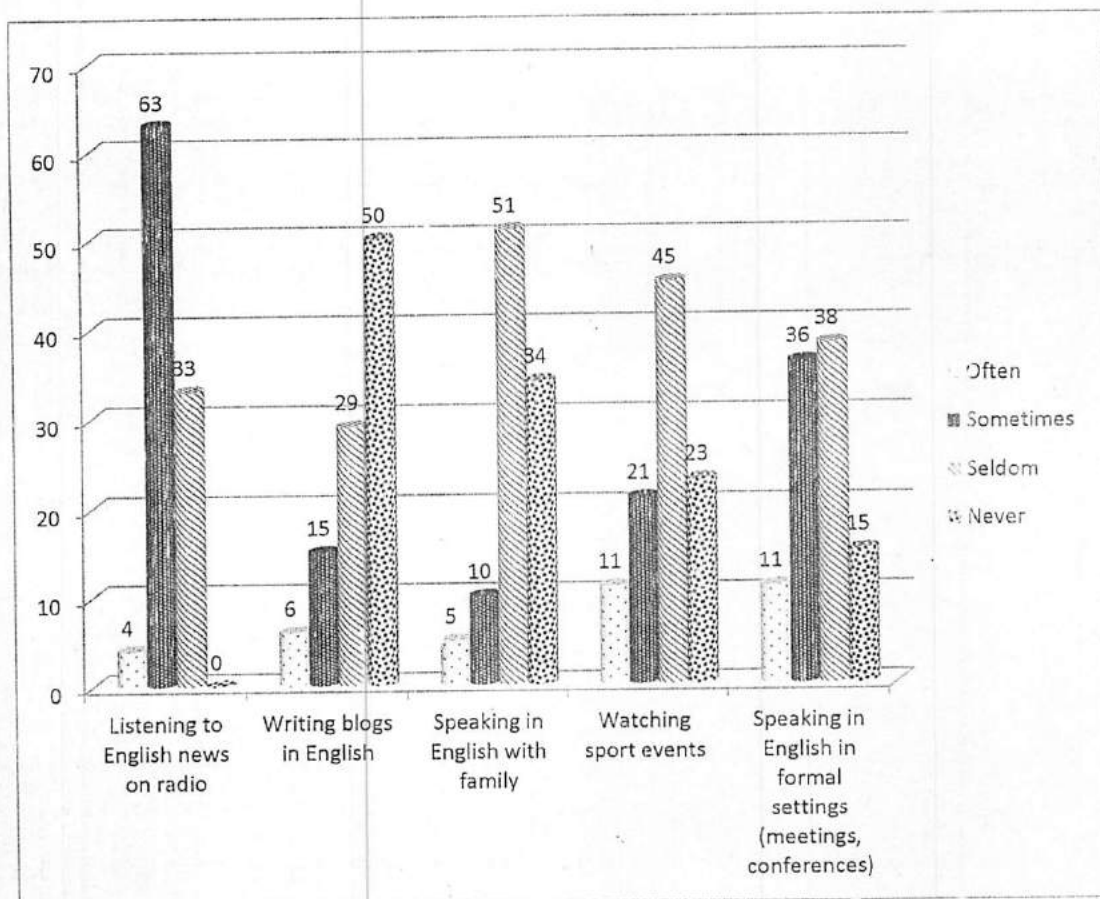


Graph 5. Types of English language related activities that students do outside of class

In question 1, I put 19 options that students could choose and they had to respond with Often, Sometimes, Seldom, and Never. Graph 1 shows the types of English related activities students mostly do outside of class. The activities are ranked based on the mean score. From Graph 1, we can see that students practice their English mostly due to entertainment and social purposes. Listening to songs, watching English movies, writing status in English had high mean scores. Listening or reading English news, on the contrary, received low mean scores. This suggests that many students sometimes or seldom do these kinds of activities out-of-class independently.



Graph 6. Five English-related activities that students mostly do outside of class (in percentages)
 We can see from the table above that most students selected Often for Listening to English songs on TV/radio/YouTube/your own music player, Watching English movies, Working on English assignments, Writing social media status in English, and Texting in English.

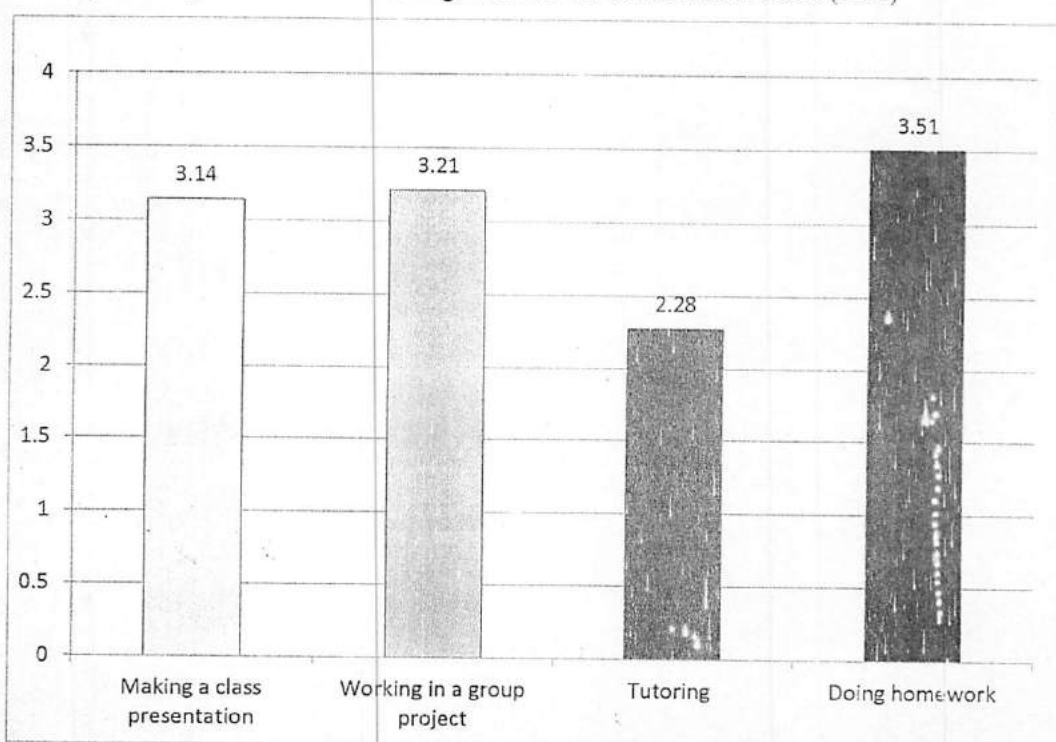


Graph 7. Five English-related activities that students do the least out of class (in percentages)

Out of 19 activities in Question 1 Part Two, listening to English news on radio has the lowest mean score (1.75). The above graph shows that 63% of the respondents selected Sometimes, 33% of the respondents chose Seldom. Half of the respondents also reported that they never wrote blogs in English. Slightly more than half of the respondents seldom spoke English with family members.

4.3 Types of activities students do in English outside of class

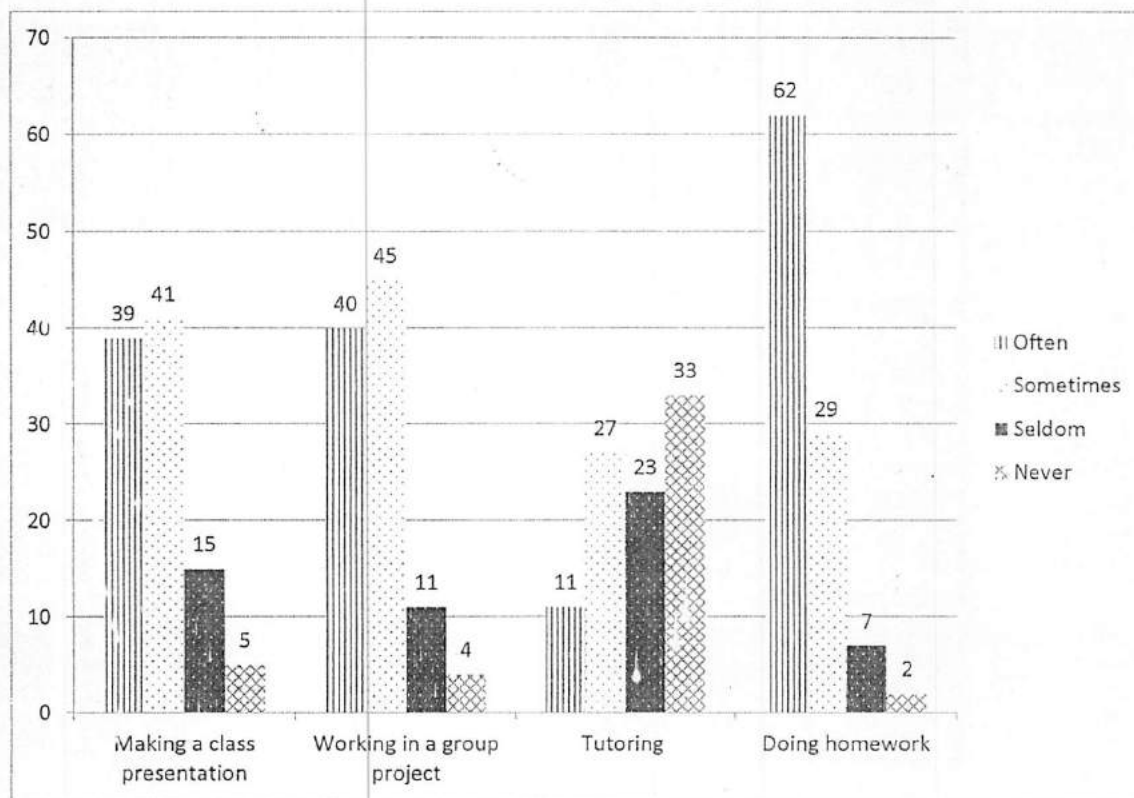
Question 2 in Part Two of the questionnaire was used to look at what types of activities students do in English outside of class. Graph 4 shows the mean scores of four types of activities that students do in English. The maximum score was 4 (Often) and the minimum score was 1 (Never). Doing homework had the highest mean score (3.51). Working in a group project had the second highest mean score (3.21). The next activity that students did in English out-of-class is making a class presentation. Tutoring received the lowest mean score (2.28)



Graph 8. The mean scores of different types of activities students do in English outside of class

If we look at the break down of the students answer in Graph 8, it is evident that homework was one of the major reasons why students practiced their English outside of class. More than half of the respondents chose Often (62%), 29% selected Sometimes, 7% selected Seldom, and 2% selected Never. Working in a group project was the next activity that students do to practice their English out-of-class. 85% of the respondents selected Often and Sometimes, whereas the rest selected Seldom and Never. Preparing for a class presentation had a mean score of 3.14 with slightly less than 50% of my respondents selected Sometimes. 39% of the students selected

Often, 15% chose Seldom, and merely 5% chose Never. Tutoring is the activity that students did the least out-of-class. Only 11% selected Often, but 33% selected Never.



Graph 9. Types of activities students do in English outside of class (in percentage)

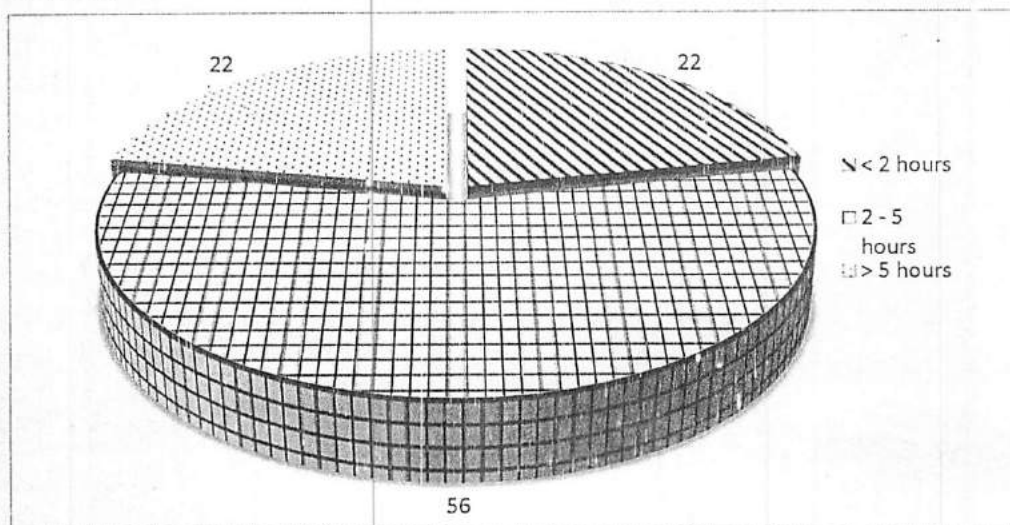
The finding of this study also shows types of English skills that students did out-of-class. Table 1 below shows the result of Question 3 in Part Two. The question provided four options to choose. They are Reading, Writing, Listening, and Speaking. The respondents in this study could select more than one answer. We can see from this table that the highest response was Speaking, followed by Listening and Reading. Writing was the skills that students seldom practiced out-of-class. This result corroborates with the finding from Question 1 and 2 since Listening is the activity students most frequently did out-of-class independently.

Table 1

English skills that students practiced outside-of-class

Skills	Occurrence
Reading	43
Writing	11
Listening	47
Speaking	48

When they were asked about how many hours they spent each week in practicing English, most students (56%) reported that they spent approximately 2 – 5 hours each week. 22% of the respondents spent less than 2 hours and 22% spent more than 5 hours practicing English (see Graph 5).

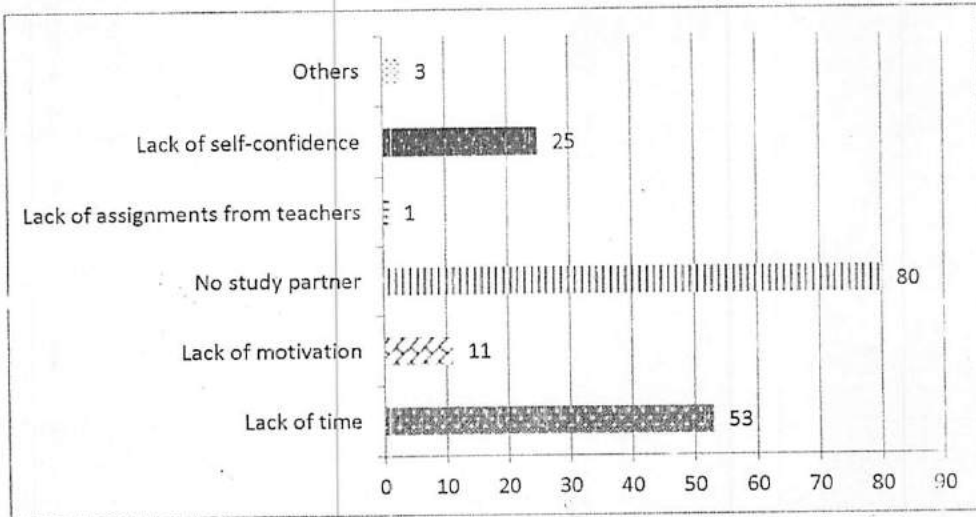


Graph 10. Hours spent practicing English.

4.4 Factors that prevent students from practicing English outside of class

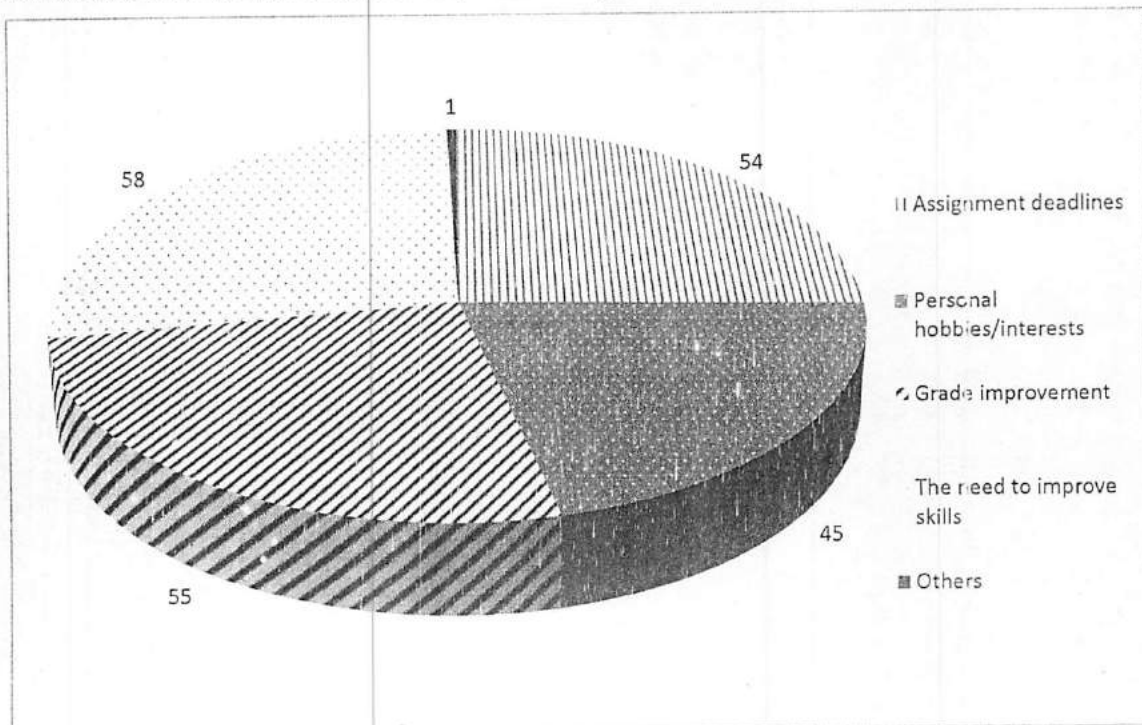
Question 4 in Part Two was designed to look at factors that might prevent students from practicing their English skills out-of-class. The result of the study shows that no study partner was cited as the major reason why students could not practice their English out-of-class (80 occurrence). Students also mentioned that lack of time made them unable to practice English outside of class. In addition to external factors, internal factors such as lack of motivation and

lack of confidence were cited as the reasons that prohibited students from practicing English out-of-class.



Graph 11. Factors that prevent students from practicing English out-of-class

4.5 Factors that motivate students to practice English out-of-class



Graph 12. Factors that motivate students to practice English skills out-of-class

Graph 7 shows the factors that encourage students to practice English skills outside of class. We can see that the need to improve skill was the main motivator for students to practice their English. They also cited grade improvement and assignment deadlines as two other reasons why they felt motivated to practice their language skills. Students also selected Personal Hobbies and interests for this particular question. In a way, this conforms to the fact that students practiced English for entertainment and social purposes.

Naiman et al. (1978) used the term 'active task approach' to refer to out-of-class situations where students participated and engaged without teachers' supervision. In this study, the respondents stated that they spent considerable time out-of-class to practice their English skills each week. The analysis indicates that most students were cognizant of the needs to improve their English. However, they faced some obstacles that were challenging to overcome such as lack of study partner. Students acknowledged that due to absence of study partner, they were unable to practice English outside of class. The presence of a study partner is absolutely necessary especially for speaking skill because a language learner needs a speaking partner in order to be able to talk in English.

The finding of this study reveals that students mostly preferred to practice speaking, listening and reading. They listened to songs and news of TV, watched movies, and engaged in social media communication. Bialystok (1981) stated that such activities might help improve students' performance. To some extent, these findings are also consistent with what Hyland (2004) found in her research. Her participants spent most of their time practicing receptive skills such as listening and reading.

CHAPTER 5

CONCLUSION AND SUGGESTIONS

5.1 Conclusion

The purpose of this study is to examine students' out-of-class English language learning activities. The findings of this study suggest:

1. Students have engaged in many student clubs, organizations, and extra-curricular activities. They also have participated in off-campus organizations.
2. Students practiced English outside of class mostly for entertainment and social purposes such as listening to English songs, watching English movies, and writing status for social media network in English.
3. Students spent considerable time to practice their skills out-of-class.
4. One of the most salient external factors that hinder English skill practice was the absence of study partner. In addition, internal factors such as lack of motivation were also cited as factors that discouraged students from practicing their language skills.
5. Students tend to focus more on activities related to listening, speaking, and reading skills.

5.2 Suggestions

1. Teachers in FLA need to design extra-curricular activities or hold English speaking events that encourage students to practice speaking out-of-class more frequently.
2. Teaching assignments should be designed to promote enjoyment and the development of self-authorship.
3. Since students reported that they seldom practiced their writing skills, Faculty of Language and Arts needs to revamp the writing syllabus. Writing syllabus should incorporate meaningful tasks such as writing for newspapers, Faculty newsletters, wall magazine, and the Faculty of Language and Arts blogs.
4. The next research should be designed to examine factors that motivate or hinder students from practicing their language skills. Qualitative methods such as interviews and focus groups can be used to collect more in-depth data.
5. Future research on this topic can also observe whether GPA and length of exposure to English correlate with students' out-of-class independent learning.

References

- Benson, Phil. 2001. *Teaching and Researching Autonomy in Language Learning*. Essex: Pearson Education Limited
- Bialystok, E. (1981). The Role of Conscious Strategies in Second Language Proficiency*. *The Modern Language Journal*, 65(1), 24-35.
- Hyland, F. (2004). Learning autonomously: Contextualising out-of-class English language learning. *Language Awareness*, 13(3), 180-202.
- Lessard-Clouston, M. 1997. Language learning strategies: An overview for L2 teachers. *I-TESL Journal*. <http://iteslj.org/Articles/Lessard-Clouston-Strategy.html> Retrieved on March 4, 2004
- Oxford, R.L. 1990. *Language Learning Strategies: What Every Teacher Should Know*. Rowley, Mass.: Newbury House
- Pickard, N. 1996. 'Out-of-class language learning strategies'. *ELT Journal*. 50 (2). 150 – 8
- Rubin, J. 1975. 'What the good language learner can teach us'. *TESOL Quarterly*, 9: 41 – 51
- Wu, M. M. F. (2012). Beliefs and Out-of-Class Language Learning of Chinese-Speaking ESL Learners in Hong Kong. *New Horizons in Education*, 60(1), 35-52.

APPENDIX 1
QUESTIONNAIRE
OUT-OF-CLASS LEARNING SURVEY

Dear students,

This survey intends to obtain information about your out-of-class learning activities. It has two parts. The first part will elicit information about your background or experience in learning English. The second part aims to obtain information about your out-of-class learning habits. Hopefully the results of the survey will provide input for better English instructions. Please give your most honest responses. Thank you!

PART ONE

Name : _____

Student Number : _____

Gender : _____

Class of : _____

GPA : _____

1. What is your favorite English skill course: _____
2. When did you start learning English? _____
3. Have you traveled out of the country? (put a check (√) on the box)
 Yes No
4. Did you take any English course before studying in this department? (put a check (√) on the box)
 Yes No
5. Do you participate in non-academic activities in campus? (put a check (√) on the box)
 Yes No
6. If Yes, what are they? _____

7. Do you participate in other organizations/activities outside campus? (put a check (√) on the box)

Yes No

8. If Yes, what are they? _____

PART TWO

In this part, you are required to choose one of the responses for several question items. (put a check (√) on the box)

1. How often do you do the following activities outside of class?

Items	Often	Someti mes	Seldom	Never
Reading English news				
Reading English novels/short stories				
Reading English graphic novels/comics				
Watching English news on TV/radio/YouTube/				
Watching English movies				
Watching sport events				
Listening to English songs on TV/radio/You Tube/your own music player				
Listening to English news on radio				
Listening to English programs on radio/TV				
Speaking in English with family				
Speaking in English with friends				
Speaking in English in informal settings				
Speaking in English in formal settings (meetings, conferences)				
Writing social media status in English				
Writing emails in English				
Writing blogs in English				

Texting in English				
Working on English assignments				
Playing online games in English				

2. How often do you do the following activities in English outside of class?

Items	Often	Someti mes	Seldom	Never
Making a class presentation				
Working in a group project				
Tutoring				
Doing homework				

3. What skills do you practice the most outside of class?

- Reading
- Writing
- Listening
- Speaking

4. Overall, how much time do you spend each week studying English skills on your own outside of class?

- < 2 hours
- 2 – 5 hours
- > 5 hours

5. What are some of the reasons that might prevent you from studying English skills outside of class? (You may choose more than one answer)

- Lack of time

- Lack of motivation
- No study partner
- Lack of assignments from teachers
- Lack of self-confidence
- Others: _____

6. What are some of the reasons that might motivate you to study English skills outside of class?

- Assignment deadlines
- Personal hobbies/interests
- Grade improvement
- The need to improve skills
- Others: _____

THANK YOU ☺