

The Use of Technology for Autonomous Language Learning outside the Classroom

Aruzhan Bakbergen,
Aizhan Maratkyzy
Malika Zhandarbek

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M. S. Narikbayev KAZGUU University
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Declaration

We, the undersigned

Aruzhan Bakbergen, Aizhan Maratkyzy and Malika Zhandarbek grant to M. Narikbayev KAZGUU University the right to store and distribute my submission in print and electronic format.

We confirm that We are the sole authors of this senior project, and that it does not infringe any copyright. This senior project is the result of our own original work, except where due acknowledgement has been made.

Narikbayev KAZGUU University will clearly identify our name as the author of the submission, and will make any alteration, other than as allowed by this agreement, to your submission.

We hereby accept the terms of the above Declaration.

Aruzhan Bakbergen

Aizhan Maratkyzy

Malika Zhandarbek



Technical Assignment



TECHNICAL ASSIGNMENT

For Senior Project

«The Use of Technology for Autonomous Language Learning outside the Classroom»

I. Justification of the relevance, originality and novelty of the project.

Nowadays, more and more people are learning foreign languages, and with this the demand for online tools is growing. It is well known that finding out the methods of autonomous learning for learners is one of the aims of many researchers now. There were some studies about the integration of information and communication technologies in the education system (Bokayev et al., 2020; Sangrà & González-Sanmamed, 2010).

However, there might be a lack of studies about adults learning language with the help of technology autonomously. Thus, this senior paper aims to find a possible solution and recommendation for autonomous language learning for learners.

II. Project object.

The purpose of the study is to identify how learners can use modern technology outside the classroom to learn a foreign language. This study intends to answer the following research questions:

1. How often do students use technology for autonomous language learning?
2. What skills are trained more during autonomous language learning?
3. What are the reasons for students' use of autonomous language learning outside the classroom?
4. What are the disadvantages and advantages of the use of autonomous language learning?

III. Scope, order and terms of work performance.

Stage 1. Conducting an analysis of the existing literature on the selected topic.

Stage 2. Description of the research methodology, justification for the choice of method (quantitative, qualitative).

Stage 3. Description of the means of data collection (interviewing, document analysis, survey).

Stage 4. Description of the results of the study.

Stage 5. Description of the conclusion, recommendations.

IV. Project quality indicators.

- a) The use of relevant regulatory documents and literature at the time of writing the senior project;
- b) Writing a graduation project in accordance with the Guidelines for writing a senior project;
- c) Compliance by members of the Scrum Team with the requirements of the Academic Integrity Policy regarding anti-plagiarism is implied.

V. Composition of the group.

Explanation: senior project is carried out in groups. The project team consists of students (3-4 people), a supervisor, if necessary - several supervisors, a representative of the customer, if any.

Scientific adviser: Olga Bainova

Students: Aruzhan Bakbergen, Aizhan Maratkyzy, Malika Zhandarbek

VI. The responsibility matrix of group members.

Explanation: the matrix of responsibility of group members can be built in the form of a table, diagram or otherwise, allowing to determine the degree of involvement of each member in the implementation of each individual design stage.

Project name: "The Use of Technology for Autonomous Language Learning outside the Classroom".

Stages	Olga Bainova	Aruzhan Bakbergen	Aizhan Maratkyzy	Malika Zhandarbek
<i>Stage 1. Conducting an analysis of the existing literature on the selected topic.</i>				
Stage 1.1 Literature selection (19 - 31.12.2022)	+	+	+	+
Stage 1.2 Summary and analysis (31.12.2022 - 20.01.2023)				
Stage 1.3 Literature review(30.03 - 06.04.2023)				
<i>Stage 2. Description of the research methodology, justification for the choice of method (quantitative, qualitative).</i>				
Stage 2.1 Defining the methodology (20 - 31.03.2023)	+	+	-	+
Stage 2.2 Data collection instrument development and approbation (01 - 06.04.2023)				

Stage 3. Description of the means of data collection (interviewing, document analysis, survey).	+	+	+	+
Stage 3.1 Conducting survey (06 - 19.04.2023) Stage 3.2 Data analysis (19 - 28.04.2023)				
Stage 4. Description of the results of the study: Stage 4.1 Summarizing the results section (29.04.2023 - 06.05.2023) Stage 4.2 Reviewing the analysis (29.04.2023 - 06.05.2023)	+	+	+	-
Stage 5. Description of the conclusion, recommendations. Stage 5.1 Writing conclusion (28.04.2023 - 05.05.2023) Stage 5.2 Writing recommendations (28.04.2023 - 05.05.2023) Stage 5.3 Reviewing the final version (5 - 12.05.2023)	+	-	+	+

Explanation of abbreviations:

- S - Supervisor
- C1 - Contractor 1
- C2 - Contractor 2
- C3 - Contractor 3
- N/A - Not Applicable

VII. Project Completion Form.

Project Completion Form:

We, the undersigned, agree to use this terms of reference as an agreement on the creation and use of a work of science, concluded between the members of the Scrum team and KAZGUU University, according to which the members of the Scrum team undertake to transfer to KAZGUU University the exclusive property right to the created work of science, as well as the exclusive right to use the work at its own discretion in any form and under any name in any country in the world, including the right to reproduce the work; distribution of the original or copies of the work through sale or other transfer of ownership; import of copies of the work; public display of the original or copy of the work; other communication of the work to the public; translation of the work into another language; processing and / or other alteration of the work and any other types of use not prohibited by the legislation of the Republic of Kazakhstan.

Supervisor:
Olga Bainova.



Students:

Aruzhan Bakbergen
Aizhan Maratkyzy
Malika Zhandarbek



Abstract

Autonomous Language Learning (ALL) is a process when students take control over their language learning outside the classroom. The paper is dedicated to the use of technology for ALL outside the classroom and the aim of the paper is to investigate ALL in Kazakhstan based on the example of one Kazakhstani university students' experience. After data collection, which was done with the help of a questionnaire, data analysis was carried out through various tests to identify correlations between different variables related to possible answers and evidence for the research questions and hypotheses. Bivariate correlations, chi-square, Spearman's Rho, t-test, Pearson's R, Likert scale question reliability test were conducted. The results revealed that watching videos in the original language, improving certain language skills, self-monitoring the learning process, communicating with native speakers, successfully passing tests and getting good grades were cited as advantages of ALL. The disadvantages, on the other hand, included inaccessibility of feedback, difficulty in choosing from a wide range of materials, difficulty in disciplining oneself in the learning, absence of guidance from the teacher, and finding materials at the appropriate level. It is worth noting that the most common shortcoming was that students could not get feedback from teachers in ALL. It was confirmed that there was a connection between the usage of various technologies and the mastery of certain skills. The study proved that technology is an important factor in ALL. More and more activities and tasks require the use of technology to solve problems, and students reported using a wide range of electronic materials and digital tools for independent learning.

Keywords: autonomous language learning, use of technology outside the classroom, English, foreign languages.

Аңдатпа

Автономды тіл үйрену (АТҮ) - бұл студенттердің аудиториядан тыс тіл үйренуін бақылауға алатын процесс. Бұл мақала АТҮ-ге технологияларды аудиториядан тыс қолдану туралы және оның мақсаты қазақстандық бір университеттің студенттерінің тәжірибесі бойынша АТҮ-ні Қазақстанда зерттеу. Сауалнама арқылы жүргізілген деректерді жинағаннан кейін, зерттеу сұрақтары мен гипотезаларына ықтимал жауаптар мен дәлелдерге байланысты әртүрлі айнымалылар арасындағы корреляцияны анықтау үшін әртүрлі сынақтар арқылы деректерді талдау жүргізілді. Бивариантты корреляциялар, хи-квадрат, Спирменнің Rho, t-тест, Пирсонның R тесті, Лайкерт шкаласы бойынша сұрақтардың сенімділік тесті өткізілді. Нәтиже бойынша, АТҮ артықшылығы ретінде түпнұсқа тілдегі бейнелерді көру, белгілі бір тілдік дағдыларды жетілдіру, оқу процесін өзін-өзі бақылау, өзге тілде қарым-қатынас жасау, емтихандарды сәтті тапсыру және жақсы баға алу аталып өтті. Сонымен қатар, кемшіліктерге кері байланыстың болмауы, материалдардың кең спектрін таңдаудың қиындығы, оқу процесінде өзін-өзі тәрбиелеудің қиындығы, мұғалімнің қадағаламауы және тиісті деңгейдегі материалдарды іздеу кірді. Айта кету керек, ең көп таралған кемшілікке студенттердің АТҮ бойынша оқытушылардан кері байланыс ала алмауы кірді. Әр түрлі технологияларды қолдану мен белгілі бір дағдыларды игеру арасында байланыс бар екендігі расталды. Зерттеу нәтижесіне сәйкес, технология АТҮ үшін маңызды фактор екені дәлелденді. Студенттердің ойынша, технология көптеген іс-шаралар мен тапсырмалар орындау барысында проблемаларды шешу үшін қолданылады және де студенттер электронды материалдар мен цифрлық құралдардың кең спектрін өз бетінше оқу үшін қолданады.

Түйінді сөздер: тілді дербес үйрену, аудиториядан тыс технологияны қолдану, ағылшын тілі, шет тілдер..

Аннотация

Автономное изучение языка (АИЯ) — это процесс, когда студенты берут на себя контроль над изучением языка вне класса. Данная статья посвящена использованию технологий для автономного изучения языка вне аудитории. Цель статьи - исследовать АИЯ в Казахстане на примере опыта студентов в одном Казахстанском университете. После сбора данных, которые были собраны через опросник, анализ данных был проведен для выявления корреляций между различными переменными, связанными с возможными ответами и доказательствами на вопросы и гипотезы исследования. Бивариантные корреляции, хи-квадрат, t-тест, коэффициенты Rho Спирмена и R Пирсона, тест на надежность вопросов с шкалой Лайкерта были проведены. Полученные результаты показали, что в качестве преимуществ АИЯ были названы просмотр видео на языке оригинала, улучшение определенных языковых навыков, самоконтроль процесса обучения, общение с носителями языка, успешная сдача тестов и получение хороших оценок. К недостаткам же были отнесены недоступность обратной связи, сложность выбора из широкого спектра материалов, сложность самодисциплины в процессе обучения, отсутствие руководства со стороны преподавателя и поиск материалов соответствующего уровня. Стоит отметить, что самым распространенным недостатком было то, что студенты не могли получить обратную связь от преподавателей в АИЯ. Также было подтверждено, что существует взаимосвязь между использованием различных технологий и освоением определенных навыков. Исследование показало, что технология является важным фактором в АИЯ. Все больше видов деятельности и заданий требуют использования технологий для решения проблем, и студенты сообщили об использовании широкого спектра материалов и инструментов для самостоятельного обучения.

Ключевые слова: автономное изучение языка, использование технологий вне аудитории, Английский язык, иностранные языки.

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Introduction

It is well known that the XXI century is considered to be the time of technology. Mobile devices are widely used in various parts of both humans' everyday life and occupation spheres. The technologies have paved the way for different reasons and have settled firmly in humans' lives. Consequently, people started using the devices in spheres related to education and exploring new information, as new technologies have offered opportunities to communicate with others without traveling or meeting face-to-face.

Presently, the majority of students use different devices for their studies, especially for language learning, outside the classroom due to many reasons (Lai et al., 2022). With the assistance and progress of new technology, students have found other methods of language learning, which has somehow led to a new concept of autonomous language learning.

Background Information and Definition

As stated earlier, technology occupies a large part of human life, especially in education and communication. First of all, it is necessary to clarify what is meant by technology. According to the Encyclopedia Britannica, "Technology is the application of scientific knowledge to the practical purposes of human life". Thus, under the term technology, the study uses a range of devices as well as applications for autonomous foreign language learning.

Before talking about autonomous language learning, it is important to note about autonomy in general. Additionally, further on autonomous language learning is used as ALL. Without autonomy, a person is neither fully mature nor fully socialized, because it is an aim of any developmental learning (Little, 2003). Individuals are independent comparable to a specific task when they can play out this undertaking without help, in other words, independent language acquiring without the help of others. In the sphere of

formal learning, autonomy implies both the ability to apply the abilities and knowledge acquired in the classroom in suitable situations in the world outside the classroom, as well as the ability to improve these mentioned items as feedback to the requirements of conditions. Because of what it can be called as a modern approach to language learning (Little, 2003).

Problem Statement

After the collapse of the Soviet Union, most Central Asian countries sought to implement the most progressive ideas, and Kazakhstan was on the list of those countries. Nurgalieva et al. explained that to solve problems with underfilled and rural schools, the government decided to experiment with the introduction of e-learning and digital technologies there in 2011. This program helped to update the education system and connected 98,7% of schools to the Internet (Nurgalieva et al., 2019). However, there is still a gap between some regions which led to the deviation and difference among schools and curriculum (Bokayev et al., 2020).

Nevertheless, there are no other significant studies about the use of technologies in education, especially in autonomous language learning in Kazakhstan, while there might be other cases abroad. It is also assumed that in Kazakhstan ALL might not be well developed. So, this paper aims to find out the reasons and effects for ALL based on the questionnaire completed by the students of one Kazakhstani university. The university students might serve as an example of a sample for the online questionnaire, which is a data collection tool of quantitative methods.

Research Purpose

The main purpose of the study is to investigate ALL in Kazakhstan based on the example of one Kazakhstani university students' experience one Kazakhstani University

Research Questions

The following research questions will be addressed in this project:

1. How often do students use technology for autonomous language learning?
2. What skills are trained more during autonomous language learning?
3. What are the reasons for students' use of autonomous language learning outside the classroom?
4. What are the disadvantages and advantages of the use of autonomous language learning?

Research Hypotheses

This project prompts three hypotheses for further investigation since these helped to find out the necessary information for the discussion.

H₁: There is a relationship between use of different technologies (both softwares and hardwares) and training certain skills.

H₀: There is no relationship between use of different technologies (both softwares and hardwares) and training certain skills.

H₂: The amount of study load offered to the students for studying foreign languages correlates with the learners' motivation to use autonomous language learning outside the classroom.

H₀: The amount of study load offered to the students for studying foreign languages does not correlate with the learners' motivation to use autonomous language learning outside the classroom.

H₃: The more years students spend studying foreign languages, the more resources they use for autonomous language learning.

H₀: The number of years spent studying foreign languages does not affect the number of resources used for autonomous language learning.

Research Method

This senior project intends to use quantitative non experimental research methods to find out the outcomes and numerical data from the online questionnaire filled by the participants. According to Creswell (2009), quantitative methods are more applicable to the data collection with numerical information and more flexible for the participants.

Significance

These days, more and more people are learning foreign languages, and with it the demand for online tools is growing. It has been well known that the search for autonomous learning methods for learners is one of the goals of many researchers nowadays. There were some studies about the integration of different technologies in the educational system (Bokayev et al., 2020; Sangrà & González-Sanmamed, 2010). However, not all resources provide relevant information regarding the autonomous language learning, especially there are no studies about Kazakhstan. Focusing on the reasons and the way of integration of autonomous language learning might help the answers for research questions and test the hypotheses.

Outline of the Subsequent Chapters

This research work consists of 5 chapters. Introduction introduces the definitions of autonomous language learning as well as the information of this research work. Literature review presents an overview of recent research about how to use autonomous language learning, the reasons for the use, advantages and disadvantages of this method. The Methodology chapter presents the possible answers to the research question. In Results there are presented interpretations of the results of the data obtained from the answers to the questions of the questionnaire. Discussion section will present hypotheses as well as research questions of this research work. The Conclusion section presents all the results of the work done in this research work.

Literature Review

This literature review compares and synthesizes several previous studies done by Manurung (2005), Forsythe (2012), Golonka et al. (2014), Lai et al. (2015), Abdurahmanova et al. (2016), Sert and Boynuegri (2016), Sönmez (2016), Inieva (2017), Lai and Zheng (2018), Mısıır et al. (2018), Warni et al. (2018), Cirocki et al. (2019), Hermagustiana and Anggriyani (2019), Işık and Balçıkanlı (2020), Sokip (2020), Lai et al. (2021), Sheerah and Yadav (2022) and Yu (2023). The subjects of the chosen works were related or dedicated to the autonomous language learning, which is defined as the learning language with control or responsibility for the students' learning (Benson, 2013 as cited in Daflizar et al., 2021).

Since the paper is linked by ALL outside the classroom and dedicated to identifying the reasons for choosing ALL, this part of the paper reviews the research papers related to the research question. As it was mentioned that nowadays learning languages is gaining popularity especially when it comes to outside classroom learning. This form of language learning is assumed to create a convenient learning situation for language learners without teacher interference (Işık & Balçıkanlı, 2020). More and more researchers pay attention to the autonomous learning of language due to its recent relevance. These studies showed how ALL was used by the learners and teachers, who were participants of the interviews, and pointed out the possible reasons for use of technologies and ALL outside the classroom.

Reasons for ALL

Nowadays the use of technology is considered to be essential especially in the learning and teaching processes. Out-of-class learning provides both potential and situational freedom for learners despite that this type of learning is considered as naturally complex (Işık & Balçıkanlı, 2020). There were studies done about the use of technologies outside the classroom and the reasons for its use. Lai et al. (2015), Warni et al. (2018), Işık and Balçıkanlı (2020) had similarities regarding the reasons for implying ALL and devices.

The use of devices helps learners to increase interest and motivation for English learning, self-confidence and social skills of the students. Tools such as different websites, mobile applications, and games are widely used in autonomous learning by both teachers and students (Golonka et al., 2014; Işık & Balçıkanlı, 2020; Warni et al., 2018). Additionally, Golonka et al. (2014) wrote that increased motivation and expanded opportunities for self-selection of educational activities will lead to deeper language learning.

Besides, use of different technologies encourages the digital literacy of learners by using different websites, applications, TV series, and guidelines in today's technological time. Warni et al. (2018) and Işık and Balçıkanlı (2020) supported the idea of using the same tools as online sources, mobile apps and games during the ALL since these improved skills in both language learning and digital literacy. Moreover, teachers might have a role of advisers in the classroom, since the learners might need some help regarding the materials, learning goals, etc. (Işık & Balçıkanlı, 2020; Lai et al., 2015). Thus, the use of technologies might be a handful for both learners and instructors since it covers many aspects outside the classroom.

The use of gadgets or ALL outside the classroom might have another reason due to the types of gadgets. There was a correlation between the gadgets and how students perceive and evaluate their skills in using technology and their behavior in the process of independent learning do not interact with each other (Lai & Zheng, 2018; Sert & Boynuegri, 2016). The different devices help learners enhance their language skills. Students contradict the notion that new technologies have a significant impact on independent study processes without any "goals" during learning a language. This proves that the widespread use of technology by students makes no sense without any goals to monitor their learning of English throughout their lives (Sert & Boynuegri, 2016).

Hence, the different technologies might be used for different purposes in ALL. Some devices might be helpful in sharpening the various language skills while others might have

different reasons for the use. For instance, the gadgets happen to motivate and encourage learners to study. Therefore, the use of technology is expected to be positive for both learners and teachers because mostly the gadgets sharpen their skills in language and digital literacy.

How To Use Technologies Outside the Classroom

As it was discussed before, the devices happen to have an impact on both teachers' and learners' skills. The relevance of the use of autonomous technologies is described as "high communicative abilities and active inclusion of students in learning activities, they activate the potential of knowledge and skills, speaking and listening skills, effectively develop students' communicative competence skills" (Inieva, 2017).

Also, it was noted that mobile learning entails mostly space, time and experiences of learning (Lai & Zheng, 2018). Lai and Zheng (2018) evaluated the impact of devices for learning was different due to the type of device. Abdurahmanova et al. (2016) noted that autonomous language learning helps to kindle skills such as speaking, vocabulary, and grammar, and provides genuine interest, and thus effectiveness. Since it was written that certain devices might enhance certain skills, the learners use different technologies and methods to acquire different skills.

The students selected various gadgets due to the level of difficulty of the tasks. For instance, laptops and computers were used by students to do more serious and challenging tasks and several tasks at once, and were associated with reading and listening skills while mobile phones were affordable and related to quick and easy tasks. Also, the phones were associated with some aspects such as vocabulary, grammar, comprehension etc. (Lai & Zheng, 2018). On top of that, this technology allows people to go beyond their foreign-language competence, even in the linguistic aspect.

Also, it was noted by Lai et al. (2021) that self-regulation skills and intentions remarkably mitigated the correlation between observable claims and existential attitude. The

educational institution should look out the evolution of self-regulation skills in students, so that in the future it will be easier for them to study independently. Practical value encourages university students to utilize mobile devices in independent learning of language (Lai et al., 2021).

Students devote more time to completing tasks, which will result in an improvement in language proficiency (Golonka et al., 2014). These gadgets tend to motivate the students and make outside learning more attractive and more motivating.

It also encourages the communication between students and teachers since ALL might require attention and attract both their attention.

Advantages of ALL

Autonomy explains the bustling role of students in guiding their schooling, as a result of which they are anticipated to be proactive in their learning and accept their own solutions to achieve aims (Sheerah & Yadav, 2022).

The use of autonomous studying strategies has often been extensively studied in both traditional and certain online learning culture. This way of learning raises awareness of students about their decisions and opportunities in learning English and goals (Mısır et al., 2018; Sönmez, 2016). The idea of Sönmez (2016) matched Manurung (2005), since he also noted that students themselves should choose conditions for learning the language outside the classroom. And, the aware learners are involved in learning the language and interested in the process and have certain, clear goals about the results. Also, in order to support the autonomy of students, relevant tasks, involving them in the decision-making process, planning, assessing and so on can increase their autonomy. It is also important that teachers know recent and modern teaching methods. For instance, students should be supported and engaged in classes outside the classroom, such as reading in English, watching movies with subtitles, and other activities (Işık & Balçıkanlı, 2020; Lai et al., 2015; Sönmez, 2016)

Forsythe (2012) claimed that the technology helps to maintain connections between people in different places around the world. Those Japanese students who have been learning English tend to have to use posters, books and videos to get an idea of the language and imagine life abroad. Now in Japan an English teacher can arrange joint online events with native speakers for his English-speaking students. Forsythe (2012) mentioned they could also communicate with a class in different places with the help of Skype. This is all done so that students can practice speaking with native speakers. Thanks to such technologies, students can easily learn foreign cultures and make new international friends (Forsythe, 2012).

Disadvantages of ALL

However, there are some constraints, since one teacher could not pay attention to all students and the classrooms might not have the right technology to use. Also, Işık and Balçıkanlı (2020) mentioned the students could be not engaged in the learning process since in Turkey they are used to spoon-fed learning. So, in this case students might be unmotivated in autonomous learning due to the old-fashioned process.

However, the students did not agree since some materials and resources did not engage in learning and were difficult to use due to the mismatch of level. This led to the independent search for the sources and methods helping in outside language learning (Lai et al., 2015). Nevertheless, the students thought that teachers must find authentic sources and encourage using alternatives because the suggested ones might not suit all of them. The teachers shared that the oversimplified view influences expectations on teachers' responsibilities and autonomous learning (Lai et al., 2015). So, both students and teachers need to clarify the expectations and responsibilities before the use of autonomous learning.

It was found in many research papers that autonomous learning was unaccustomed to students, and consequently there was no preparation for it. This influenced students' lack of motivation to learn English and dependence on the control of the teachers themselves

(Cirocki et al., 2019; Hermagustiana & Anggriyani, 2019). Additionally, Sokip (2020) noted that teachers who provide students with language learning materials were in a limited period of time, which meant that there was not suitable time for English language learners to improve their abilities such as receptive and productive skills.

According to Yu (2023), without the support of teachers and guidance, students cannot profit from the use of technology for ALL. Also, this research of Yu (2023) focused on the impact of linguistic mastery on the autonomous use of technology for studying. Yu (2023) believed that learners with different levels of linguistic competence should have developed the habit of regularly learning English.

However, Yu (2023) highlighted that the language proficiency level was not strongly connected to the self-controlled usage of technology by students. The most important thing was to assist students in expanding their competence and entry to helpful technologically advanced materials for learning English. Lai et al. (2021) argued that it was necessary to pay attention to the skill of self-regulation in students when learning a language autonomously. So, it was equal to the practical value of encouraging students.

Conclusion

To sum up, in order for autonomous language learning to create a convenient learning situation, it was necessary to use exactly those tools that would be interesting and effectively used by students. Some researchers have made clear that students themselves should choose the conditions for learning a language outside of the classroom, especially the one that was effective for learners and aroused interest.

According to the studies mentioned above, the importance of digital tools was mainly noted. They helped students increase their interest and motivation to learn a language, encourage digital literacy of students and develop their social skills. It is considered to be essential that teachers know the latest and modern teaching methods. In order for students to

practice speaking with native speakers, teachers could have organized joint online events with native speakers. The main thing was that the students are involved in learning the language and they are interested in the process itself.

Methodology

This part was designed to look out the possible answers to the research questions mentioned previously in the Introduction part. Since this paper was aimed to identify the reasons for switching to autonomous language learning and skills developed during the autonomous learning, the investigation team carried out a survey after the discussion. Due to the convenience and easy usage the research group performed the online survey in lieu of a paper one that was written in English and to collect more data for analysis. Students of KAZGUU university were asked to take part in the survey since the majority of students have been studying foreign languages. Subsequently the investigators examined compiled data and presented the results in the research paper. The research group encountered sundry problems throughout the survey which will be disputed in the Limitation section.

Beforehand, autonomous language learning is an effective means of facilitating learning. The importance of autonomous language learning in language acquisition has been studied for a long time by defining its numerous concepts and functions and has been characterized as independent language learning taking responsibility for its own learning (Sheerah & Yadav, 2022).

Research Design

The research design of this study was identified as a quantitative non experimental research method, since the data were assembled by virtue of an online survey service called Google Forms. The design which is focused on collecting and analyzing numerical data to analyze particular phenomena is called quantitative research (Mujis, 2011). This design was more relevant in collecting numeric information by studying the population (Creswell, 2009). Alongside the resilience for the respondents, the online surveys supplied detailed arguments for the responses to investigate the theme and research question (Creswell, 2009).

Participants

For this survey students from School of Liberal Arts (SLA) of KAZGUU University were asked to participate. The main reason for choosing this school is due to the learning of several languages during four years of studying major there. The online survey answers were collected during the period between the 18th and 28th of April 2023 at the university.

Since the research site was the university, the research team established to sample the participants voluntarily. This type of sampling allows the respondents to decide either take part or not in this questionnaire. It is also important to mention that there were several students who did not agree to fulfill the survey, so people interested in the study completed the online questionnaire willingly.

Generally, there were 325 responses for this questionnaire, but not all of these were used in the analysis. After the selection and cleaning there were in total 307 answers for the analysis. Participants who did not consent and who did not finish more than 50% of the questions were removed along with those who were minor. So, there were 212 female participants (69,1%), 76 male participants (24,8%), 15 people preferred not to mention their gender (4,9%) and 4 persons (1,3%) skipped this question.

Since the underage participants were deleted, the age of them was between 18 and 25 years. The majority of respondents of the second question were 21 years old which was equal to 29,6 percent or 91 people. The next age that leads after that is 19 years old and there are 58 people (18,9%). In third place, 18-year-olds showed a slightly larger range and there were 49 people (16%). If 20 years old among the participants is about 47 people (15,3%), and 22 years old is 40 people (13%). 18 people answered their age as 23 (5,9%), and the rest whose ages were 24 years old (0,3%) and 25 years old (0,3%) were only 1 person each.

The overwhelming majority of the participants asked what specialty (23,8%) were Translation Studies students, which was equal to 73 people, although there were also a lot of

students from Applied Linguistics (22,5%), which was about 69 people. If the number of participants from Tourism was 66 people (21,5%), then students from Psychology were 36 people (11,7%) which was almost half less than Tourism. The following specialties such as Journalism 22 students (7,2%) and hospitality 20 students (6,5%) were in the lead over the specialty called Kazakh-English Languages and Linguistics with 18 students (5,9%). There were also missed answers of 2 students (0,7%).

Among the respondents, the majority of students had 4 years of study which was equal to 100 respondents (32,6%). In terms of the amount of 3rd year students, they lead after the 4th year students and make up 86 people (28%). If the first-year students were 57 people (18,6%), then the sophomores were 56 (18,2%). The rest were 8 people, 5 (1,6%) of whom had a first-year master's degree and 3 missed answers (1%) were received.

Students have answered differently when they were asked about the foreign languages chosen at the university. There were 10 possible answers such as English, French, German, Spanish, Korean, Chinese, Turkish, Japanese, Italian and Portuguese, which were filled in by a few students. There were 554 responses collected about studying languages. Undoubtedly, a large number were 267 responses (48%) about English. The leaders in the number of responses after this were 68 responses (12,3%) about Spanish spoken and German had 55 responses (9,9%). The remaining languages were Korean with 52 answers (9,4%), accordingly, Turkish with 31 answers (5,6%), Chinese with 28 answers (5,1%), Japanese with 17 answers (3,1%), Italian with 8 answers (1,4%) and there were 2 responses about Portuguese (0,4%) from other options. Based on these statistics, it can be said that most students mainly study Spanish, German and Korean more than other foreign languages in addition to English.

Table 1.

Languages Acquired by Students

Languages	Frequency	Percentage
English	267	48,2
French	26	4,7
German	55	9,9
Spanish	68	12,3
Korean	52	9,4
Chinese	28	5,1
Turkish	31	5,6
Japanese	17	3,1
Italian	8	1,4
Portuguese	2	0,4
Total	554	100

Students were asked about how long they have been studying their first and second languages, and the answers were converted into months since there were responses with a time period of less than a year. In total there were a total of 307 responses received, 6 of which were missed. The most frequent answer was “24 months” with 57 (18,6%) marks meaning 2 years. Also 47 (15,3%) “60 months” option and 45 (14,7%) votes for 36 months were frequently found among other time periods for studying a first foreign language. Whilst there received a total of 278 responses for second foreign language, not including 29 omissions. The most frequent answer was “24 months” by 81 people (26,4%), which meant 2 years. Also, “36 months” by 56 people (18,2%) and “12 months” by 42 people (13,7%) frequently appeared in the answer choices.

Data Collection

This part of methodology describes the data collection process. Since this paper aims to find out what reasons students have for ALL and what technologies are used by them to improve certain skills, the survey questions were related to the aims and topic of the thesis. Moreover, it is important to mention that the research team decided to use two different terms such as “online tools” and “devices” to categorize the types of technology since this term (technology) might be too broad and confusing for the participants in the questionnaire.

Data Collection Instrument

Most of the survey questions were adapted from the different dissertations which had similar topics and related questions, so there was not a pilot testing of the questionnaire since it was adapted from the existing sources. The questions for the first part were to collect general data about the respondents and questioned about their age, gender, major, year and degree, languages and the period of time spent on learning both the first foreign language and the second foreign language.

The second part of the survey included questions about the time gave on learning after the classes, skills, devices and online tools used during ALL and reasons for using ALL outside the classroom. After the collection of a decent number of responses the analysis was started.

Adapted questions were mostly used in the second part. The questions 1, 7, 8, 9, 10, 11, 12, 14, 18, 19, 20, 21 were extracted from several studies done before. To be exact, the questions 7, 8, 9, 19 were taken from Delgado's (2020) dissertation. This is a study about both instructors' and learners' perceptions of use of traditional and accurate good for studying autonomously. From the thesis, the query: “How many years have you been learning this language?” was adapted as (7) “How long have you been studying your 1st foreign language?” and (8) “How long have you been studying your 2nd foreign language?”; “How

many days a week do you spend learning your target language autonomously?” adapted as (9) “How much time do you spend on language learning outside the classroom?”; “How important is the use of authentic materials to you in your language learning?” altered as (19) “How important is the use of technology for autonomous language learning?”

The questions 11, 20 and 21 were obtained from the dissertation of Ohashi (2019). The matter: “Have you used the online (web-based) tools below?” adapted as (11) “Which of these online tools do you find effective during language learning?” and 20th, 21st are also adapted from this dissertation as well.

From the thesis of Rivera et al. (2020) the 15th question was taken from the questionnaire. The query: “Which of the four skills do you consider you have improved the most by the use of electronic devices and social networks and with which kinds of activities?” altered as “Which one of the online tools mentioned below do you use for these skills?”

The rest of the questions were drafted by the team conjointly with the supervisor. Then followed a discussion of the other questions and data collection was carried out.

Procedures

The data collection process was held at the university and volunteer students took part in the survey. For both research team’s and participants’ convenience and easy access the questionnaire was spread online via QR code and survey link to university’s corporate email. The students were informed about the volunteer participation in the survey before filling the survey and the ones who agreed scanned the QR code.

The research team looked for the SLA students at the university from the 18th to 28th of April 2023 and shared the QR code with students. This way of spreading the questionnaire appeared to help the researchers to find the possible participants and data to analyze, however, some problems limited the outcome of the questionnaire. The larger number of the

survey results were registered between the 19th and 22nd of April 2023 and the outcomes were discussed in the Findings section.

Data Management

The online questionnaire assisted in figuring out the reasons for switching to autonomous language learning and finding a possible answer to the research question. All obtained information, including the confidential data of the participants, was saved on the team's personal belongings for further work with the results.

Data Analysis

After collecting the survey results, the researchers entered all data to the SPSS program which helped to sort out the responses. This program compared and tested all the variables and answers in order to analyze them. Different tests were completed to find out the correlations between different variables linked to the possible answers and proofs of research questions and hypotheses. For example, bivariate correlations, chi square, Spearman's rho, t-test, Pearson's r, reliability test of the questions with Likert scale, etc. After all analytical tests and comparisons, the findings were concluded and presented in the Findings section.

Ethical Issues

All the participants were informed about the purpose of the senior project and goal of the survey before filling the questionnaire. According to ethical approval, the survey was conducted anonymously and voluntarily. The anonymity was granted since the respondents were explained to not share their personal information, and none of the participants were not forced to fill the survey. All data belongs to the research team and saved on their personal belongings.

Results

This part of the thesis displays the results of analysis of data collected previously. The Results section contains subsections with answers of the research questions such as The Frequency of Use of Technology, Trained Skills During ALL, Causes for ALL, Positive and Negative sides of using ALL. Generally, this section interprets the outcomes of the data received from the survey questions from 9 to 21. The questions 10, 12, 14, 15, 16, 20, 21 were marked with Likert scale since these queries are aimed to find out the frequency and relations to the skills, and these were examined for reliability with coefficient of Cronbach's alpha. Therefore, the results showed the excellent internal consistency ($\alpha = .905$).

Briefly, ALL is the study process of language learning controlled by the learner and mostly used outside the classroom. In the questionnaire there was a query about the importance of the usage of devices and tools for ALL and with a scale from 0 to 10, to the highest mark as very important. Mainly, the respondents retorted about the importance of it, 119 students (39,1%) voted for most important and those who had chosen option 9 were 76 students (25,0%), as well as 39 students (12,8%) preferred to choose option 8. So, this means that the majority agrees that technology is important in autonomous language learning.

Table 2

How Important Is the Use of Technology for Autonomous Language Learning

Number	Frequency	Percentage
1	1	,3
2	4	1,3
3	2	,7
4	4	1,3
5	11	3,6
6	11	3,6

7	36	11,8
8	39	12,8
9	76	25,0
10	119	39,1
Total	304	100,0

According to the results of the frequency test, there were 289 out of 307 answers about the time spent on learning languages outside the classroom. The participants had to write how many hours in a week they spent on language learning, but there is a probability that the answers are written approximately. The most frequent answers are 0 hours, 3 hours, 2 hours with 54 people (18,7%), 54 people (18,7%), 47 people (16,3%) respectively. The mean of the results is equal to 2,73. Table 3 shows how much time the participants spent usually outside the classroom for language learning.

Table 3.

How Much Time Do You Spend on Language Learning Outside the Classroom?

Number	Frequency	Percentage
0	54	18,7
1	33	11,4
1,5	4	1,4
2	47	16,3
2,5	1	,3
3	54	18,7
4	31	10,7
5	41	14,2
6	14	4,8
7	7	2,4

8	1	,3
Total	289	100,0

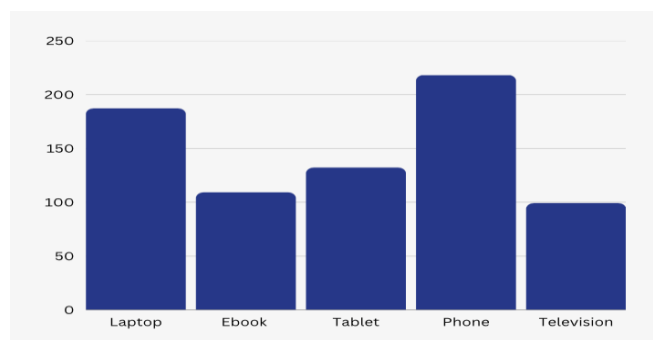
Nevertheless, there were several limitations regarding the missing answers. Since the participation in the questionnaire was voluntary, some questions were not answered completely. This might affect the results of the thesis paper due to the possible bias and generalization of the results. Previously, the term “technology” was divided into two terms such as “devices” and “online tools” because it might be vague and confusing for the survey participants.

How Often Students Use Technology

In order to find the most frequent technology there were two questions related to the aims. According to the results, 218 participants (71,9%) out of 302 responders marked option “always” to show their constant use of the phone, while 187 participants (61,9%) noted that they always use laptops or computers. Next device always used by participants was a tablet, which was chosen by 132 people (45,8%). Additionally, 109 participants (38,9%) opted “always” when it came to the use of electronic books, while 99 participants (39,1%) voted for television. Figure 1 below displays the most used devices by students while studying languages.

Figure 1.

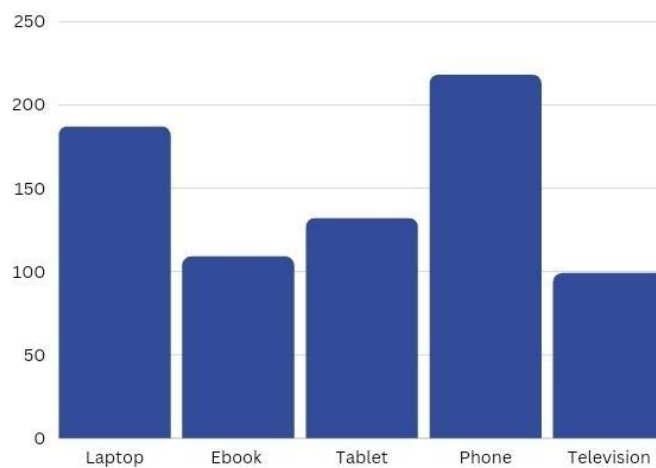
Constantly Used Devices While Studying Languages



When it comes to the frequency of the use of online tools, the tested variables were slightly different. However, there were missed responses out of 307 answers from the beginning, so the responses' data was slightly changed. The frequency test showed that most used online services were translators which were chosen by 193 students (65,0%). Then there were 150 responses (49,8%) for video hostings. The applications and podcasts gained the third and fourth places respectively with 120 (40,8%) and 113 (38,0%) marks.

Figure 2.

Option "Always" for Use of the Online Tools



Thus, the most used technologies were found out with the respective frequency. The leadership among devices was taken by the phone, while the group of translators was leading among the online tools. However, the majority of students have mentioned "listening songs and podcasts" as an activity mostly done outside the classroom.

What Skills Are Often Trained During ALL

As it was mentioned before this paper is aimed to find out the skills trained with the use of technology by students. In order to find out the skills trained for ALL, there were listed 6 activities linked to the different language skills such as:

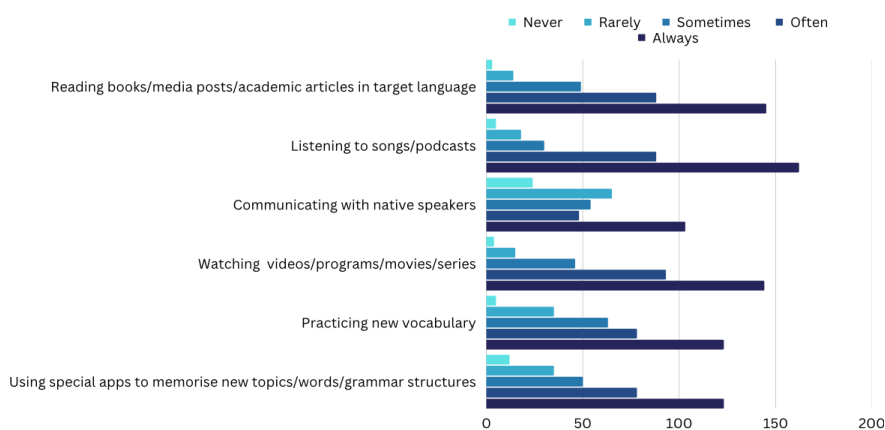
1. Reading books/media posts/academic articles in target language;
2. Listening to songs/podcasts;

3. Communicating with native speakers;
4. Watching videos/programs/movies/series;
5. Practicing new vocabulary;
6. Using special apps to memorize new topics/words/grammar structure.

These activities helped to link the technologies and skills that might be trained during ALL outside the classroom. The results of the frequency test displayed the frequent activities, and the majority of students prefer listening to songs and/or podcasts. 162 participants (53,5%) have chosen this option, while 145 students (48,5%) shared their preference of reading outside the classroom. Then 144 people (47,7%) voted for watching videos/programs/movies/series. Equal numbers of 123 participants were for both options “Practicing new vocabulary” (41,8%) and “Using special apps to memorize new topics/words/grammar structure” (41,3%) while 103 votes (35,0%) for communicating with natives. See Figure 3 for other results below.

Figure 3.

Option “Always” for Use of the Online Tools

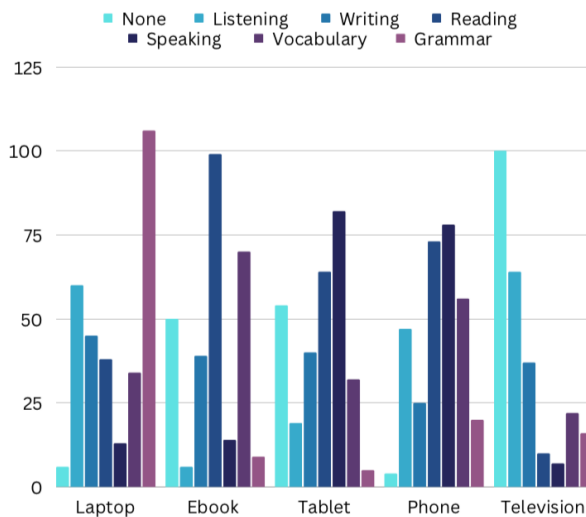


According to the findings, 106 students (35,1%) of 307 participants use laptops most of all for grammar tasks and activities. It was also found that 99 students (34,5%) use an e-book for reading. The next thing that was revealed is that tablet technology 82 students

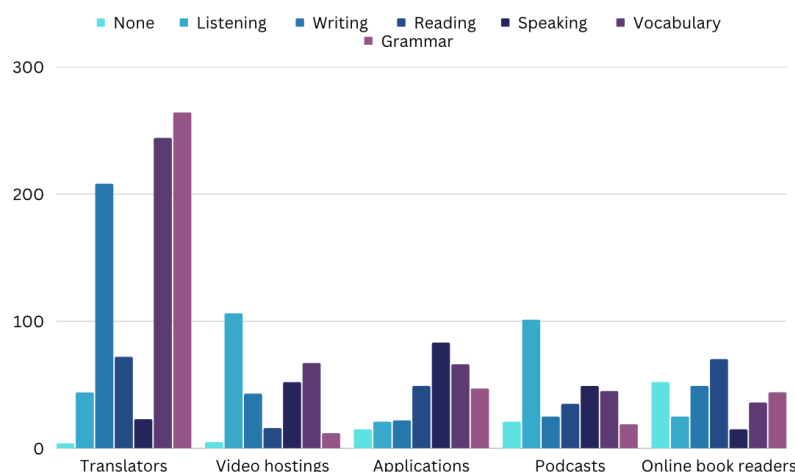
(27,7%) use for speaking. Then it was found that the phone is used for speaking by 78 respondents (25,7%). Next 64 students (25,0%) responded that they use television for listening skills. See Figure 4 for other results for this question.

Figure 4.

Option "Always" for Use of the Online Tools



There were the same online tools mentioned before such as video hostings, translators, applications, podcasts and online book readers. It was found out that 81 students (27,3%) use different translators to train grammar. Additionally, it was reported by 106 participants (35,2%) that video hostings, such as Youtube, Netflix, Amazon, Hulu, HBO, Ted Talks, Kinopoisk, etc., are used for listening skill. Next, 83 students (27,4%) responded that they use applications like Duolingo, Memrise, Quizlet, Tiktok, Discord, Hello Talk, Tandem, etc. to improve their speaking skill due to the functions of these services. Also, 101 students (34,2%) responded that mostly they use podcasts from Apple, BBC, and so on for listening skill while 70 students (24,1%) responded that Online book readers (Pocketbook, Apple Books, etc.) use them for their reading skill. Figure 5 below demonstrates other findings.

Figure 5.*Frequency of the Use of Online Services for Skills*

However, 110 out of 307 participants (37,0%) are satisfied with their study load offered by the university despite the fact that being unsatisfied with study load was one of the reasons for using ALL. Then, it became known that 114 people (39,0%) are motivated to practice ALL outside the classroom, but 125 people (41,8%) admitted that they like learning by themselves outside the classroom.

Nevertheless, there were similar numbers of people who were satisfied with their skills. This question showed how and how much participants were satisfied with their skills. 117 respondents (39,4%) voted for “agree” in the statement about their satisfaction with their level of writing. Then 114 people (38,5%) were satisfied with the level of speaking while 116 people (39,3%) were content with listening level. The highest number out of all answers were noted in “I am satisfied with my level of reading”, 127 people (42,6%) were happy with this statement. Also, there were 119 answers (40,5%) registered of people who were happy with the level of grammar and vocabulary knowledge (See Table 4 for the results).

Table 4.*Assumptions about Satisfaction of Skills*

Assumption	Frequency	Percentage
I am satisfied with my language study load offered by the university	110	37,0
I am motivated to practice ALL outside the classroom	114	39,0
I like learning by myself outside the classroom	125	41,8
I am satisfied with my level of writing	117	39,4
I am satisfied with my level of speaking	114	38,5
I am satisfied with my level of listening	116	39,3
I am satisfied with my level of reading	127	42,6
I am satisfied with my level of vocabulary/grammar knowledge	119	40,5
Total	942	318,1

Thus, the levels of satisfaction of certain skills were slightly different from each other. These statements about the skills were correlated with the reasons for the use of ALL since there were answers about the dissatisfaction about the level and the textbooks prepared for a longer study period. However, the higher level of contentment with reading skills might be related to the use of the phones for reading.

So, these results display how students might use different technologies for their language learning process. Various devices and online tools were often chosen for specific skills as it was found. Students have different preferences regarding the types of technology, since every participant in the questionnaire is an individual person.

Reasons Prompted to Use ALL

This subsection shows the descriptive analysis of the reasons which forced students to use different technologies for ALL. There were many different answers written there, so they were different from each other which is related to the teaching methods and duration of the

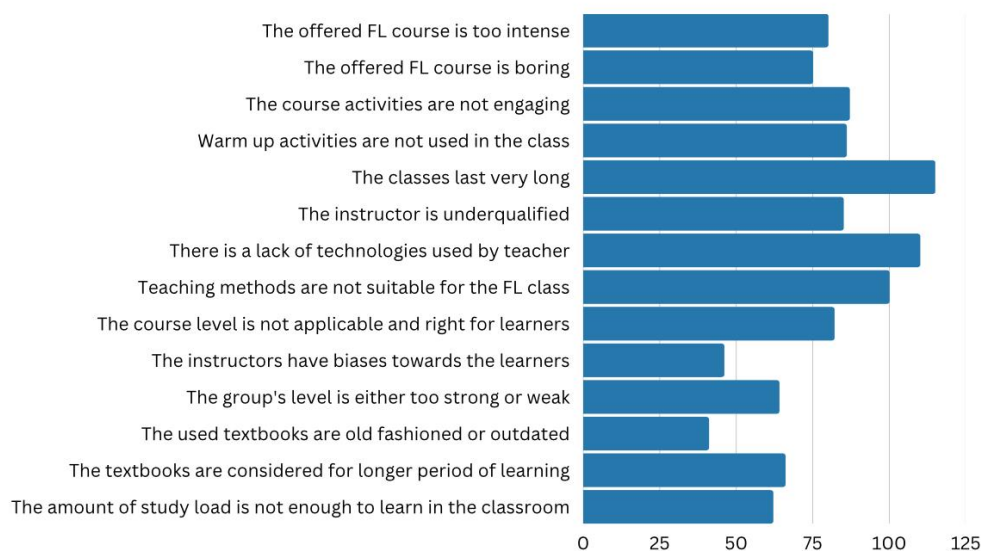
lesson. Nevertheless, it is important to note these main reasons that were frequently answered. The first place is taken by “The classes last very long” with 115 answers (37,7%), the next reason is “There is a lack of technologies used by teacher” had 110 answers (36,1%) and the third place is taken by the reason “Teaching methods are not suitable for the FL class” with 100 answers (32,8%). Also, the reasons like “The course activities are not engaging” 87 people (28,5%) and “Warm up activities are not used in the class” 86 people (28,2%) had answered frequently.

Regarding the least common questions, they were related to the textbook, the teacher and about the workload of studies. The smallest part noted: “The used textbooks are old fashioned or outdated” and they were 41 people (13,4%). The following rare reasons are: “The instructors have biases towards the learners” with 46 people (15,1%) and “The amount of study load is not enough to learn in the classroom” was chosen by 62 people (20,3%).

Figure 6 displays the proportions of all mentioned reasons.

Figure 6.

What Reasons Prompted You to Use Technologies for ALL?

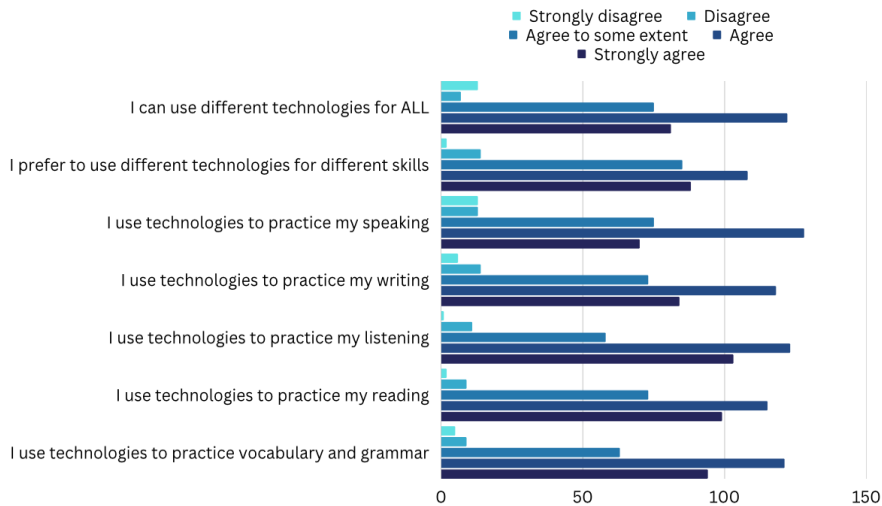


When it comes to the statements in question 20 about the use of different technologies, they were almost similar. The majority of respondents agreed to all the assumptions. 122 participants (40,8%) agreed that they can use different technologies for ALL, while there were 81 people (27,1%) who strongly agreed with this statement. Then 108 students (36,1%) admitted their preference to use different technologies to train different skills, which is a larger proportion than the other answers.

Additionally, there were different numbers regarding the statements about certain skills. 128 students (42,7%) for speaking, 118 students (39,9%) for writing, 123 students (41,6%) for listening, 115 students (38,6%) for reading and 121 students (41,4%) voted for grammar and vocabulary. Figure 7 shows the results for the

Figure 7.

Statements about the Aim of the Use Technologies



Advantages and Disadvantages

There were 928 responses in total for 5 possible options about effectiveness of online tools since this question had multiple responses to tick. There were grouped options such as:

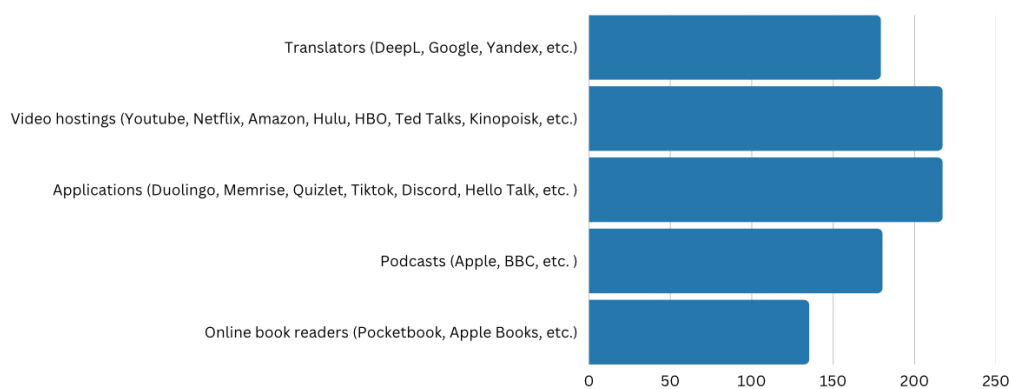
1. Translators (DeepL, Google, Yandex, etc.);

2. Video hostings (Youtube, Netflix, Amazon, Hulu, HBO, Ted Talks, Kinopoisk, etc.);
3. Applications (Duolingo, Memrise, Quizlet, Tiktok, Discord, Hello Talk, etc.);
4. Podcasts (Apple, BBC, etc.);
5. Online book readers (Pocketbook, Apple Books, etc.).

According to the findings, the most effective online tools were applications and video hostings with 217 marks (23,4%) for each other. Then 180 responses (19,4%) were in favor of podcasts, and one less vote, 170 responses (19,3%) were for translators. The lowest number of votes was from online book readers. Figure 8 shows the effectiveness of online services.

Figure 8.

The Effectiveness of Online Tools in ALL



Besides the reasons and skill improvements for ALL outside the classroom, this paper was designated to find out the advantages and disadvantages of the practice of ALL. In order to find out these sides of this learning method 6 assumptions for each aspect were created. For advantages there were such assumptions as:

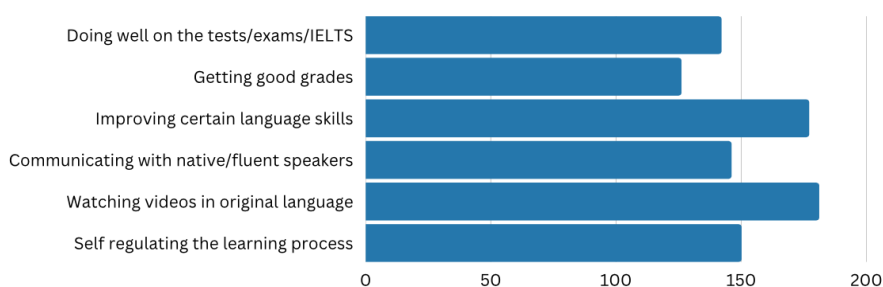
1. Doing well on the tests/exams/IELTS;
2. Getting good grades;

3. Improving certain language skills;
4. Communicating with native/fluent speakers;
5. Watching videos in original language;
6. Self-regulating the learning process.

Since this question had a function of multiple responses, 922 responses were collected from all survey participants. It appeared that 181 students (19,6%) responded that watching videos in the original language was a positive aspect of offline language learning. And, there were 177 students (19,2%) thinking that ALL was good to improve certain language skills. Besides, 150 responses (16,3%) were in favor of self-regulating the learning process while 146 answers (15,8%) were voted for the ability for communicating with native speakers. There were 142 answers (15,4%) reported that students prefer using ALL for doing well on the tests and so on while only 126 answers (13,7%) were in favor of “getting good grades” (See Figure 9 for advantages voted by the participants).

Figure 9.

Advantages of Using ALL

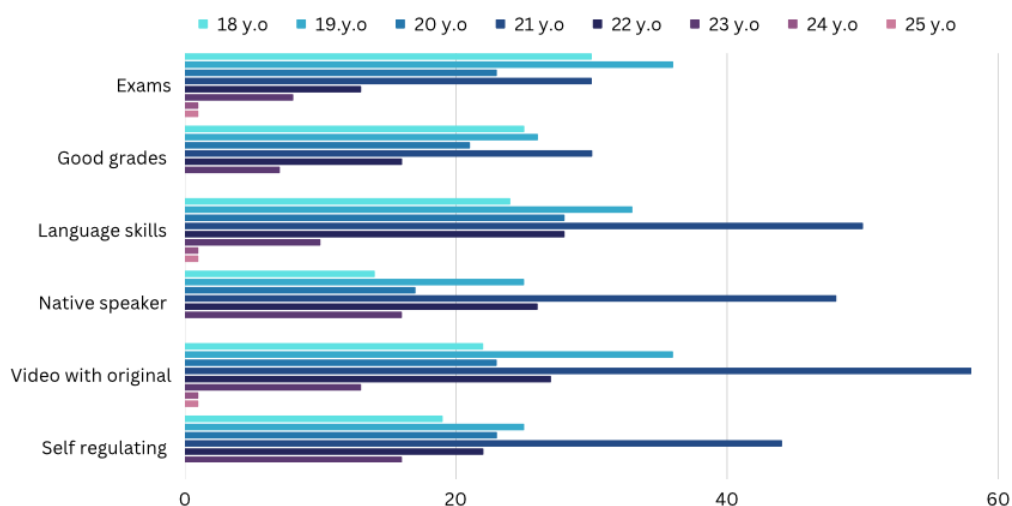


A cross-tabulation was then conducted on two questions such as “What is your age?” and “What positive sides does autonomous language learning have?”. It was revealed that among the 18-year-old respondents 30 people (61,2%) responded that they chose ALL to do well in tests/exams/IELTS. Meanwhile, among 19-year-old students, 36 (61,2%) students

reported that they watch videos in their original language. Similarly, 36 students (62,1%) from this age group responded that they do well on tests/exams/IELTS. 28 students (59,6%) in their 20s responded that students improve certain language skills while 58 students (63,7%) at age 21 answered they prefer watching more videos in their original language. There were 28 respondents (70%) aged 22 years old who responded Improving certain language skills. An additional 16 students (88,9%) at age 23 voted for “communication with a native speaker”, while another 16 students (88,9%) at age 23 chose “self-regulation of learning”. Also, 2 students aged 24 and 25 years old answered for “successful passing of tests/exams/IELTS”; “improving specific language skills” and “watching videos in a native language”. Figure 10 shows the relationship between the age of the participants and advantages of ALL.

Figure 10.

Cross Tabulation of Advantages of ALL and Respondents' Age



Note. Exams stands for “Doing well on the tests/exams/IELTS”, Good grades for “Getting good grades”, Language skills for “Improving certain language skills”, Native speaker for “Communicating with native/fluent speakers”, Video with original for “Watching videos in original language”, Self-regulating for “Self-regulating the learning process”.

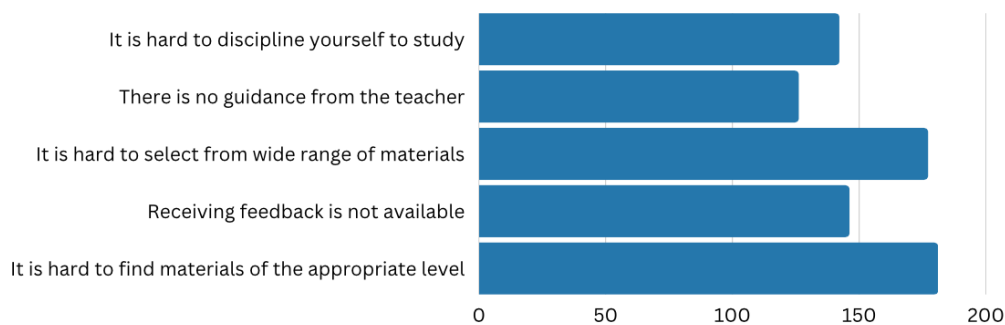
When it comes to the negative sides of ALL, there were 307 students surveyed, of which 5 students (1,6%) missed this answer, and there were in total 751 responses. There were also 5 assumptions with the free to fill option which helped to identify the disadvantages of ALL.

1. It is hard to discipline yourself to study;
2. There is no guidance from the teacher;
3. It is hard to select from wide range of materials;
4. Receiving feedback is not available;
5. It is hard to find materials of the appropriate level.

Most frequently chosen disadvantage was related to the feedback, 170 answers (22,6%) reported that receiving feedback was unavailable. Also, one of the frequent answers was “It is hard to select from a wide range of materials” with 164 marks (21,8%) and then it was “It is hard to discipline yourself to study” with 162 marks (21,6%). Additionally, 142 responses (18,9%) were in favor of the absence of the teacher’s guidance. 111 responses (14,8%) stated that finding materials of the appropriate level is considered to be hard. Also, there were 2 answers filled by students as the other option. Figure 11 is a list of examples of disadvantages opted by the participants.

Figure 11.

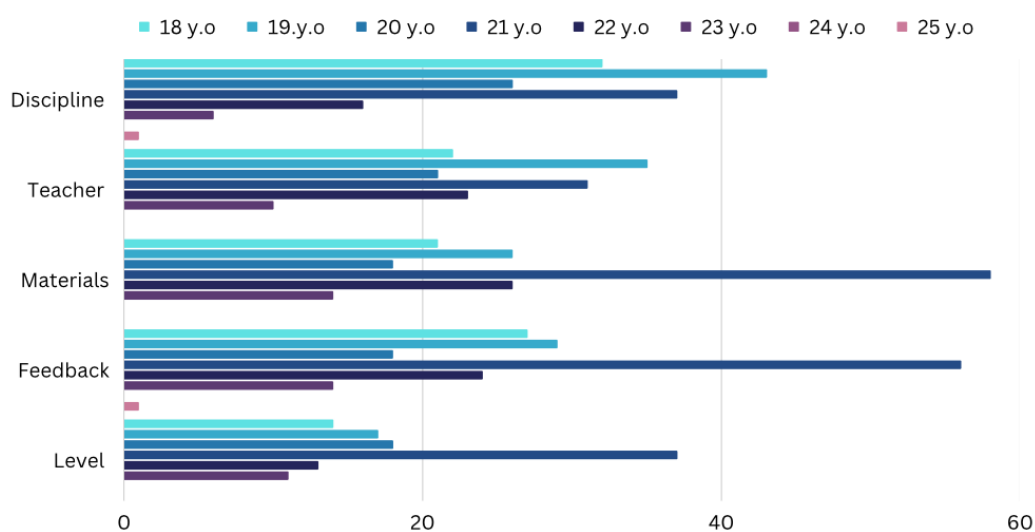
Disadvantages of Using ALL



A cross tabulation was done on two questions: student return and what are the negative aspects of autonomous language learning. 32 students (65,3%) who were 18 years old answered “It is hard to discipline yourself to study”. 43 students (75,4%) who are 19 years old answered the same while 26 students (55,3%) who are 20 years old chose it too. Besides, 58 students who are 21 years old answered “It is hard to choose from a wide range of materials”. And also 22-year-old students who answered 26 students (64,4%) “It is hard to select from a wide range of materials” while 14 23-year-old students (77,8%) answered the same. Also, other 14 students (77,8%) answered “Receiving feedback is not available”. And only 1 student who was 25 years old answered “It is hard to discipline yourself to study” and “Receiving feedback is not available”. This test showed that younger students might have self-discipline issues during ALL rather than older students. As can be seen in Figure 12 the correlation of the disadvantages of ALL and age of the respondents.

Figure 12.

Cross Tabulation of Disadvantages of ALL and Respondents' Age



Note. Discipline stands for “It is hard to discipline yourself to study”, Teacher for “There is no guidance from the teacher”, Materials for “It is hard to select from wide range of materials”, Feedback for “Receiving feedback is not available”, Level for “It is hard to find materials of the appropriate level”.

Conclusion

It was possible to answer that technologies are used often for different situations, since laptops were most often used for grammar assignments and exercises, while students use e-books for reading. Tablet was used for speaking, also the phone was utilized for speaking, and TV trained listening skills. As to the hypothesis, which was about the correlation among the use of divergent machinery and the improving of certain skills. This hypothesis confirmed expected results, which meant that the hypothesis is valid.

Besides, a number of reasons for students' use of studying languages outside the classroom were identified by our survey, such as length of class, lack of technology used by the instructor, courses were not engaging, and warm-ups were not used in class. The textbooks used were old-fashioned or outdated, instructors were biased against students, and the teaching volume was lacking for classroom instruction. It was also found that the second hypothesis, which was the amount of study load offered to students for foreign language learning, does not correlate with students' motivation to use offline language learning outside the classroom. So, this hypothesis does not confirm with the result of this survey and is rejected.

According to the results, the advantages of ALL were watching videos in the original language, improving certain language skills, the favor of self-regulation-controlled learning process, the opportunity to communicate with native speakers, successfully passing the tests and getting good grades. Whilst disadvantages included inaccessible feedback, difficulty in choosing from a wide range of materials, difficulty of disciplining oneself in learning, lack of guidance from the teacher, finding materials at the appropriate level was considered difficult. The third hypothesis, which is that the more years students spend studying foreign languages,

the more resources they use for autonomous language learning was not valid since there were not any correlation between these variables.

Discussion

This part brings collectively some of the most important points that can be extracted from the study for discussion. This part consists of comparing the results and literature review outcomes, approved and rejected hypotheses and answers for research questions. It shares the participants' ideas about autonomous language learning with the use of different technologies and most frequent reasons for it. Also, the chapter discusses how often students use different devices and online tools to train certain language skills outside the classroom.

As it was mentioned in previous chapters, ALL is considered to be a learning process regulated by students, since learners can control their use of learning strategies effectively during this learning method (Chinpakdee, 2020). There might be unsimilar strategies, since students have different preferences about technologies. So, the results section's second subsection revealed that different technologies are preferred to train different skills as it was assumed before in the Hypothesis 1 in the Methodology chapter. However, this paper is focused on the frequency of various technologies and their use by students outside the classroom.

The Incidence of the Technology Usage

It is well known that nowadays students could not do without different technologies when they prepare for the classes or study autonomously. This project focuses on how often students use gadgets and online services specifically for ALL, and analyzes the frequency of technology utilized by SLA students of the KAZGUU University. The tests mentioned in the Results revealed that there was dominance of phones and laptops among other gadgets and translators and video hostings among services. Other items were popular between survey participants as well, but these mentioned above were most frequent.

When it comes to phones, there were 218 marks (71,9%) for its usage while the second most used device, laptops gathered 187 votes (61,9%). Then 132 responses (45,8 %)

in favor of tablets were placed in the 3rd place. With 10 votes apart from 109 responses (38,9%) for Ebook there was television with 99 marks (39,1%). In Table 5 in the Results part these devices were displayed. However, it might be assumed that due to the technological upgrades this device is not popular among youth since other gadgets replaced its functions.

Nevertheless, the online devices had less numbers in frequency which was shown in the Results. As it was mentioned before, among 5 options that were offered to choose students mostly were for translators such as Yandex and Google Translates, Deepl, etc. This option had 193 marks (65,0%) while video hostings such as Youtube, Netflix, and others had 150 responses (49,8%). Others had slightly less numbers, but from these statements it could be assumed that university students mostly likely use these online tools outside the lecture room.

So, the outcomes showed that the majority of students use different technologies differently, which was figured previously. Since every student is not similar to each other, their choices are different. This might explain the difference in numbers and assumptions about the reasons for the use of technologies. Also, Lai and Zheng (2018) wrote that the students have an unsimilar impact on language learning due to the different devices used for it. Moreover, the frequency of the devices and online tools had probably an effect on the skills trained during ALL since there was also divergency of technologies' incidence when it came to the language skills.

The Correlation Between Language Skills and Technology

The study displays a correlation between the frequency of certain technologies and the aim of the use. It was suggested by Işık and Balçıkanlı (2020) and Warni et al. (2018) students use technologies outside the classroom to improve certain skills. It was reported that 218 participants out of 307 tested students opted for constant use of the phone, but most of these answers were for its use to train reading and speaking. However, the television is not

popular among students since it is losing the purpose of the use due to modern replacements. This means that not all technologies are not used nowadays for ALL.

From results of analysis and survey, there is evidence of the use of devices and online services due to the choice of language skill. Nevertheless, Lai and Zheng (2018) mentioned the different usage which was due to their aim and associations. The correlation between different technologies and language skill is existent since students prefer to do different activities after the classes. See Figure 1 in the Results section for brief information. Also, it was mentioned by some students that they prefer to study grammar rules and vocabulary with the help of different technologies, such as laptops, special applications, translators for memorizing and practice.

Thus, the hypothesis which was about the relationship among the incidence of various technologies and training certain skills was approved since the results showed the correlation. It was mentioned that different programs and devices had an impact on the language skills which were targeted to train (Abdurahmanova et al., 2016; Lai & Zheng, 2018; Lai et al., 2021). The frequency and types of the used devices and online tools are correlated with language skills students wanted to improve during ALL as it was written in Hypothesis 1.

Causes for Use of ALL

A total of 307 responses were received to the assumption about student's satisfaction with the study load, 10 of which were skipped. The most frequent answer was "agree" in 110 responses (37,0%), which meant that the majority had no complaints about the academic load at the university. The statement about student's motivation to practice ALL received 292 responses, not counting 15 omissions. The most frequent answer was "agree" by 114 people (39,0%). This means that students are motivated to learn languages outside of the classroom and, accordingly, to learn autonomously at will.

According to the hypothesis, there was not a relationship between the amount of study load offered to students for mastering foreign languages with the motivation of students to use ALL outside the auditorium. In this case this theory did not coincide with the opinion of Golonka et al. (2014), who stated: "Increasing motivation and expanding opportunities for independent choice of educational activities will lead to deeper language learning." This theory was also disproved by diverse results of the analysis about the motive for using technology in the autonomous study.

It was asked about the student's degree and year at the university and its interrelationship between the reasons that prompted them to utilize technology by using cross-tabulation to get a more perspicuous answer. It was insightful to understand how students of different courses of study answer this question, namely, what reasons are often found for certain courses.

Different kinds of conjectures were offered for reasons prompting the use of technology, and first-year students led in frequency on the presumption about insufficient classroom instructional load (26,8%). Meanwhile, the supposition of unengaged classes was mainly chosen by third-year students (37,2%). Comparing these two assumptions, it might be inferred that first-year students, due to the paucity of study load, that is, language learning materials, turn to the use of technology for ALL while senior students, as a consequence of their demotivation to study, turn to technology.

As described above, exactly these two reasons are not consistent with the second hypothesis of the study. Consequently, just as the amount of academic load demotivates students to use technology in autonomous language learning, so the lack of involvement in lessons did not prompt students to study autonomously.

Disadvantages and Advantages of ALL

It was discussed above that one of the reasons for ALL is that students did not find the classes engaging, but this was the negative side of the classroom learning. Therefore, there might be that learners might have opinions about ALL which will be displayed in this subchapter. In order to find out advantages and disadvantages of ALL as it was aimed for this research there was a list of these aspects offered to students in the survey.

In total there was a different number of responses for the questions related to positive and negative sides of this learning method from 307 participants, since this survey was completely voluntary. It seemed that most students or 181 respondents (19,6%) chose watching videos in the original language, which was also voted by many students previously as an outside classroom activity. However, 177 of 922 answers (19,6%) were in favor of language skills improvement, while other options had similar responses. But these mentioned ones were significantly bigger.

The disadvantages had divergent findings since there were different responses. Due to the autonomy, learners could not receive feedback from instructors, and this was the most common disadvantage chosen by 170 responders (22,6%). All options agreed with the other researches written before, students tend to see advantages since ALL increased the student's engagement (Işık & Balçıkanlı, 2020; Lai et al., 2015; Sönmez, 2016). But some students mentioned that due to the autonomy, self-discipline is one of the hardest moments of ALL. 162 marks (21,8%) reported about it, however the cross-tabulation test showed that the age of students affected this option. The students aged 18-21 years old had this complaint more than the ones aged 22-25 years old, thus the older students might have an experience in ALL than the youngsters.

Despite the age of the students, the factor about the time spent on learning both first and second foreign languages had less impact than it was expected. The survey results

indicated a diverse quantity of responses. On average students studied their first foreign language for 61,8 months while they learned second foreign languages for 21,5 months. Additionally, there was a Pearson correlation between these two variables and it showed a weak positive relationship ($r(301) = ,094, p = ,122$). This means that they each learn their first and second foreign language at different times.

Since it appeared that students studied first and second foreign languages for unsimilar time periods, the third hypothesis seemed to be rejected. The research team presumed that the more students learn languages, the more resources they could find for study autonomously, but the result appeared not to prove this hypothesis. The statement regarding finding materials was in the disadvantages part and it displayed that only 21-year-old students might have found the materials right for ALL, which could not be said about other age representatives. So, there is no connection between the years spent studying foreign languages and the number of resources used for autonomous language learning.

Learners reported using a wide variety of materials for independent study, including conventional textbooks for progressive grammar practice. However, as in previous studies, there was a clear inclination for web-based and keen device-based learning assets, with YouTube, podcasts, films and music within the target dialect, online dictionaries, language learning platforms ranking as the most popular resources based on a variety of evaluation criteria, including interests, frequency of incidence, and the resource relevance.

Conclusion

In summary, the research questions and hypothesis were approved and rejected. The frequency of students' use of gadgets and online services specifically for ALL was analyzed, after which it was found that phones are most often used in offline learning. And it was also found that most students use different technologies for different reasons. From online

resources, then most often students chose to use translators such as Yandex and Google Translates, Deepl, etc..

It was found that not all technologies are currently being used all the time and it was also confirmed that there is a parallel with the service of different technologies and the learning of certain skills. It was worth noting that the most common shortcoming was that learners could not get feedback from teachers. And the third hypothesis was rejected, hence there was no correlation between the years spent learning foreign languages and the number of resources used for offline language learning. All analyses were aimed at answering research skills and proving or rejecting these hypotheses.

Conclusion

To sum up, technology is an important factor of learning languages autonomously. During the period of various machinery there is no process done without devices and online tools, so this happens in the learning process. More and more activities and tasks require using technology to solve, and learners reported using a wide variety of materials and tools for self-regulated study. However, as in previous studies, there was a clear preference for devices and online services during learning process, with YouTube, Netflix, podcasts, videos and music in the target language, translators ranking as the most popular resources based on a variety of factors such as recurrence of use, and applicability of the resource and trained skills.

On the example of SLA students this thesis identified the most frequent devices and online services used for ALL and outside the classroom, trained language skills, common reasons for the usage, advantages and disadvantages of ALL. Among the devices mentioned before, the leadership was taken by phones and laptops, while video hostings and translators were most frequently used online services. And, the results showed that the ALL is often chosen by students due to the long classes, lack of technology, unsuitable methods of teaching for students and so on. Besides, there were other causes discussed in the results and advantages and disadvantages there.

Contribution

These studies can be useful for people who are engaged in engineering and telecommunications, education and science. The representatives of these spheres might be interested in developing and improving the quality of teaching and Internet access, since it is still reported that some regions do not have a good quality of Internet and suitable methods for teaching languages.

Limitations

Besides, the response rate was lower than it was expected and there the results could not be generalized due to this limitation. There were some participants who did not answer the majority of the questionnaire since the questions did not ask to fully complete it . Thus, these responses were deleted as well as the answers of the minor students because it was unethical to use their responses without parents' permissions. So, for further studies it is strongly recommended to extend this research and its survey for several universities and schools to make generalizable results about Kazakhstani students.

Additionally, the sampling and the results of the questionnaire may be biased because only SLA students were surveyed voluntarily and the results might be too general for the university as well as for Kazakhstan in general.

Recommendation

For further researchers it would be better to enhance the population and to extend this research for several universities in order to make generalized results for the whole country if it is possible to do. Also, it would be better to try qualitative research methods to explore more about the effectiveness of ALL, affordance of the technology as well as Internet quality and access, because in Kazakhstan there are still problems related to the Internet access and connection due to the recent reports.

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Appendix A

Online Questionnaire

The participation in this research is voluntary. The participants can withdraw at any time. The results of the survey are completely anonymous.

I confirm that I have read the research aims and participated in this survey voluntarily. Also, I understand that I am free to withdraw from the survey at any time, and this questionnaire is completely anonymous. I understand that the answers will be used and stored for further research.

1. Do you consent?

- I do consent
- I do not consent

2. What is your age?

(Open question)

3. What is your gender?

- Female
- Male
- Prefer not to say
- Other

4. What is your major?

- Applied linguistics
- Translation studies
- Tourism
- Journalism
- Kazakh - English linguistics
- Psychology
- International relations
- Hospitality
- Other

5. What year and degree are you studying?

(BA - bachelor, MA - master's)

- 1st year BA
- 2nd year BA
- 3rd year BA
- 4th year BA
- 1st year MA
- 2nd year MA
- Other

6. What foreign language(s) do you study? (Multiple answers)

- English
- French
- German
- Spanish
- Korean
- Chinese
- Turkish
- Japanese
- Italian
- Other

7. How long have you been studying your 1st foreign language? (F.e. Kazakh,Russian,English, etc.)

(Open question)

8. How long have you been studying a 2nd foreign language? (F.e. English, German, Spanish, Korean, etc.)

(Open question)

9. How much time do you spend on language learning? For example, 1-2 hours per day or week

(Open question)

10. How often do you use these devices while studying languages? (Frequency table)

	Never	Rarely	Sometimes	Often	Always
Laptop/computer					
Phone					
Tablet					
Television					
Ebook					

11. Which of these online tools do you find effective during language learning?

(Multiple answers)

- Translators (DeepL, Google, Yandex, etc.)
- Video hostings (Youtube, Netflix, Amazon, Hulu, HBO, Ted Talks, Kinopoisk, etc.)
- Applications (Duolingo, Memrise, Quizlet, Tiktok, Hello Talk, etc.)
- Podcasts (Apple, BBC, etc.)
- Online book readers (Pocketbook, Apple Books, etc.)
- Other

12. How often did you do these online services outside the classroom? (Frequency table)

	Never	Rarely	Sometimes	Often	Always
Video hostings					
Applications					
Online book readers					

Podcasts					
Translators					

13. What reasons prompted you to use technologies?

(Multiple answers)

- Intensity of the course is too much
- Boring, not interesting
- Activities do not motivate
- Warm up activities are not used in the class
- The classes last very long
- Under qualified teacher/being a modern teacher?
- Lack of gadgets and technologies used by teacher
- Teaching methods are not suitable for class
- The level is not applicable and right for students
- Biased teachers
- The group or level is too strong or weak
- Old fashioned book or methods
- The students' books are for long period of learning and lack of time dedicated to the topics and lessons (as in KAZGUU)
- Other

14. How often did you do these activities outside the classroom? (Frequency table)

	Never	Rarely	Sometimes	Often	Always
Reading books/media posts/academic articles in target language					
Listening to songs/podcasts					
Communicating with native speakers					
Watching TV programs/movies/series					
Practicing new vocabulary					
Using special apps to memorise new topics/words/grammar					

structures					
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15. Which one of the devices mentioned below do you use for these skills? (table)

	Listening	Writing	Reading	Speaking	Vocabulary	Grammar
Laptop						
Ebook						
Tablet						
Phone						
Television						
Others						

16. Which one of the online tools mentioned below do you use for these skills? (table)

	Listening	Writing	Reading	Speaking	Vocabulary	Grammar
Translators (DeepL, Google, Yandex, etc.)						
Video hostings (Youtube, Netflix, Amazon, Hulu, HBO, Ted Talks, Kinopoisk, etc.)						
Applications (Duolingo, Memrise, Quizlet, Tiktok, Discord, Hello Talk, Tandem, etc.)						

Podcasts (Apple, BBC, etc.)						
Online book readers (Pocketbook, Apple Books, etc.)						
Others						

17. What positive sides does autonomous language learning have? (Multiple answers)

- Doing well on the tests/exams/IELTS
- Getting good grades
- Improving certain language skills
- Communicating with native/fluent speakers
- Travelling/watching videos in their original language?
- Self-regulated process

18. What negative sides does autonomous language learning have? (Multiple answers)

- Not involving to study
- Unsuitable level of knowledge
- Unsuitable methods of learning
- Procrastination
- Boring/uninterested

19. How important is the use of technology for autonomous language learning?

Not important 0 1 2 3 4 5 6 7 8 9 10 Very important

20. Mark suitable assumptions

ALL stands for autonomous language learning (**Frequency table**)

	Strongly disagree	Disagree	Agree to some extent	Agree	Strongly agree
I can use different technologies for ALL					

I prefer to use different technology for different skills					
I can use technologies to practice my speaking					
I can use technologies to practice my writing					
I can use technologies to practice my listening					
I can use technologies to practice my reading					
I can use technologies to practice vocabulary and grammar					

21. Mark suitable assumptions (Frequency table)

	Strongly disagree	Disagree	Agree to some extent	Agree	Strongly agree
I am satisfied with my language study load offered by the university					
I am motivated to practice ALL outside the classroom					
I like learning by myself outside the classroom					
I am satisfied with my level of writing					
I am satisfied with my level of speaking					
I am satisfied with my level of listening					
I am satisfied with my level of reading					
I am satisfied with my level					

of vocabulary/grammar knowledge					
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Appendix B

Tables from SPSS analysis

Statistics

	2. What is your age?	7. How long have you been studying your 1st foreign language (E.g. English, etc.)?	8. How long have you been studying your 2nd foreign language (e.g. German, Spanish, Korean, etc.)?	9. How much time do you spend on language learning outside the classroom?
N	Valid 305 Missing 2	301 6	278 29	289 18
Mean	20,2557	61,8106	21,5540	2,7318
Std. Error of Mean	,08614	2,62677	,77492	,12291
Median	20,0000	48,0000	24,0000	3,0000
Mode	21,00	24,00	24,00	,00 ^a
Std. Deviation	1,50444	45,57273	12,92057	2,08955
Range	7,00	249,00	72,00	14,00

a. Multiple modes exist. The smallest value is shown

2. What is your age?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 18,00	49	16,0	16,1	16,1
19,00	58	18,9	19,0	35,1
20,00	47	15,3	15,4	50,5
21,00	91	29,6	29,8	80,3
22,00	40	13,0	13,1	93,4
23,00	18	5,9	5,9	99,3
24,00	1	,3	,3	99,7
25,00	1	,3	,3	100,0
Total	305	99,3	100,0	
Missing System	2	,7		
Total	307	100,0		

2. What is your age?



Statistics

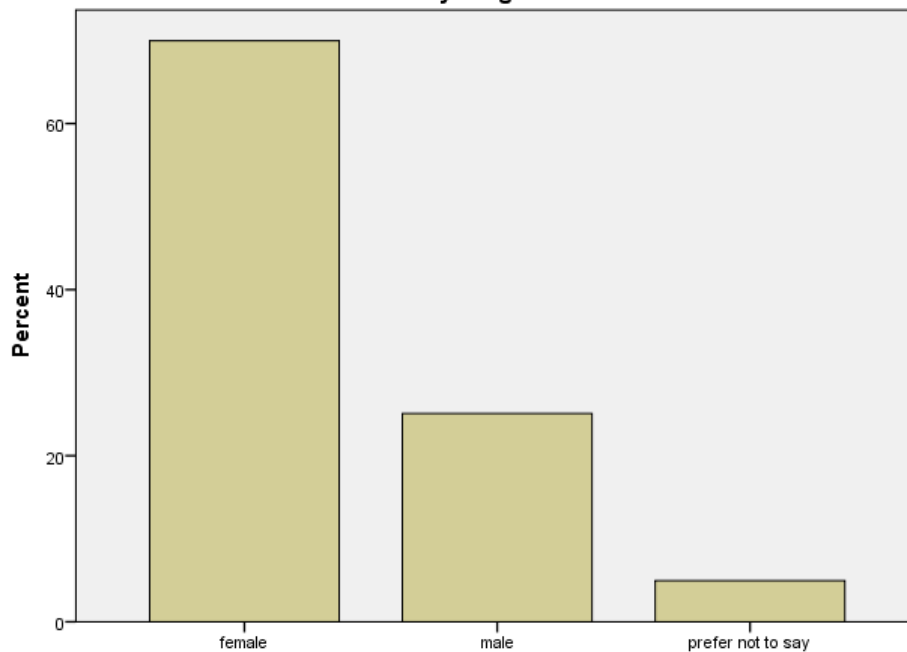
3. What is your gender?

N	Valid	303
	Missing	4

3. What is your gender?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	female	212	69,1	70,0	70,0
	male	76	24,8	25,1	95,0
	prefer not to say	15	4,9	5,0	100,0
	Total	303	98,7	100,0	
Missing	System	4	1,3		
Total		307	100,0		

3. What is your gender?



3. What is your gender?

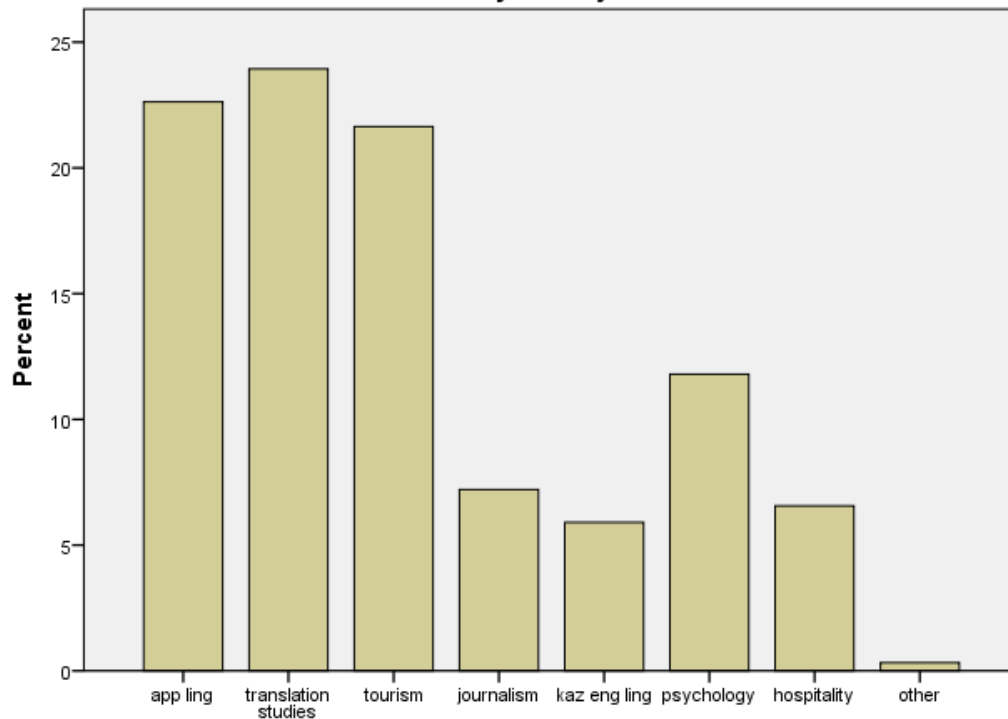
Statistics

		4. What is your major?	5. What year and degree are you studying?
N	Valid	305	304
	Missing	2	3

4. What is your major?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	app ling	69	22,5	22,6	22,6
	translation studies	73	23,8	23,9	46,6
	tourism	66	21,5	21,6	68,2
	journalism	22	7,2	7,2	75,4
	kaz eng ling	18	5,9	5,9	81,3
	psychology	36	11,7	11,8	93,1
	hospitality	20	6,5	6,6	99,7
	other	1	,3	,3	100,0
	Total	305	99,3	100,0	
Missing	System	2	,7		
Total		307	100,0		

4. What is your major?



4. What is your major?

5. What year and degree are you studying?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	57	18,6	18,8	18,8
	2	56	18,2	18,4	37,2
	3	86	28,0	28,3	65,5
	4	100	32,6	32,9	98,4
	5	5	1,6	1,6	100,0
	Total	304	99,0	100,0	
Missing	System	3	1,0		
Total		307	100,0		



\$q6_LANG Frequencies

		Responses		Percent of Cases
		N	Percent	
What foreign lang(s) do you study? ^a	English	267	48,2%	87,3%
	French	26	4,7%	8,5%
	German	55	9,9%	18,0%
	Spanish	68	12,3%	22,2%
	Korean	52	9,4%	17,0%
	Chinese	28	5,1%	9,2%
	Turkish	31	5,6%	10,1%
	Japanese	17	3,1%	5,6%
	Italian	8	1,4%	2,6%
	Portuguese	2	0,4%	0,7%
Total		554	100,0%	181,0%

a. Dichotomy group tabulated at value 1.

Cross tabulation of Languages studied by students and Age of students

Case Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
q2_AGE*\$q6_LANG	304	99,0%	3	1,0%	307	100,0%

q2_AGE*q6_LANG Crosstabulation

			What foreign lang(s) do you study? ^a										Total	
			English	French	German	Spanish	Korean	Chinese	Turkish	Japanese	Italian	Portuguese		
2. What is your age?	18,00	Count	43	5	7	7	9	5	5	1	0	0	49	
		% within \$q6_LANG	16,2%	19,2%	13,0%	10,3%	17,6%	17,9%	16,1%	5,9%	0,0%	0,0%		
	19,00	Count	52	3	7	12	5	9	8	2	3	0	58	
		% within \$q6_LANG	19,6%	11,5%	13,0%	17,6%	9,8%	32,1%	25,8%	11,8%	37,5%	0,0%		
	20,00	Count	40	7	10	10	13	3	3	4	3	0	46	
		% within \$q6_LANG	15,1%	26,9%	18,5%	14,7%	25,5%	10,7%	9,7%	23,5%	37,5%	0,0%		
	21,00	Count	77	9	19	23	16	4	9	4	1	2	91	
		% within \$q6_LANG	29,1%	34,6%	35,2%	33,8%	31,4%	14,3%	29,0%	23,5%	12,5%	100,0%		
	22,00	Count	36	2	6	14	6	4	5	4	0	0	40	
		% within \$q6_LANG	13,6%	7,7%	11,1%	20,6%	11,8%	14,3%	16,1%	23,5%	0,0%	0,0%		
	23,00	Count	16	0	4	2	1	2	1	1	1	0	18	
		% within \$q6_LANG	6,0%	0,0%	7,4%	2,9%	2,0%	7,1%	3,2%	5,9%	12,5%	0,0%		
	24,00	Count	1	0	1	0	0	0	0	0	0	0	1	
		% within \$q6_LANG	0,4%	0,0%	1,9%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%		
	25,00	Count	0	0	0	0	1	1	0	1	0	0	1	
		% within \$q6_LANG	0,0%	0,0%	0,0%	0,0%	2,0%	3,6%	0,0%	5,9%	0,0%	0,0%		
Total			Count	265	26	54	68	51	28	31	17	8	2	304

Percentages and totals are based on respondents.

a. Dichotomy group tabulated at value 1.

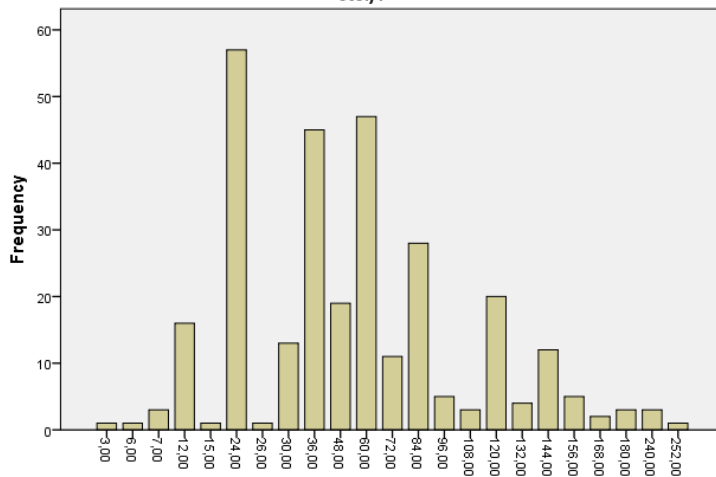
Statistics

		7. How long have you been studying your 1st foreign language (E.g. English, etc.)?	8. How long have you been studying your 2nd foreign language (e.g. German, Spanish, Korean, etc.)?	9. How much time do you spend on language learning outside the classroom?
N	Valid	301	278	289
	Missing	6	29	18

7. How long have you been studying your 1st foreign language (E.g. English, etc.)?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3,00	1	,3	,3	,3
	6,00	1	,3	,3	,7
	7,00	3	1,0	1,0	1,7
	12,00	16	5,2	5,3	7,0
	15,00	1	,3	,3	7,3
	24,00	57	18,6	18,9	26,2
	26,00	1	,3	,3	26,6
	30,00	13	4,2	4,3	30,9
	36,00	45	14,7	15,0	45,8
	48,00	19	6,2	6,3	52,2
	60,00	47	15,3	15,6	67,8
	72,00	11	3,6	3,7	71,4
	84,00	28	9,1	9,3	80,7
	96,00	5	1,6	1,7	82,4
	108,00	3	1,0	1,0	83,4
	120,00	20	6,5	6,6	90,0
	132,00	4	1,3	1,3	91,4
144,00	12	3,9	4,0	95,3	
156,00	5	1,6	1,7	97,0	
168,00	2	,7	,7	97,7	
180,00	3	1,0	1,0	98,7	
240,00	3	1,0	1,0	99,7	
252,00	1	,3	,3	100,0	
Total		301	98,0	100,0	
Missing	System	6	2,0		
Total		307	100,0		

7. How long have you been studying your 1st foreign language (E.g. English, etc.)?

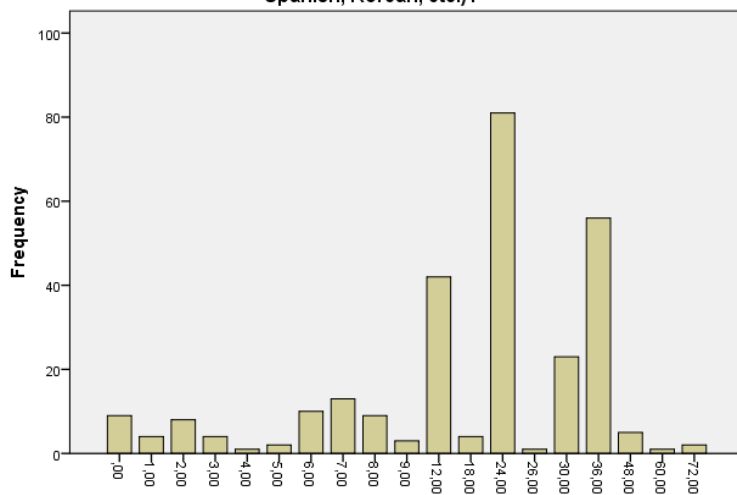


7. How long have you been studying your 1st foreign language (E.g. English, etc.)?

8. How long have you been studying your 2nd foreign language (e.g. German, Spanish, Korean, etc.)?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	,00	9	2,9	3,2
	1,00	4	1,3	4,7
	2,00	8	2,6	7,6
	3,00	4	1,3	9,0
	4,00	1	,3	9,4
	5,00	2	,7	10,1
	6,00	10	3,3	13,7
	7,00	13	4,2	18,3
	8,00	9	2,9	21,6
	9,00	3	1,0	22,7
	12,00	42	13,7	37,8
	18,00	4	1,3	39,2
	24,00	81	26,4	68,3
	26,00	1	,3	68,7
	30,00	23	7,5	77,0
	36,00	56	18,2	97,1
	48,00	5	1,6	98,9
	60,00	1	,3	99,3
	72,00	2	,7	100,0
Total	278	90,6	100,0	
Missing	System	29	9,4	
Total		307	100,0	

8. How long have you been studying your 2nd foreign language (e.g. German, Spanish, Korean, etc.)?



8. How long have you been studying your 2nd foreign language (e.g. German, Spanish, Korean, etc.)?

Correlations

		7. How long have you been studying your 1st foreign language (E.g. English, etc.)?	8. How long have you been studying your 2nd foreign language (e.g. German, Spanish, Korean, etc.)?
7. How long have you been studying your 1st foreign language (E.g. English, etc.)?	Pearson Correlation	1	,094
	Sig. (2-tailed)		,122
	N	301	274
8. How long have you been studying your 2nd foreign language (e.g. German, Spanish, Korean, etc.)?	Pearson Correlation	,094	1
	Sig. (2-tailed)	,122	
	N	274	278

9. How much time do you spend on language learning outside the classroom?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
,00	54	17,6	18,7	18,7
1,00	33	10,7	11,4	30,1
1,50	4	1,3	1,4	31,5
2,00	47	15,3	16,3	47,8
2,50	1	,3	,3	48,1
3,00	54	17,6	18,7	66,8
4,00	31	10,1	10,7	77,5
5,00	41	13,4	14,2	91,7
6,00	14	4,6	4,8	96,5
7,00	7	2,3	2,4	99,0
8,00	2	,7	,7	99,7
14,00	1	,3	,3	100,0
Total	289	94,1	100,0	
Missing				
System	18	5,9		
Total	307	100,0		

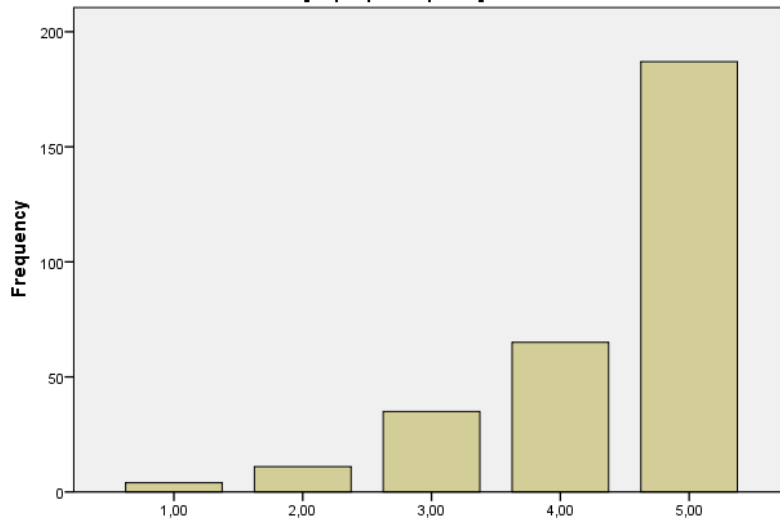
Statistics

		10. How often do you use these devices while studying languages? [Laptop/computer]	10. How often do you use these devices while studying languages? [Phone]	10. How often do you use these devices while studying languages? [Tablet]	10. How often do you use these devices while studying languages? [Television]	10. How often do you use these devices while studying languages? [Ebook]
N	Valid	302	303	288	253	280
	Missing	5	4	19	54	27

10. How often do you use these devices while studying languages? [Laptop/computer]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1,00	4	1,3	1,3	1,3
	2,00	11	3,6	3,6	5,0
	3,00	35	11,4	11,6	16,6
	4,00	65	21,2	21,5	38,1
	5,00	187	60,9	61,9	100,0
	Total	302	98,4	100,0	
Missing	System	5	1,6		
Total		307	100,0		

10. How often do you use these devices while studying languages? [Laptop/computer]

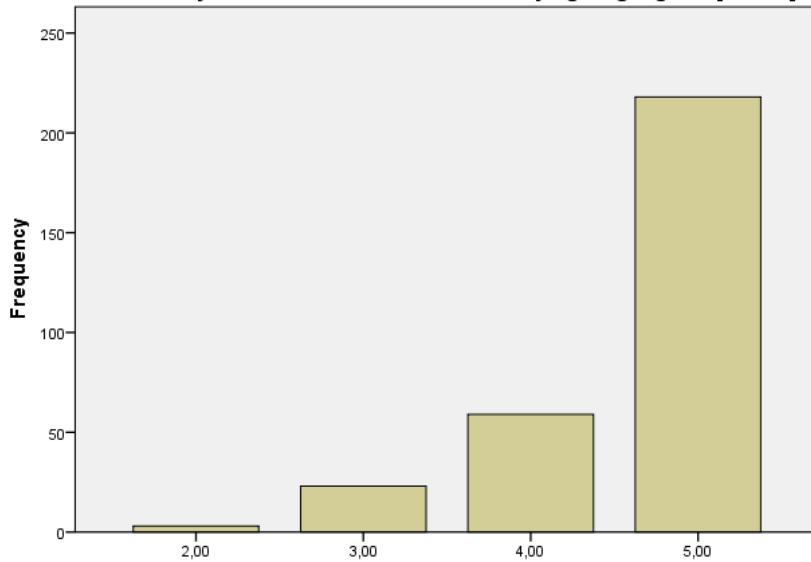


10. How often do you use these devices while studying languages? [Laptop/computer]

10. How often do you use these devices while studying languages? [Phone]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2,00	3	1,0	1,0	1,0
	3,00	23	7,5	7,6	8,6
	4,00	59	19,2	19,5	28,1
	5,00	218	71,0	71,9	100,0
	Total	303	98,7	100,0	
Missing	System	4	1,3		
Total		307	100,0		

10. How often do you use these devices while studying languages? [Phone]

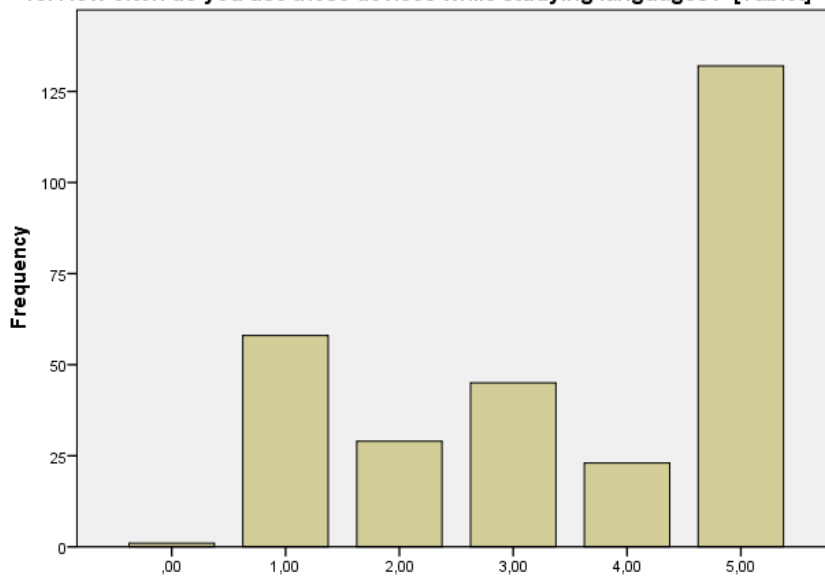


10. How often do you use these devices while studying languages? [Phone]

10. How often do you use these devices while studying languages? [Tablet]

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
,00	1	,3	,3	,3
1,00	58	18,9	20,1	20,5
2,00	29	9,4	10,1	30,6
3,00	45	14,7	15,6	46,2
4,00	23	7,5	8,0	54,2
5,00	132	43,0	45,8	100,0
Total	288	93,8	100,0	
Missing	System	19	6,2	
Total	307	100,0		

10. How often do you use these devices while studying languages? [Tablet]

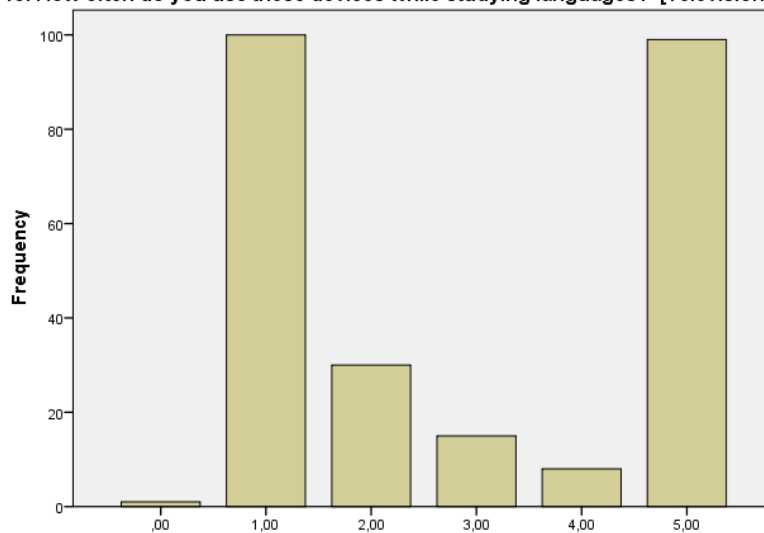


10. How often do you use these devices while studying languages? [Tablet]

**10. How often do you use these devices while studying languages?
[Television]**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	,00	1	,3	,4
	1,00	100	32,6	39,9
	2,00	30	9,8	51,8
	3,00	15	4,9	57,7
	4,00	8	2,6	60,9
	5,00	99	32,2	100,0
	Total	253	82,4	100,0
Missing	System	54	17,6	
Total		307	100,0	

10. How often do you use these devices while studying languages? [Television]

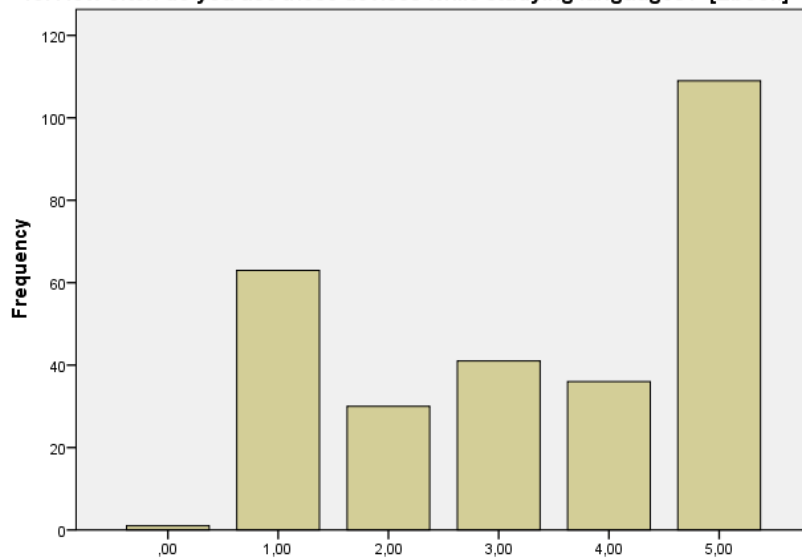


**10. How often do you use these devices while studying languages?
[Television]**

10. How often do you use these devices while studying languages? [Ebook]

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	,00	1	,3	,4
	1,00	63	20,5	22,9
	2,00	30	9,8	33,6
	3,00	41	13,4	48,2
	4,00	36	11,7	61,1
	5,00	109	35,5	100,0
	Total	280	91,2	100,0
Missing	System	27	8,8	
Total		307	100,0	

10. How often do you use these devices while studying languages? [Ebook]



10. How often do you use these devices while studying languages? [Ebook]

Case Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
\$q11_EFFECTIVE ^a	306	99,7%	1	0,3%	307	100,0%

a. Dichotomy group tabulated at value 1.

\$q11_EFFECTIVE Frequencies

		Responses		Percent of Cases
		N	Percent	
Which online tools do you find effective ^a	Translators (DeepL, Google, Yandex, etc.)	179	19,3%	58,5%
	Video hostings (Youtube, Netflix, Amazon, Hulu, HBO, Ted Talks, Kinopoisk, etc.)	217	23,4%	70,9%
	Applications (Duolingo, Memrise, Quizlet, Tiktok, Discord, Hello Talk, etc.)	217	23,4%	70,9%
	Podcasts (Apple, BBC, etc.)	180	19,4%	58,8%
	Online book readers (Pocketbook, Apple Books, etc.)	135	14,5%	44,1%
Total		928	100,0%	303,3%

a. Dichotomy group tabulated at value 1.

Case Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
q3_GENDER*\$q11_EFFECTIVE	302	98,4%	5	1,6%	307	100,0%

q3_GENDER*\$q11_EFFECTIVE Crosstabulation

			Which online tools do you find effective ^a					Total
			Translators (DeepL, Google, Yandex, etc.)	Video hostings (Youtube, Netflix, Amazon, Hulu, HBO, Ted Talks, Kinopoisk, etc.)	Applications (Duolingo, Memrise, Quizlet, Tiktok, Discord, Hello Talk, etc.)	Podcasts (Apple, BBC, etc.)	Online book readers (Pocketbook, Apple Books, etc.)	
3. What is your gender?	female	Count % within \$q11_EFFECTIVE	126 71,6%	152 71,4%	143 66,5%	120 67,0%	93 69,4%	211
	male	Count % within \$q11_EFFECTIVE	40 22,7%	49 23,0%	60 27,9%	52 29,1%	34 25,4%	76
	prefer not to say	Count % within \$q11_EFFECTIVE	10 5,7%	12 5,6%	12 5,6%	7 3,9%	7 5,2%	15
Total		Count	176	213	215	179	134	302

Percentages and totals are based on respondents.

a. Dichotomy group tabulated at value 1.

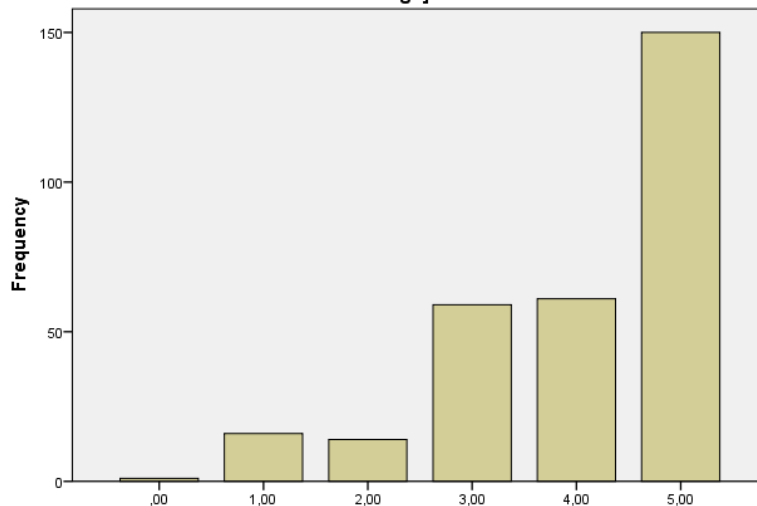
Statistics

		12. How often do you use these online services outside the classroom? [Video hostings]	12. How often do you use these online services outside the classroom? [Applications]	12. How often do you use these online services outside the classroom? [Online book readers]	12. How often do you use these online services outside the classroom? [Podcasts]	12. How often do you use these online services outside the classroom? [Translators]
N	Valid	301	294	287	297	297
	Missing	6	13	20	10	10

12. How often do you use these online services outside the classroom? [Video hostings]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	,00	1	,3	,3	,3
	1,00	16	5,2	5,3	5,6
	2,00	14	4,6	4,7	10,3
	3,00	59	19,2	19,6	29,9
	4,00	61	19,9	20,3	50,2
	5,00	150	48,9	49,8	100,0
	Total	301	98,0	100,0	
Missing	System	6	2,0		
Total		307	100,0		

12. How often do you use these online services outside the classroom? [Video hostings]

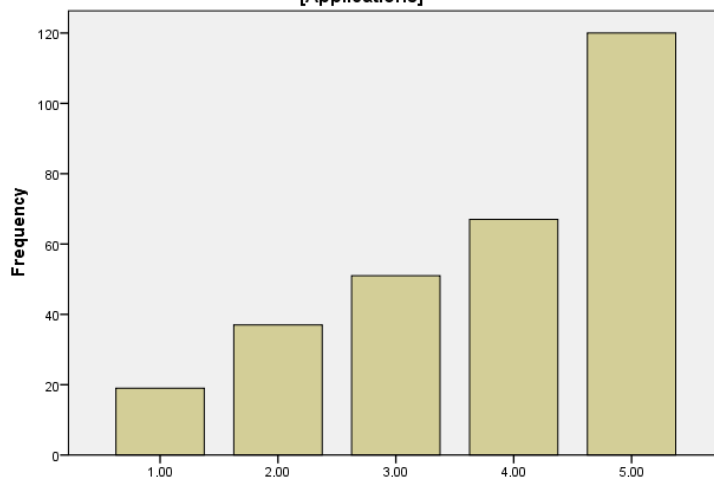


12. How often do you use these online services outside the classroom? [Video hostings]

**12. How often do you use these online services outside the classroom?
[Applications]**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1,00	19	6,2	6,5	6,5
	2,00	37	12,1	12,6	19,0
	3,00	51	16,6	17,3	36,4
	4,00	67	21,8	22,8	59,2
	5,00	120	39,1	40,8	100,0
	Total	294	95,8	100,0	
Missing	System	13	4,2		
Total		307	100,0		

**12. How often do you use these online services outside the classroom?
[Applications]**

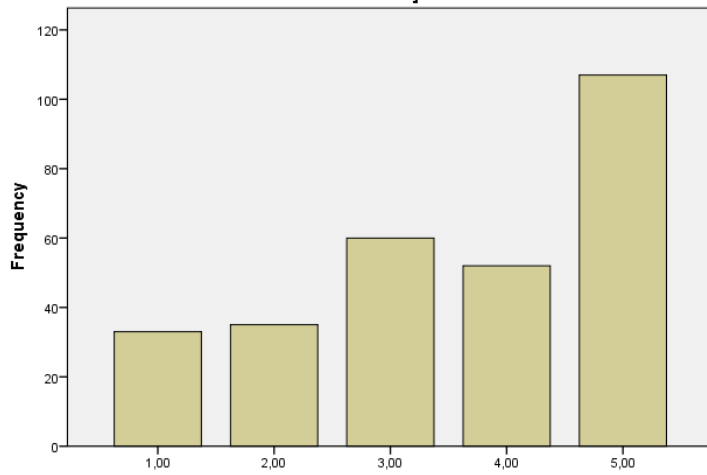


**12. How often do you use these online services outside the classroom?
[Applications]**

**12. How often do you use these online services outside the classroom?
[Online book readers]**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1,00	33	10,7	11,5	11,5
	2,00	35	11,4	12,2	23,7
	3,00	60	19,5	20,9	44,6
	4,00	52	16,9	18,1	62,7
	5,00	107	34,9	37,3	100,0
	Total	287	93,5	100,0	
Missing	System	20	6,5		
Total		307	100,0		

12. How often do you use these online services outside the classroom? [Online book readers]

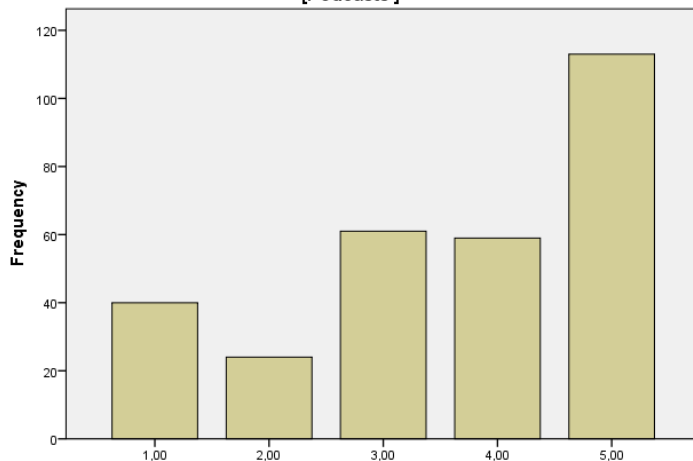


12. How often do you use these online services outside the classroom? [Online book readers]

12. How often do you use these online services outside the classroom? [Podcasts]

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1,00	40	13,0	13,5	13,5
2,00	24	7,8	8,1	21,5
3,00	61	19,9	20,5	42,1
4,00	59	19,2	19,9	62,0
5,00	113	36,8	38,0	100,0
Total	297	96,7	100,0	
Missing System	10	3,3		
Total	307	100,0		

12. How often do you use these online services outside the classroom? [Podcasts]

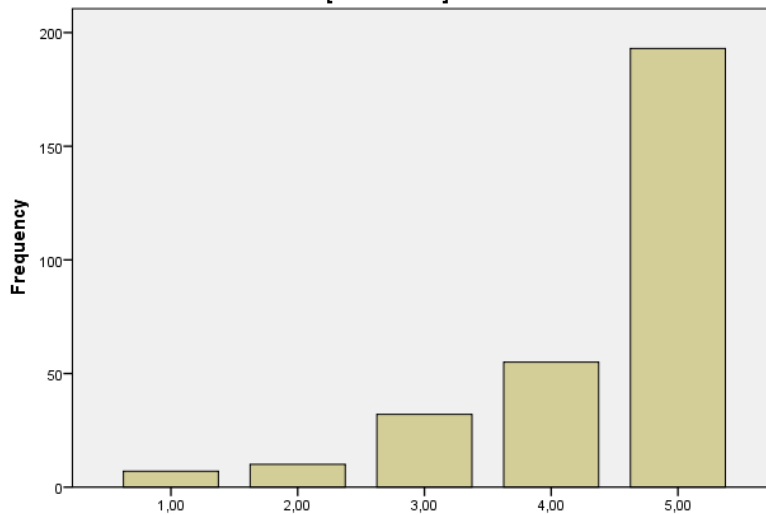


12. How often do you use these online services outside the classroom? [Podcasts]

**12. How often do you use these online services outside the classroom?
[Translators]**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1,00	7	2,3	2,4	2,4
	2,00	10	3,3	3,4	5,7
	3,00	32	10,4	10,8	16,5
	4,00	55	17,9	18,5	35,0
	5,00	193	62,9	65,0	100,0
	Total	297	96,7	100,0	
Missing	System	10	3,3		
Total		307	100,0		

**12. How often do you use these online services outside the classroom?
[Translators]**



**12. How often do you use these online services outside the classroom?
[Translators]**

Case Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
\$q13_REASONS ^a	305	99,3%	2	0,7%	307	100,0%

a. Dichotomy group tabulated at value 1.

q13_REASONS Frequencies

		Responses		Percent of Cases
		N	Percent	
What reasons prompted to use technology? ^a	The offered FL course is too intense	80	7,2%	26,2%
	The offered FL course is boring	75	6,8%	24,6%
	The course activities are not engaging	87	7,9%	28,5%
	Warm up activities are not used in the class	86	7,8%	28,2%
	The classes last very long	115	10,4%	37,7%
	The instructor is underqualified	85	7,7%	27,9%
	There is a lack of technologies used by teacher	110	10,0%	36,1%
	Teaching methods are not suitable for the FL class	100	9,0%	32,8%
	The course level is not applicable and right for learners	82	7,4%	26,9%
	The instructors have biases towards the learners	46	4,2%	15,1%
	The group's level is either too strong or weak	64	5,8%	21,0%
	The used textbooks are old fashioned or outdated	41	3,7%	13,4%
	The textbooks are considered for longer period of learning	66	6,0%	21,6%
	The amount of study load is not enough to learn in the classroom	62	5,6%	20,3%
	Other	6	0,5%	2,0%
Total	1105	100,0%	362,3%	

a. Dichotomy group tabulated at value 1.

Case Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
q5_YEARDEGREE*q13_REASONS	303	98,7%	4	1,3%	307	100,0%

Sq13_REASONS*q5_YEARDEGREE Crosstabulation

			5. What year and degree are you studying?					Total
			1	2	3	4	5	
What reasons prompted to use technology? ^a	The offered FL course is too intense	Count % within q5_YEARDEGREE	13 23,2%	20 35,7%	21 24,4%	25 25,0%	0 0,0%	79
	The offered FL course is boring	Count % within q5_YEARDEGREE	14 25,0%	15 26,8%	23 26,7%	22 22,0%	0 0,0%	74
	The course activities are not engaging	Count % within q5_YEARDEGREE	13 23,2%	13 23,2%	32 37,2%	28 28,0%	0 0,0%	86
	Warm up activities are not used in the class	Count % within q5_YEARDEGREE	12 21,4%	10 17,9%	37 43,0%	26 26,0%	0 0,0%	85
	The classes last very long	Count % within q5_YEARDEGREE	20 35,7%	25 44,6%	37 43,0%	29 29,0%	3 60,0%	114
	The instructor is underqualified	Count % within q5_YEARDEGREE	10 17,9%	8 14,3%	31 36,0%	32 32,0%	2 40,0%	83
	There is a lack of technologies used by teacher	Count % within q5_YEARDEGREE	18 32,1%	18 32,1%	36 41,9%	34 34,0%	3 60,0%	109
	Teaching methods are not suitable for the FL class	Count % within q5_YEARDEGREE	15 26,8%	14 25,0%	29 33,7%	40 40,0%	1 20,0%	99
	The course level is not applicable and right for learners	Count % within q5_YEARDEGREE	9 16,1%	12 21,4%	22 25,6%	36 36,0%	1 20,0%	80
	The instructors have biases towards the learners	Count % within q5_YEARDEGREE	2 3,6%	7 12,5%	17 19,8%	17 17,0%	1 20,0%	44
	The group's level is either too strong or weak	Count % within q5_YEARDEGREE	9 16,1%	19 33,9%	13 15,1%	22 22,0%	0 0,0%	63
	The used textbooks are old fashioned or outdated	Count % within q5_YEARDEGREE	6 10,7%	15 26,8%	10 11,6%	9 9,0%	0 0,0%	40
	The textbooks are considered for longer period of learning	Count % within q5_YEARDEGREE	12 21,4%	11 19,6%	27 31,4%	15 15,0%	0 0,0%	65
	The amount of study load is not enough to learn in the classroom	Count % within q5_YEARDEGREE	15 26,8%	13 23,2%	13 15,1%	18 18,0%	1 20,0%	60
	Other	Count % within q5_YEARDEGREE	3 5,4%	2 3,6%	0 0,0%	1 1,0%	0 0,0%	6
Total	Count	56	56	86	100	5	303	

Percentages and totals are based on respondents.
a. Dichotomy group tabulated at value 1.

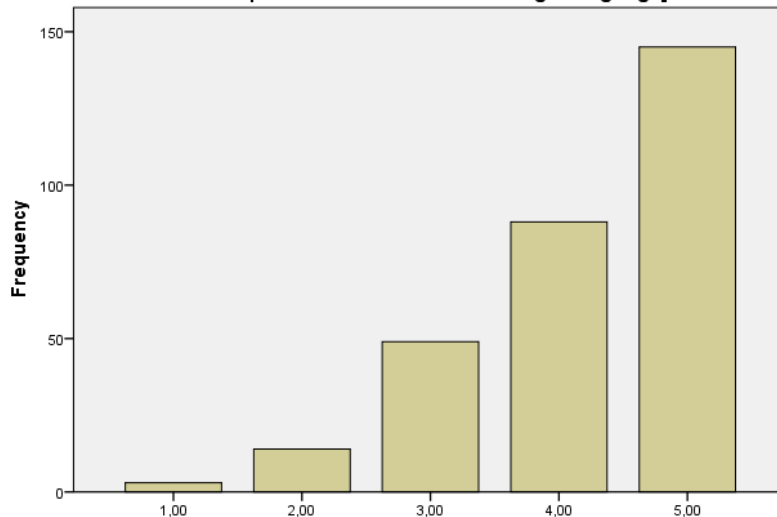
Statistics

	14. How often do you do these activities outside the classroom? [Reading books/media posts/academic articles in target language]	14. How often do you do these activities outside the classroom? [Listening to songs/podcasts]	14. How often do you do these activities outside the classroom? [Communicating with native speakers]	14. How often do you do these activities outside the classroom? [Watching videos/programs/movies/series]	14. How often do you do these activities outside the classroom? [Practicing new vocabulary]	14. How often do you do these activities outside the classroom? [Using special apps to memorise new topics/words/grammar structures]
N	Valid 299	303	294	302	294	298
	Missing 8	4	13	5	13	9

14. How often do you do these activities outside the classroom? [Reading books/media posts/academic articles in target language]

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1,00	3	1,0	1,0
	2,00	14	4,6	5,7
	3,00	49	16,0	22,1
	4,00	88	28,7	51,5
	5,00	145	47,2	100,0
Total	299	97,4	100,0	
Missing	System	8	2,6	
Total		307	100,0	

14. How often do you do these activities outside the classroom? [Reading books/media posts/academic articles in target language]

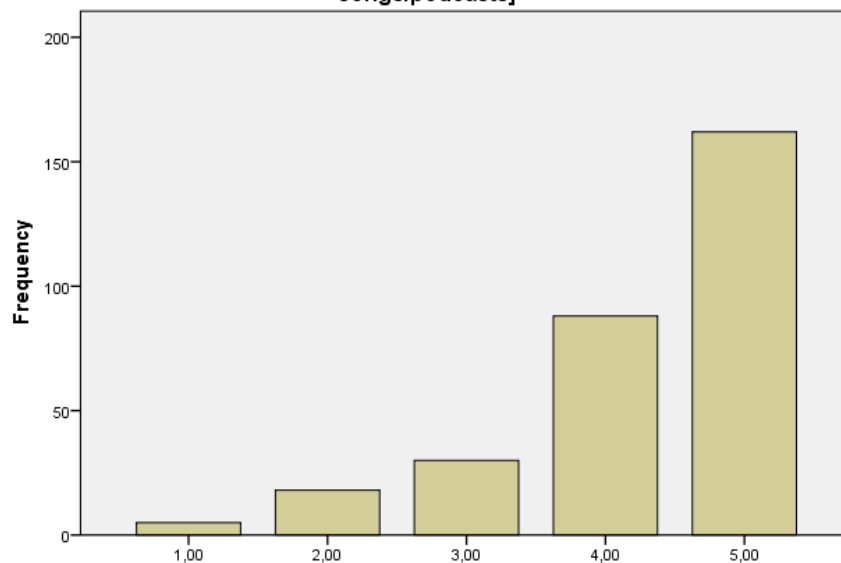


14. How often do you do these activities outside the classroom? [Reading books/media posts/academic articles in target language]

14. How often do you do these activities outside the classroom? [Listening to songs/podcasts]

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1,00	5	1,6	1,7	1,7
2,00	18	5,9	5,9	7,6
3,00	30	9,8	9,9	17,5
4,00	88	28,7	29,0	46,5
5,00	162	52,8	53,5	100,0
Total	303	98,7	100,0	
Missing System	4	1,3		
Total	307	100,0		

14. How often do you do these activities outside the classroom? [Listening to songs/podcasts]

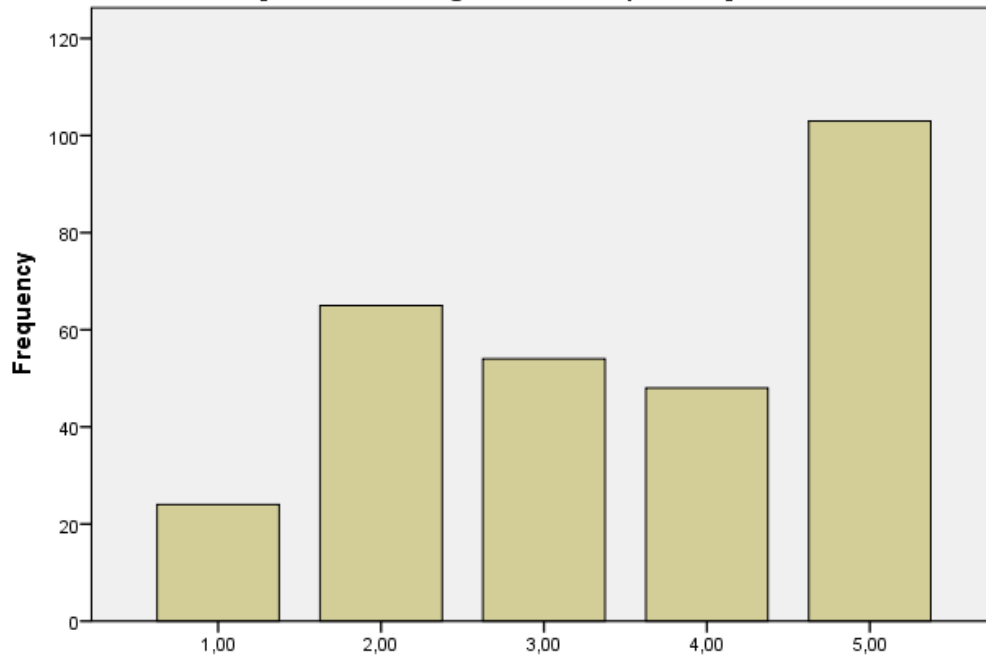


14. How often do you do these activities outside the classroom? [Listening to songs/podcasts]

**14. How often do you do these activities outside the classroom?
[Communicating with native speakers]**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1,00	24	7,8	8,2	8,2
	2,00	65	21,2	22,1	30,3
	3,00	54	17,6	18,4	48,6
	4,00	48	15,6	16,3	65,0
	5,00	103	33,6	35,0	100,0
	Total	294	95,8	100,0	
Missing	System	13	4,2		
Total		307	100,0		

**14. How often do you do these activities outside the classroom?
[Communicating with native speakers]**

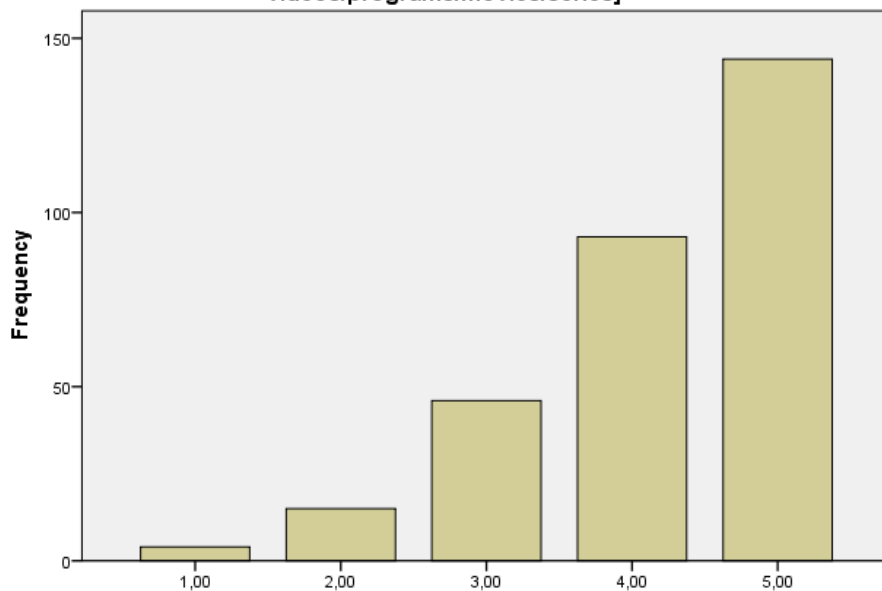


**14. How often do you do these activities outside the classroom?
[Communicating with native speakers]**

14. How often do you do these activities outside the classroom? [Watching videos/programs/movies/series]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1,00	4	1,3	1,3	1,3
	2,00	15	4,9	5,0	6,3
	3,00	46	15,0	15,2	21,5
	4,00	93	30,3	30,8	52,3
	5,00	144	46,9	47,7	100,0
	Total	302	98,4	100,0	
Missing	System	5	1,6		
Total		307	100,0		

14. How often do you do these activities outside the classroom? [Watching videos/programs/movies/series]

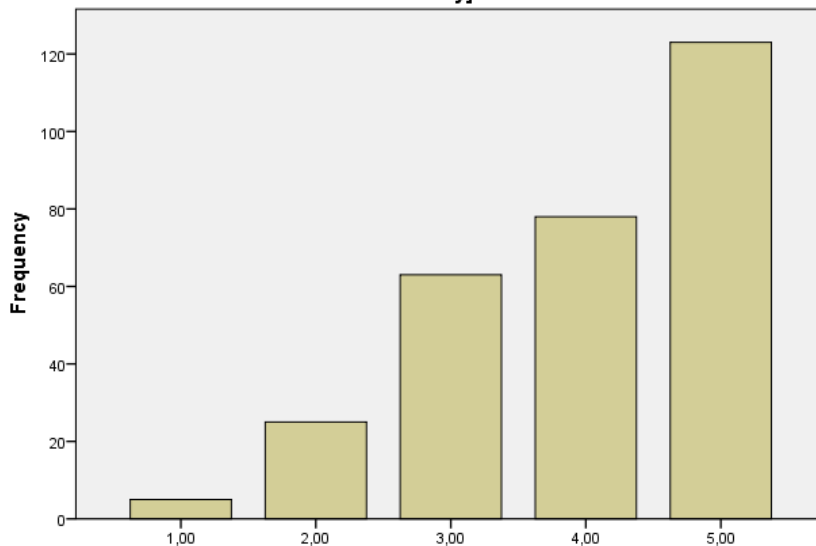


14. How often do you do these activities outside the classroom? [Watching videos/programs/movies/series]

14. How often do you do these activities outside the classroom? [Practicing new vocabulary]

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1,00	5	1,6	1,7	1,7
2,00	25	8,1	8,5	10,2
3,00	63	20,5	21,4	31,6
4,00	78	25,4	26,5	58,2
5,00	123	40,1	41,8	100,0
Total	294	95,8	100,0	
Missing System	13	4,2		
Total	307	100,0		

14. How often do you do these activities outside the classroom? [Practicing new vocabulary]

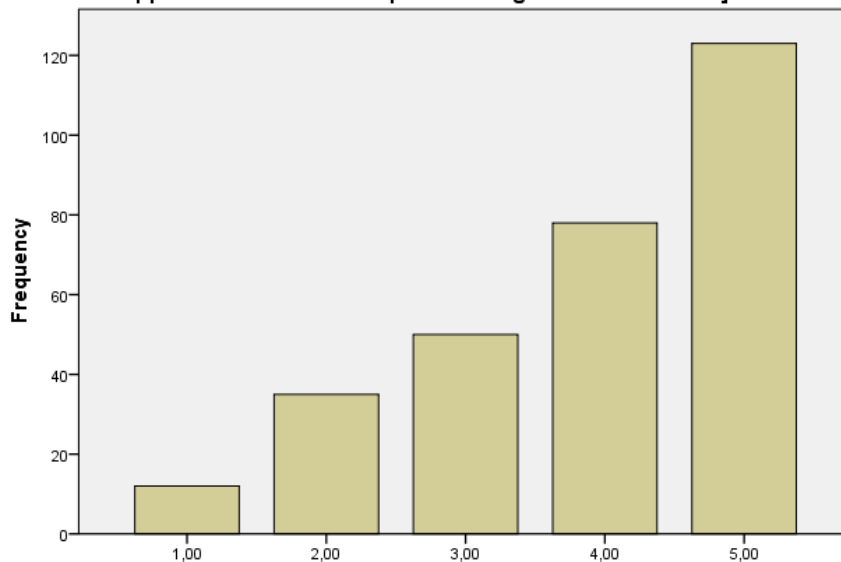


14. How often do you do these activities outside the classroom? [Practicing new vocabulary]

14. How often do you do these activities outside the classroom? [Using special apps to memorise new topics/words/grammar structures]

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1,00	12	3,9	4,0
	2,00	35	11,4	15,8
	3,00	50	16,3	32,6
	4,00	78	25,4	58,7
	5,00	123	40,1	100,0
Total	298	97,1	100,0	
Missing	System	9	2,9	
Total	307	100,0		

14. How often do you do these activities outside the classroom? [Using special apps to memorise new topics/words/grammar structures]



14. How often do you do these activities outside the classroom? [Using special apps to memorise new topics/words/grammar structures]

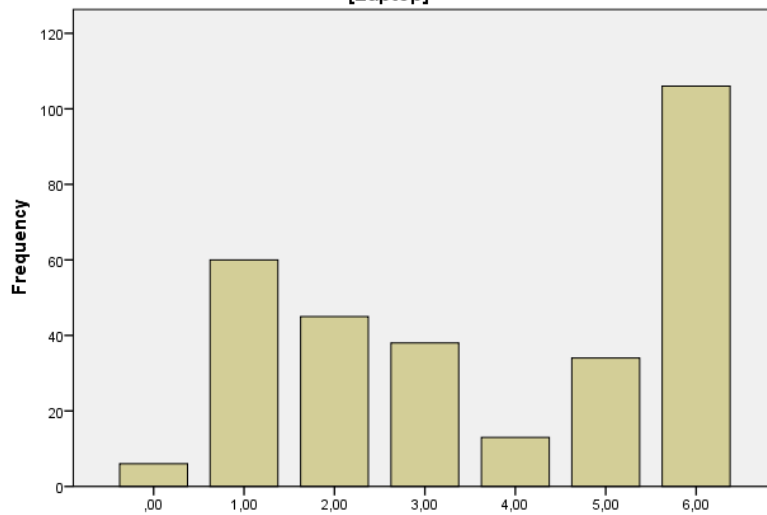
Statistics

	15. Which one of the devices mentioned below do you use for these skills? [Laptop]	15. Which one of the devices mentioned below do you use for these skills? [Ebook]	15. Which one of the devices mentioned below do you use for these skills? [Tablet]	15. Which one of the devices mentioned below do you use for these skills? [Phone]	15. Which one of the devices mentioned below do you use for these skills? [Television]
N	Valid 302	287	296	303	256
	Missing 5	20	11	4	51

15. Which one of the devices mentioned below do you use for these skills? [Laptop]

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	,00	6	2,0	2,0
	1,00	60	19,5	21,9
	2,00	45	14,7	36,8
	3,00	38	12,4	49,3
	4,00	13	4,2	53,6
	5,00	34	11,1	64,9
	6,00	106	34,5	100,0
Total	302	98,4	100,0	
Missing	System	5	1,6	
Total	307	100,0		

15. Which one of the devices mentioned below do you use for these skills?
[Laptop]

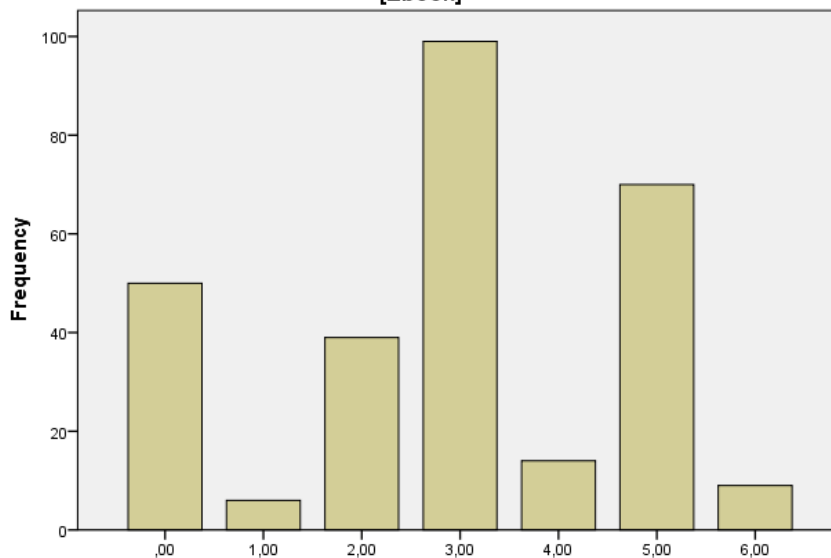


15. Which one of the devices mentioned below do you use for these skills?
[Laptop]

15. Which one of the devices mentioned below do you use for these skills?
[Ebook]

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
,00	50	16,3	17,4	17,4
1,00	6	2,0	2,1	19,5
2,00	39	12,7	13,6	33,1
3,00	99	32,2	34,5	67,6
4,00	14	4,6	4,9	72,5
5,00	70	22,8	24,4	96,9
6,00	9	2,9	3,1	100,0
Total	287	93,5	100,0	
Missing				
System	20	6,5		
Total	307	100,0		

15. Which one of the devices mentioned below do you use for these skills?
[Ebook]

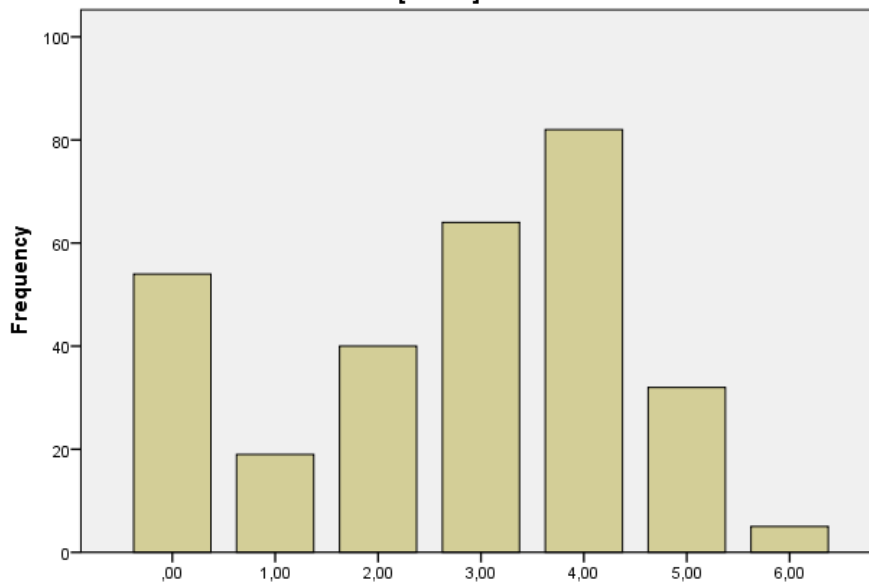


15. Which one of the devices mentioned below do you use for these skills?
[Ebook]

15. Which one of the devices mentioned below do you use for these skills?
[Tablet]

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	,00	54	17,6	18,2
	1,00	19	6,2	24,7
	2,00	40	13,0	38,2
	3,00	64	20,8	59,8
	4,00	82	26,7	87,5
	5,00	32	10,4	98,3
	6,00	5	1,6	100,0
Total	296	96,4	100,0	
Missing	System	11	3,6	
Total	307	100,0		

15. Which one of the devices mentioned below do you use for these skills?
[Tablet]

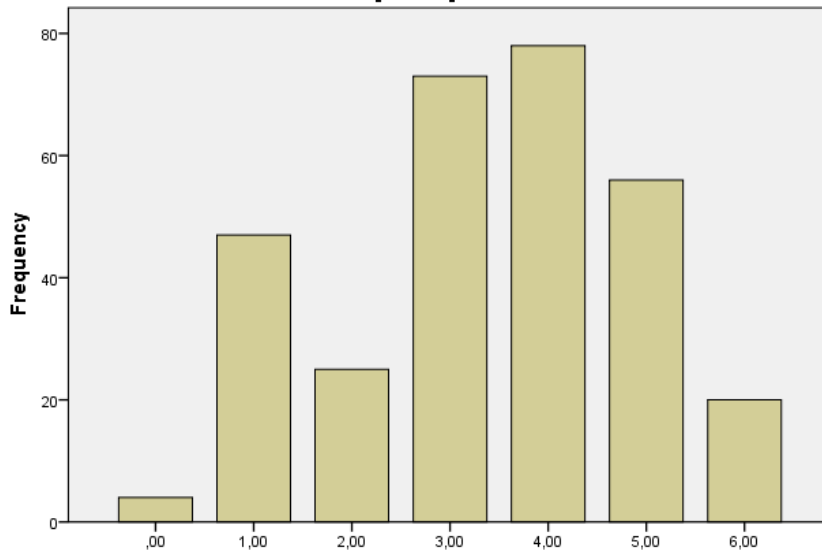


15. Which one of the devices mentioned below do you use for these skills?
[Tablet]

15. Which one of the devices mentioned below do you use for these skills?
[Phone]

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	,00	4	1,3	1,3
	1,00	47	15,3	16,8
	2,00	25	8,1	25,1
	3,00	73	23,8	49,2
	4,00	78	25,4	74,9
	5,00	56	18,2	93,4
	6,00	20	6,5	100,0
Total	303	98,7	100,0	
Missing	System	4	1,3	
Total	307	100,0		

15. Which one of the devices mentioned below do you use for these skills?
[Phone]

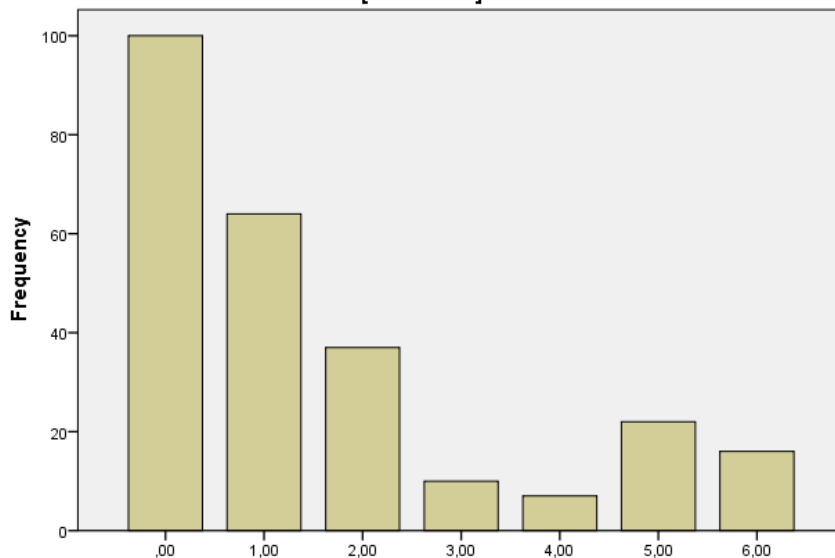


15. Which one of the devices mentioned below do you use for these skills?
[Phone]

15. Which one of the devices mentioned below do you use for these skills?
[Television]

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
0,00	100	32,6	39,1	39,1
1,00	64	20,8	25,0	64,1
2,00	37	12,1	14,5	78,5
3,00	10	3,3	3,9	82,4
4,00	7	2,3	2,7	85,2
5,00	22	7,2	8,6	93,8
6,00	16	5,2	6,3	100,0
Total	256	83,4	100,0	
Missing	System	51	16,6	
Total	307	100,0		

15. Which one of the devices mentioned below do you use for these skills?
[Television]



15. Which one of the devices mentioned below do you use for these skills?
[Television]

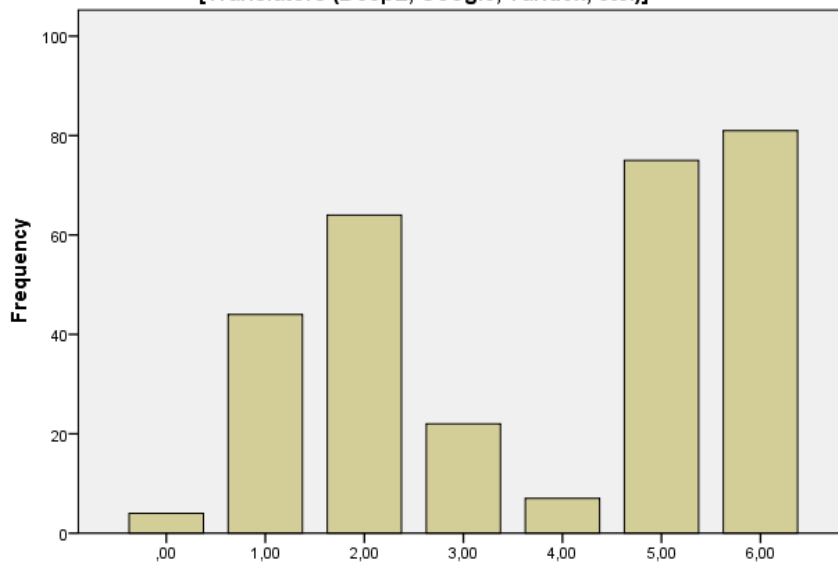
Statistics

	16. Which one of the online tools mentioned below do you use for these skills? [Translators (DeepL, Google, Yandex, etc.)]	16. Which one of the online tools mentioned below do you use for these skills? [Video hostings (Youtube, Netflix, Amazon, Hulu, HBO, Ted Talks, Kinopoisk, etc.)]	16. Which one of the online tools mentioned below do you use for these skills? [Applications (Duolingo, Memrise, Quizlet, Tiktok, Discord, Hello Talk, Tandem, etc.)]	16. Which one of the online tools mentioned below do you use for these skills? [Podcasts (Apple, BBC, etc.)]	16. Which one of the online tools mentioned below do you use for these skills? [Online book readers (Pocketbook, Apple Books, etc.)]
N Valid	297	301	303	295	291
Missing	10	6	4	12	16

16. Which one of the online tools mentioned below do you use for these skills? [Translators (DeepL, Google, Yandex, etc.)]

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid ,00	4	1,3	1,3	1,3
1,00	44	14,3	14,8	16,2
2,00	64	20,8	21,5	37,7
3,00	22	7,2	7,4	45,1
4,00	7	2,3	2,4	47,5
5,00	75	24,4	25,3	72,7
6,00	81	26,4	27,3	100,0
Total	297	96,7	100,0	
Missing System	10	3,3		
Total	307	100,0		

16. Which one of the online tools mentioned below do you use for these skills? [Translators (DeepL, Google, Yandex, etc.)]

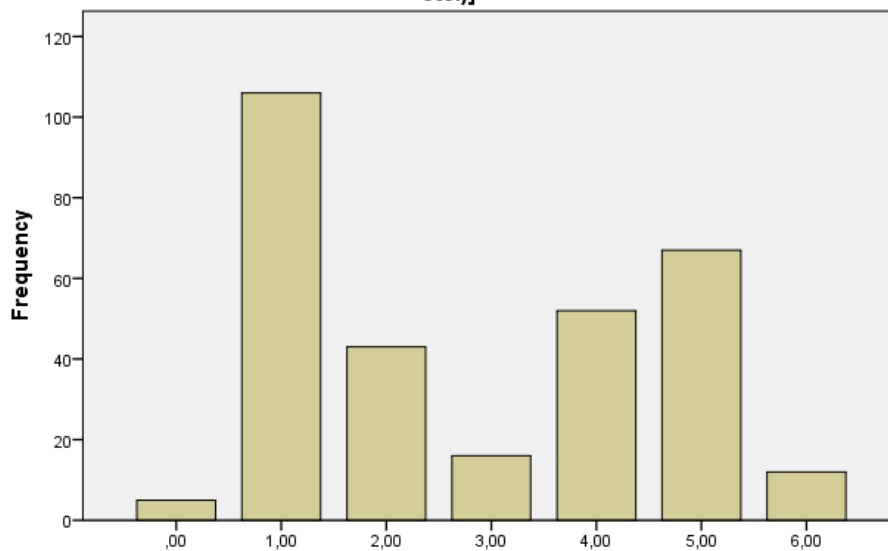


16. Which one of the online tools mentioned below do you use for these skills? [Translators (DeepL, Google, Yandex, etc.)]

16. Which one of the online tools mentioned below do you use for these skills? [Video hostings (Youtube, Netflix, Amazon, Hulu, HBO, Ted Talks, Kinopoisk, etc.)]

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
,00	5	1,6	1,7	1,7
1,00	106	34,5	35,2	36,9
2,00	43	14,0	14,3	51,2
3,00	16	5,2	5,3	56,5
4,00	52	16,9	17,3	73,8
5,00	67	21,8	22,3	96,0
6,00	12	3,9	4,0	100,0
Total	301	98,0	100,0	
Missing	System	6	2,0	
Total	307	100,0		

16. Which one of the online tools mentioned below do you use for these skills? [Video hostings (Youtube, Netflix, Amazon, Hulu, HBO, Ted Talks, Kinopoisk, etc.)]

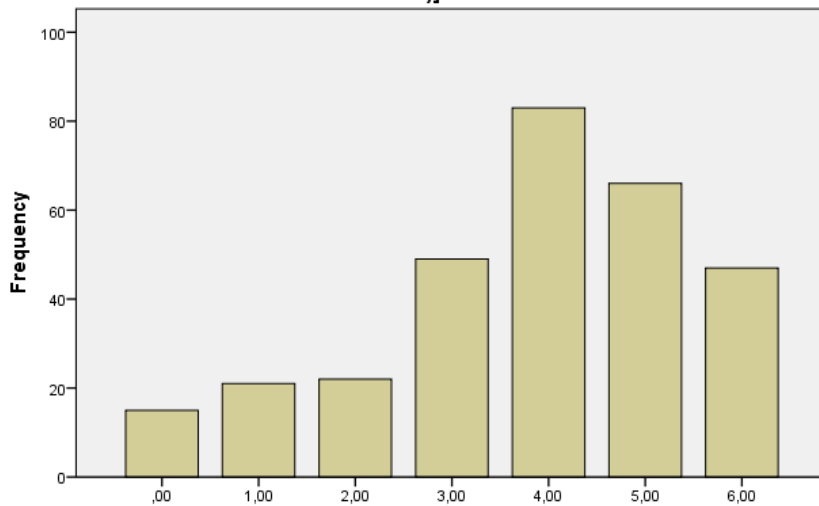


16. Which one of the online tools mentioned below do you use for these skills? [Video hostings (Youtube, Netflix, Amazon, Hulu, HBO, Ted Talks, Kinopoisk, etc.)]

16. Which one of the online tools mentioned below do you use for these skills? [Applications (Duolingo, Memrise, Quizlet, Tiktok, Discord, Hello Talk, Tandem, etc.)]

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
,00	15	4,9	5,0	5,0
1,00	21	6,8	6,9	11,9
2,00	22	7,2	7,3	19,1
3,00	49	16,0	16,2	35,3
4,00	83	27,0	27,4	62,7
5,00	66	21,5	21,8	84,5
6,00	47	15,3	15,5	100,0
Total	303	98,7	100,0	
Missing	System	4	1,3	
Total	307	100,0		

16. Which one of the online tools mentioned below do you use for these skills? [Applications (Duolingo, Memrise, Quizlet, Tiktok, Discord, Hello Talk, Tandem, etc.)]

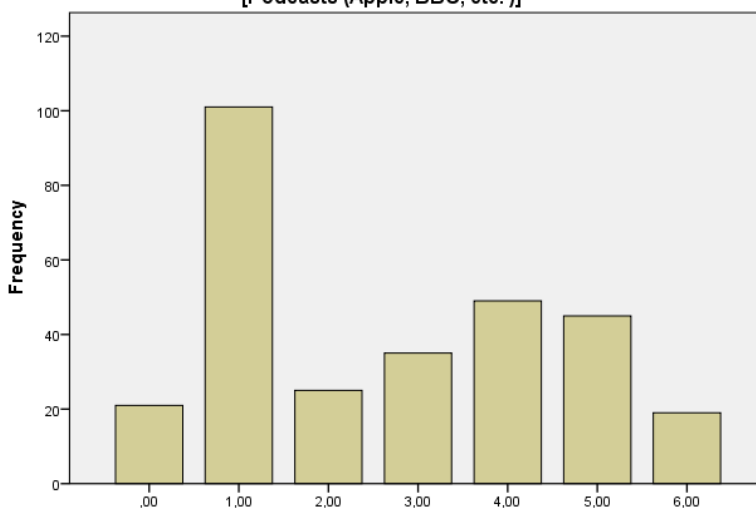


16. Which one of the online tools mentioned below do you use for these skills? [Applications (Duolingo, Memrise, Quizlet, Tiktok, Discord, Hello Talk, Tandem, etc.)]

16. Which one of the online tools mentioned below do you use for these skills? [Podcasts (Apple, BBC, etc.)]

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
.00	21	6,8	7,1	7,1
1.00	101	32,9	34,2	41,4
2.00	25	8,1	8,5	49,8
3.00	35	11,4	11,9	61,7
4.00	49	16,0	16,6	78,3
5.00	45	14,7	15,3	93,6
6.00	19	6,2	6,4	100,0
Total	295	96,1	100,0	
Missing				
System	12	3,9		
Total	307	100,0		

16. Which one of the online tools mentioned below do you use for these skills? [Podcasts (Apple, BBC, etc.)]

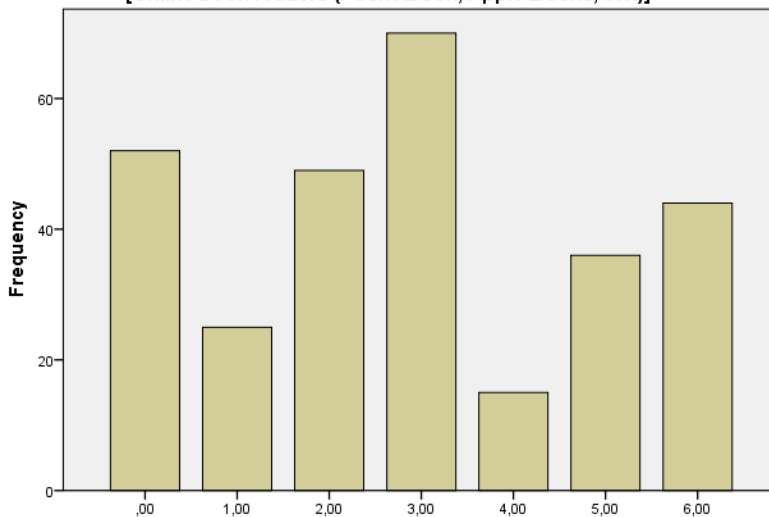


16. Which one of the online tools mentioned below do you use for these skills? [Podcasts (Apple, BBC, etc.)]

16. Which one of the online tools mentioned below do you use for these skills? [Online book readers (Pocketbook, Apple Books, etc.)]

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	52	16,9	17,9	17,9
1,00	25	8,1	8,6	26,5
2,00	49	16,0	16,8	43,3
3,00	70	22,8	24,1	67,4
4,00	15	4,9	5,2	72,5
5,00	36	11,7	12,4	84,9
6,00	44	14,3	15,1	100,0
Total	291	94,8	100,0	
Missing System	16	5,2		
Total	307	100,0		

16. Which one of the online tools mentioned below do you use for these skills? [Online book readers (Pocketbook, Apple Books, etc.)]



16. Which one of the online tools mentioned below do you use for these skills? [Online book readers (Pocketbook, Apple Books, etc.)]

Case Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
\$q17_PROS ^a	307	100,0%	0	0,0%	307	100,0%
\$q18_CONS ^a	304	99,0%	3	1,0%	307	100,0%

a. Dichotomy group tabulated at value 1.

\$q17_PROS Frequencies

		Responses		Percent of Cases
		N	Percent	
What pros does ALL have? ^a	Doing well on the tests/exams/IELTS	142	15,4%	46,3%
	Getting good grades	126	13,7%	41,0%
	Improving certain language skills	177	19,2%	57,7%
	Communicating with native/fluently speakers	146	15,8%	47,6%
	Watching videos in original language	181	19,6%	59,0%
	Self regulating the learning process	150	16,3%	48,9%
Total		922	100,0%	300,3%

a. Dichotomy group tabulated at value 1.

Case Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
\$q17_PROS*q2_AGE	305	99,3%	2	0,7%	307	100,0%

\$q17_PROS*q2_AGE Crosstabulation

			2. What is your age?							Total	
			18,00	19,00	20,00	21,00	22,00	23,00	24,00		25,00
What pros does ALL have? ^a	Doing well on the tests/exams/IELTS	Count	30	36	23	30	13	8	1	1	142
		% within q2_AGE	61,2%	62,1%	48,9%	33,0%	32,5%	44,4%	100,0%	100,0%	
	Getting good grades	Count	25	26	21	30	16	7	0	0	125
		% within q2_AGE	51,0%	44,9%	44,7%	33,0%	40,0%	38,9%	0,0%	0,0%	
	Improving certain language skills	Count	24	33	28	50	28	10	1	1	175
		% within q2_AGE	49,0%	56,9%	59,6%	54,9%	70,0%	55,6%	100,0%	100,0%	
	Communicating with native/fluient speakers	Count	14	25	17	48	26	16	0	0	146
		% within q2_AGE	28,6%	43,1%	36,2%	52,7%	65,0%	88,9%	0,0%	0,0%	
	Watching videos in original language	Count	22	36	23	58	27	13	1	1	181
		% within q2_AGE	44,9%	62,1%	48,9%	63,7%	67,5%	72,2%	100,0%	100,0%	
	Self regulating the learning process	Count	19	25	23	44	22	16	0	0	149
		% within q2_AGE	38,8%	43,1%	48,9%	48,4%	55,0%	88,9%	0,0%	0,0%	
Total		Count	49	58	47	91	40	18	1	1	305

Percentages and totals are based on respondents.

a. Dichotomy group tabulated at value 1.

\$q18_CONS Frequencies

		Responses		Percent of Cases
		N	Percent	
What cons does ALL have? ^a	It is hard to discipline yourself to study	162	21,6%	53,3%
	There is no guidance from the teacher	142	18,9%	46,7%
	It is hard to select from wide range of materials	164	21,8%	53,9%
	Receiving feedback is not available	170	22,6%	55,9%
	It is hard to find materials of the appropriate level	111	14,8%	36,5%
	Other	2	0,3%	0,7%
Total		751	100,0%	247,0%

a. Dichotomy group tabulated at value 1.

Case Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
\$q18_CONS*q2_AGE	302	98,4%	5	1,6%	307	100,0%

\$q18_CONS'q2_AGE Crosstabulation

			2. What is your age?							Total	
			18,00	19,00	20,00	21,00	22,00	23,00	24,00		25,00
What cons does ALL have? ^a	It is hard to discipline yourself to study	Count	32	43	26	37	16	6	0	1	161
		% within q2_AGE	65,3%	75,4%	55,3%	41,1%	41,0%	33,3%	0,0%	100,0%	
	There is no guidance from the teacher	Count	22	35	21	31	23	10	0	0	142
		% within q2_AGE	44,9%	61,4%	44,7%	34,4%	59,0%	55,6%	0,0%	0,0%	
	It is hard to select from wide range of materials	Count	21	26	18	58	26	14	0	0	163
		% within q2_AGE	42,9%	45,6%	38,3%	64,4%	66,7%	77,8%	0,0%	0,0%	
	Receiving feedback is not available	Count	27	29	18	56	24	14	0	1	169
		% within q2_AGE	55,1%	50,9%	38,3%	62,2%	61,5%	77,8%	0,0%	100,0%	
	It is hard to find materials of the appropriate level	Count	14	17	18	37	13	11	0	0	110
		% within q2_AGE	28,6%	29,8%	38,3%	41,1%	33,3%	61,1%	0,0%	0,0%	
	Other	Count	0	0	0	1	0	0	1	0	2
		% within q2_AGE	0,0%	0,0%	0,0%	1,1%	0,0%	0,0%	100,0%	0,0%	
Total		Count	49	57	47	90	39	18	1	1	302

Percentages and totals are based on respondents.

a. Dichotomy group tabulated at value 1.

Statistics

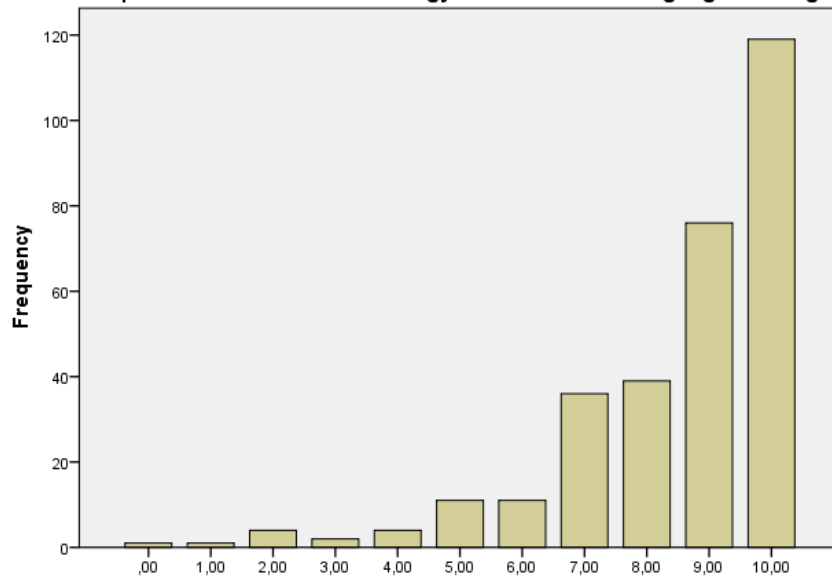
19. How important is the use of tex

N	Valid	304
	Missing	3
Mean		8,5197
Std. Error of Mean		,10522
Median		9,0000
Mode		10,00
Std. Deviation		1,83465
Range		10,00

19. How important is the use of technology for autonomous language learning?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
,00	1	,3	,3	,3
1,00	1	,3	,3	,7
2,00	4	1,3	1,3	2,0
3,00	2	,7	,7	2,6
4,00	4	1,3	1,3	3,9
5,00	11	3,6	3,6	7,6
6,00	11	3,6	3,6	11,2
7,00	36	11,7	11,8	23,0
8,00	39	12,7	12,8	35,9
9,00	76	24,8	25,0	60,9
10,00	119	38,8	39,1	100,0
Total	304	99,0	100,0	
Missing	System	3	1,0	
Total		307	100,0	

19. How important is the use of technology for autonomous language learning?



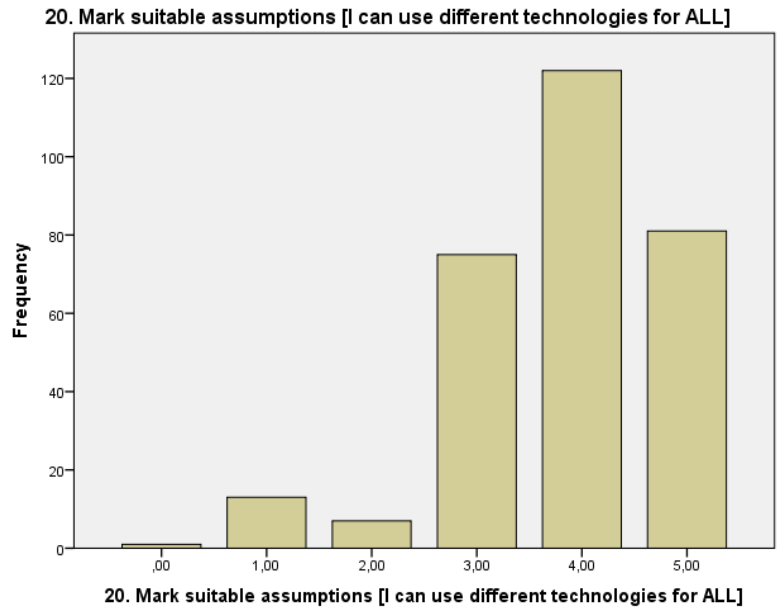
19. How important is the use of technology for autonomous language learning?

Statistics

	20. Mark suitable assumptions [I can use different technologies for ALL]	20. Mark suitable assumptions [I prefer to use different technologies for different skills]	20. Mark suitable assumptions [I use technologies to practice my speaking]	20. Mark suitable assumptions [I use technologies to practice my writing]	20. Mark suitable assumptions [I use technologies to practice my listening]	20. Mark suitable assumptions [I use technologies to practice my reading]	20. Mark suitable assumptions [I use technologies to practice vocabulary and grammar]
N Valid	299	298	300	296	296	298	292
Missing	8	9	7	11	11	9	15
Mean	3,8294	3,8826	3,7533	3,8682	4,0676	4,0067	3,9932
Median	4,0000	4,0000	4,0000	4,0000	4,0000	4,0000	4,0000
Mode	4,00	4,00	4,00	4,00	4,00	4,00	4,00
Std. Deviation	1,01714	,93364	1,02109	,97052	,84902	,87229	,90434

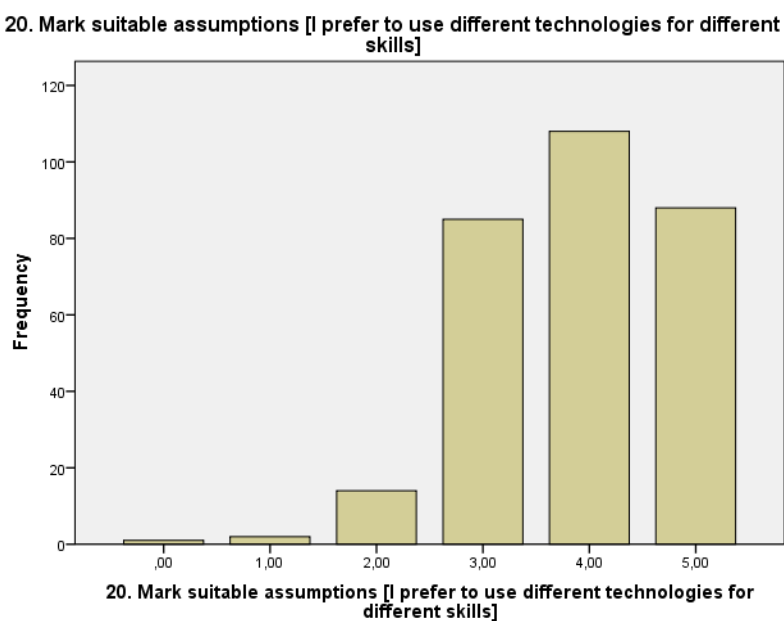
20. Mark suitable assumptions [I can use different technologies for ALL]

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
,00	1	,3	,3	,3
1,00	13	4,2	4,3	4,7
2,00	7	2,3	2,3	7,0
3,00	75	24,4	25,1	32,1
4,00	122	39,7	40,8	72,9
5,00	81	26,4	27,1	100,0
Total	299	97,4	100,0	
Missing System	8	2,6		
Total	307	100,0		



20. Mark suitable assumptions [I prefer to use different technologies for different skills]

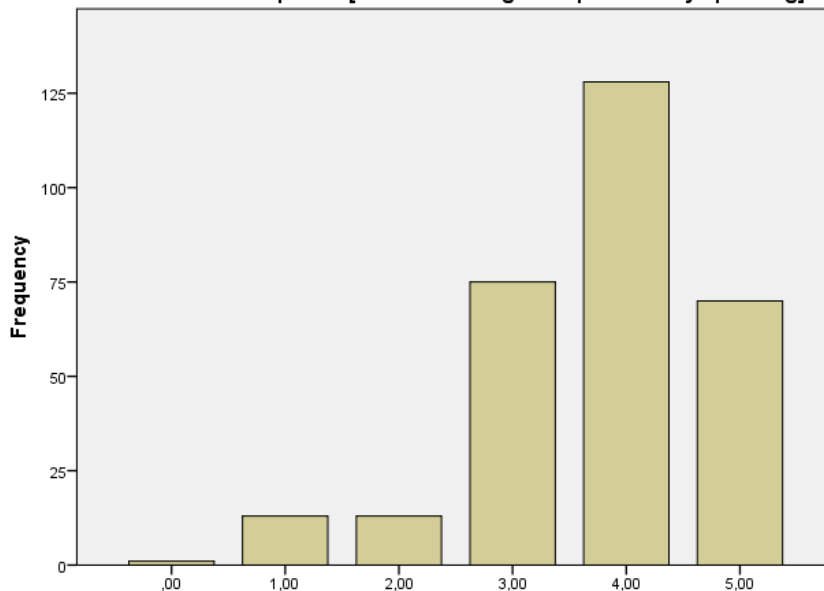
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
0,00	1	,3	,3	,3
1,00	2	,7	,7	1,0
2,00	14	4,6	4,7	5,7
3,00	85	27,7	28,5	34,2
4,00	108	35,2	36,2	70,5
5,00	88	28,7	29,5	100,0
Total	298	97,1	100,0	
Missing	System	9	2,9	
Total	307	100,0		



20. Mark suitable assumptions [I use technologies to practice my speaking]

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
.00	1	,3	,3	,3
1,00	13	4,2	4,3	4,7
2,00	13	4,2	4,3	9,0
3,00	75	24,4	25,0	34,0
4,00	128	41,7	42,7	76,7
5,00	70	22,8	23,3	100,0
Total	300	97,7	100,0	
Missing	System	7	2,3	
Total		307	100,0	

20. Mark suitable assumptions [I use technologies to practice my speaking]

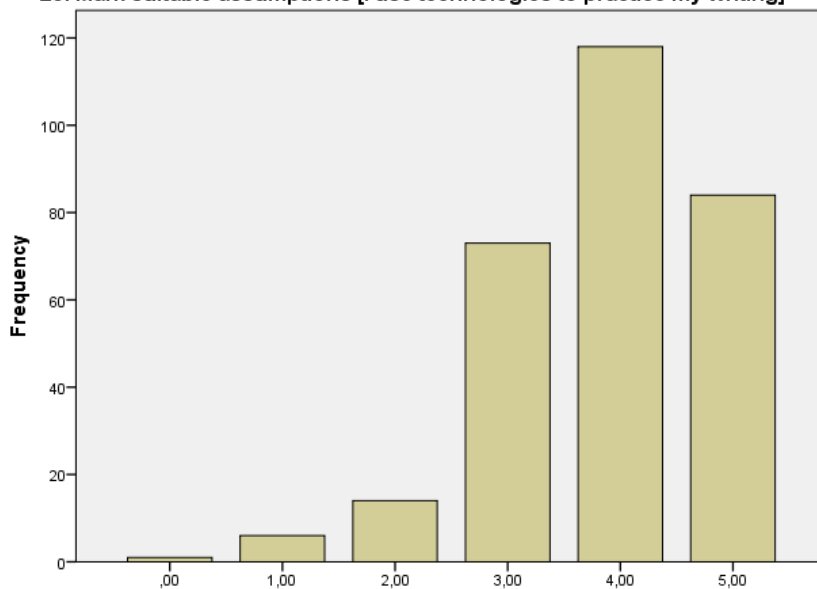


20. Mark suitable assumptions [I use technologies to practice my speaking]

20. Mark suitable assumptions [I use technologies to practice my writing]

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
.00	1	,3	,3	,3
1,00	6	2,0	2,0	2,4
2,00	14	4,6	4,7	7,1
3,00	73	23,8	24,7	31,8
4,00	118	38,4	39,9	71,6
5,00	84	27,4	28,4	100,0
Total	296	96,4	100,0	
Missing	System	11	3,6	
Total		307	100,0	

20. Mark suitable assumptions [I use technologies to practice my writing]

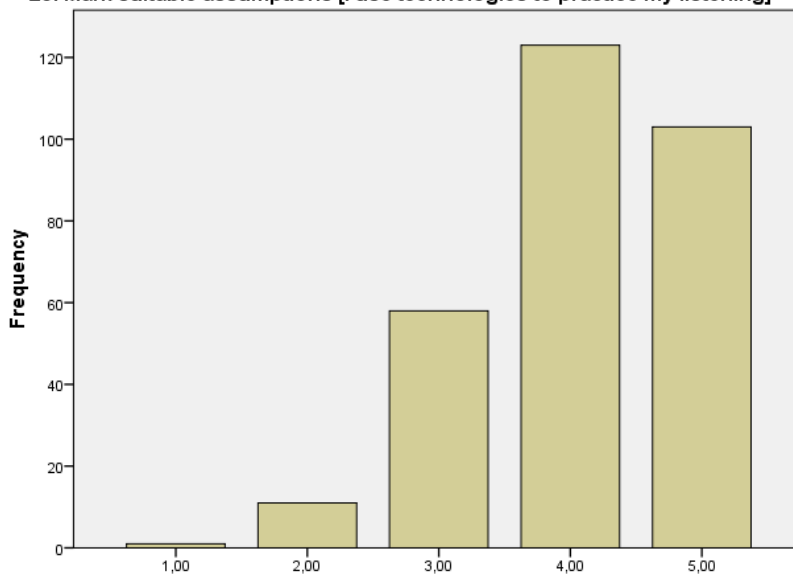


20. Mark suitable assumptions [I use technologies to practice my writing]

20. Mark suitable assumptions [I use technologies to practice my listening]

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1,00	1	,3	,3	,3
2,00	11	3,6	3,7	4,1
3,00	58	18,9	19,6	23,6
4,00	123	40,1	41,6	65,2
5,00	103	33,6	34,8	100,0
Total	296	96,4	100,0	
Missing System	11	3,6		
Total	307	100,0		

20. Mark suitable assumptions [I use technologies to practice my listening]

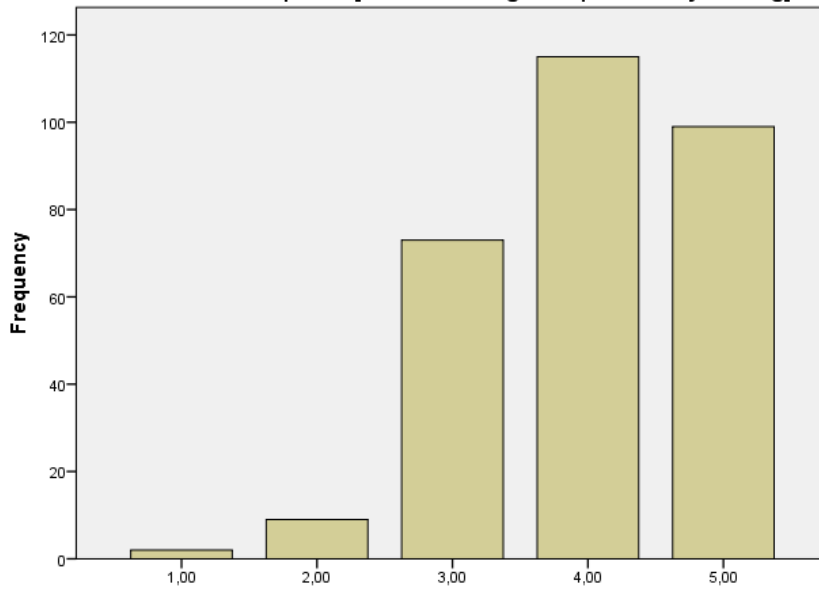


20. Mark suitable assumptions [I use technologies to practice my listening]

20. Mark suitable assumptions [I use technologies to practice my reading]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1,00	2	,7	,7	,7
	2,00	9	2,9	3,0	3,7
	3,00	73	23,8	24,5	28,2
	4,00	115	37,5	38,6	66,8
	5,00	99	32,2	33,2	100,0
	Total	298	97,1	100,0	
Missing	System	9	2,9		
	Total	307	100,0		

20. Mark suitable assumptions [I use technologies to practice my reading]

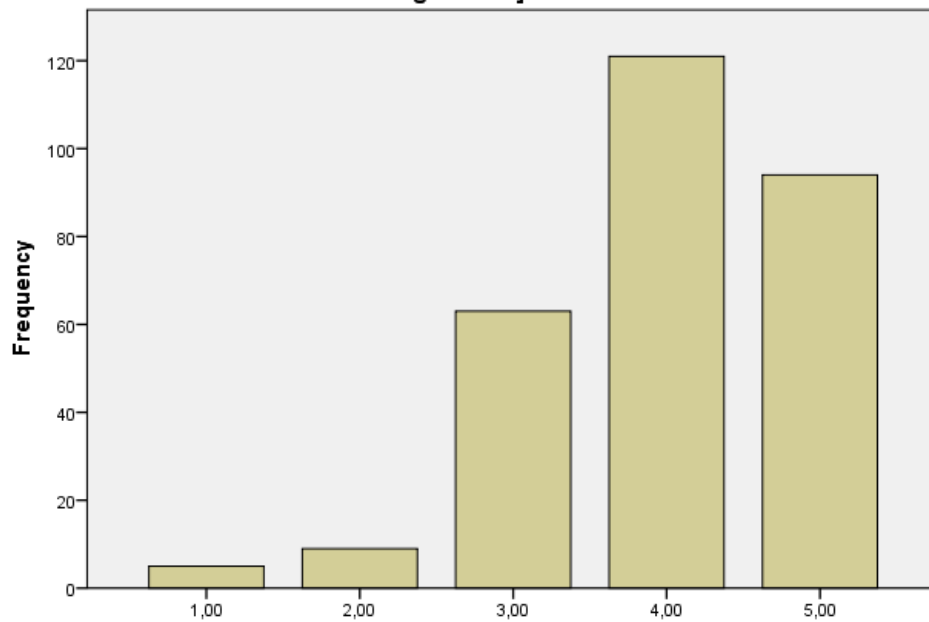


20. Mark suitable assumptions [I use technologies to practice my reading]

20. Mark suitable assumptions [I use technologies to practice vocabulary and grammar]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1,00	5	1,6	1,7	1,7
	2,00	9	2,9	3,1	4,8
	3,00	63	20,5	21,6	26,4
	4,00	121	39,4	41,4	67,8
	5,00	94	30,6	32,2	100,0
	Total	292	95,1	100,0	
Missing	System	15	4,9		
	Total	307	100,0		

20. Mark suitable assumptions [I use technologies to practice vocabulary and grammar]



20. Mark suitable assumptions [I use technologies to practice vocabulary and grammar]

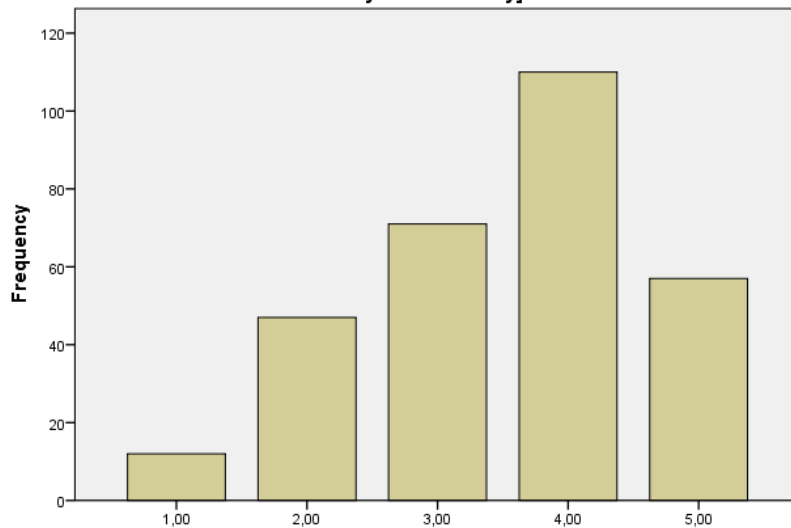
Statistics

	21. Mark suitable assumptions [I am satisfied with my language study load offered by the university]	21. Mark suitable assumptions [I am motivated to practice ALL outside the classroom]	21. Mark suitable assumptions [I like learning by myself outside the classroom]	21. Mark suitable assumptions [I am satisfied with my level of writing]	21. Mark suitable assumptions [I am satisfied with my level of speaking]	21. Mark suitable assumptions [I am satisfied with my level of listening]	21. Mark suitable assumptions [I am satisfied with my level of reading]	21. Mark suitable assumptions [I am satisfied with my level of vocabulary/grammar knowledge]
N Valid	297	292	299	297	296	295	298	294
Missing	10	15	8	10	11	12	9	13
Mean	3,5152	3,7671	3,8261	3,6835	3,6791	3,7254	3,7852	3,7789
Std. Error of Mean	,06347	,05680	,05412	,05524	,06002	,05986	,05707	,05522
Median	4,0000	4,0000	4,0000	4,0000	4,0000	4,0000	4,0000	4,0000
Mode	4,00	4,00	4,00	4,00	4,00	4,00	4,00	4,00
Std. Deviation	1,09387	,97064	,93578	,95197	1,03254	1,02811	,98517	,94676

21. Mark suitable assumptions [I am satisfied with my language study load offered by the university]

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1,00	12	3,9	4,0	4,0
2,00	47	15,3	15,8	19,9
3,00	71	23,1	23,9	43,8
4,00	110	35,8	37,0	80,8
5,00	57	18,6	19,2	100,0
Total	297	96,7	100,0	
Missing System	10	3,3		
Total	307	100,0		

21. Mark suitable assumptions [I am satisfied with my language study load offered by the university]

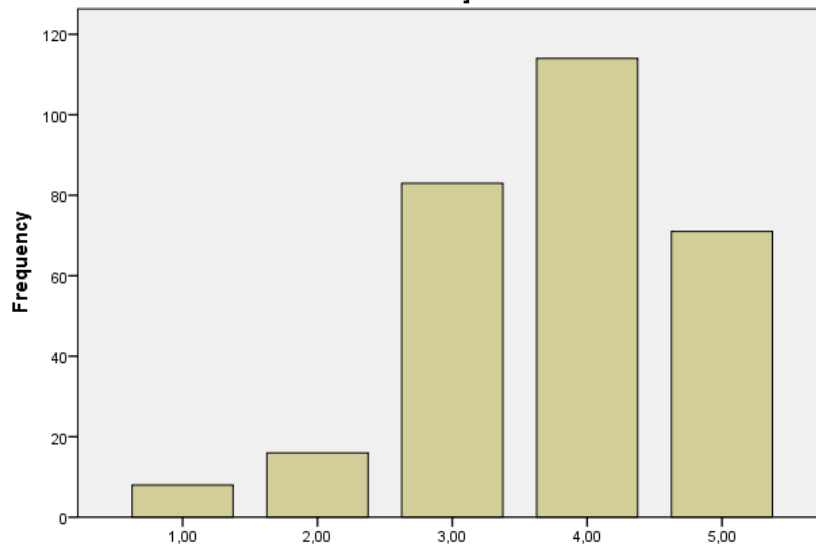


21. Mark suitable assumptions [I am satisfied with my language study load offered by the university]

21. Mark suitable assumptions [I am motivated to practice ALL outside the classroom]

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1,00	8	2,6	2,7	2,7
2,00	16	5,2	5,5	8,2
3,00	83	27,0	28,4	36,6
4,00	114	37,1	39,0	75,7
5,00	71	23,1	24,3	100,0
Total	292	95,1	100,0	
Missing System	15	4,9		
Total	307	100,0		

21. Mark suitable assumptions [I am motivated to practice ALL outside the classroom]

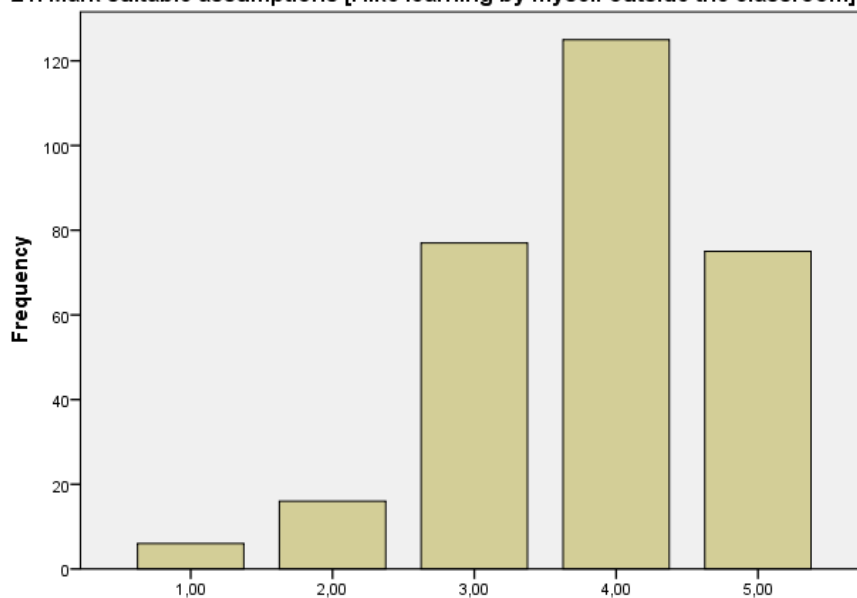


21. Mark suitable assumptions [I am motivated to practice ALL outside the classroom]

21. Mark suitable assumptions [I like learning by myself outside the classroom]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1,00	6	2,0	2,0	2,0
	2,00	16	5,2	5,4	7,4
	3,00	77	25,1	25,8	33,1
	4,00	125	40,7	41,8	74,9
	5,00	75	24,4	25,1	100,0
	Total	299	97,4	100,0	
Missing	System	8	2,6		
Total		307	100,0		

21. Mark suitable assumptions [I like learning by myself outside the classroom]

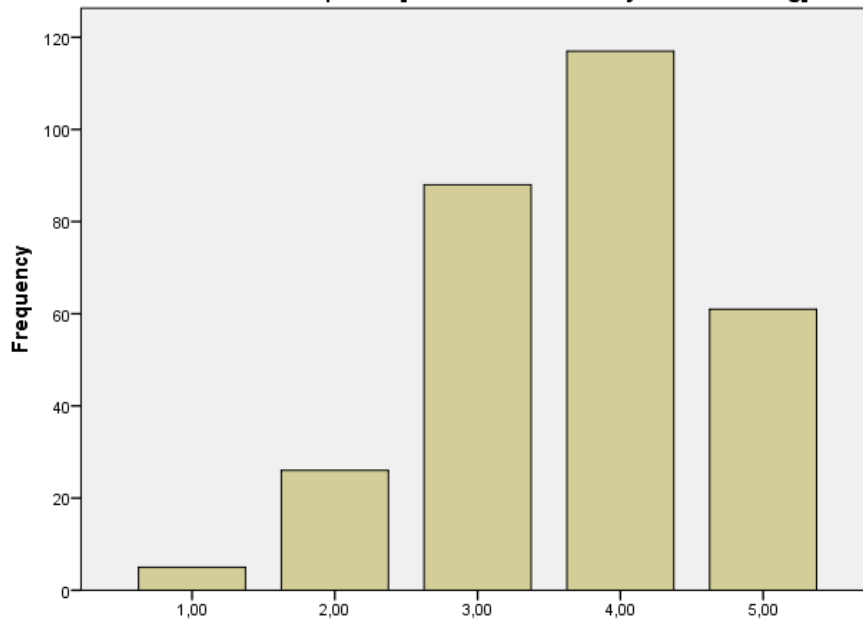


21. Mark suitable assumptions [I like learning by myself outside the classroom]

21. Mark suitable assumptions [I am satisfied with my level of writing]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1,00	5	1,6	1,7	1,7
	2,00	26	8,5	8,8	10,4
	3,00	88	28,7	29,6	40,1
	4,00	117	38,1	39,4	79,5
	5,00	61	19,9	20,5	100,0
	Total	297	96,7	100,0	
Missing	System	10	3,3		
Total		307	100,0		

21. Mark suitable assumptions [I am satisfied with my level of writing]

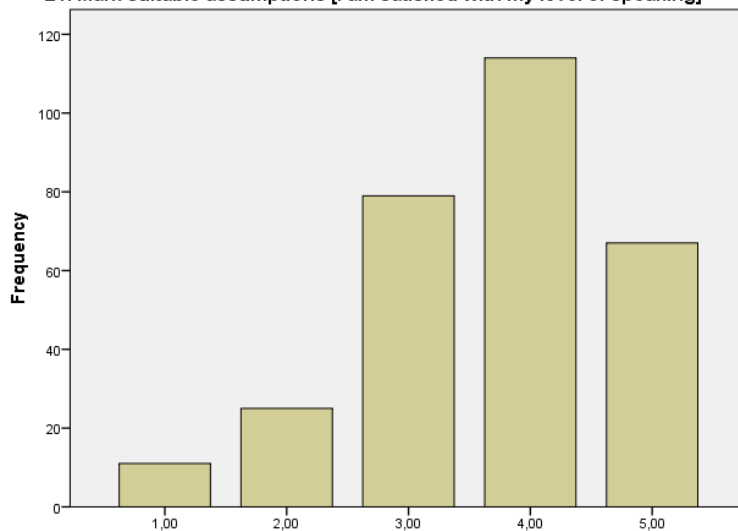


21. Mark suitable assumptions [I am satisfied with my level of writing]

21. Mark suitable assumptions [I am satisfied with my level of speaking]

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1,00	11	3,6	3,7	3,7
2,00	25	8,1	8,4	12,2
3,00	79	25,7	26,7	38,9
4,00	114	37,1	38,5	77,4
5,00	67	21,8	22,6	100,0
Total	296	96,4	100,0	
Missing System	11	3,6		
Total	307	100,0		

21. Mark suitable assumptions [I am satisfied with my level of speaking]

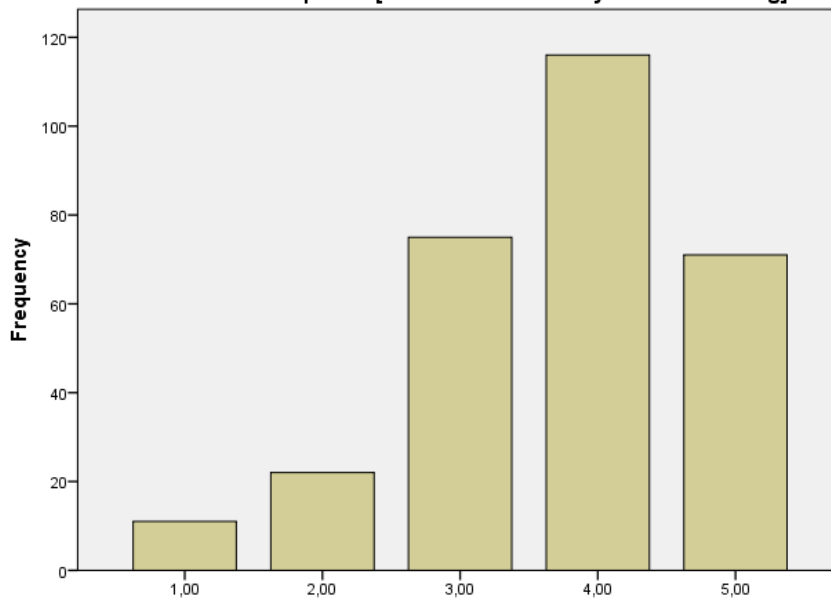


21. Mark suitable assumptions [I am satisfied with my level of speaking]

21. Mark suitable assumptions [I am satisfied with my level of listening]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1,00	11	3,6	3,7	3,7
	2,00	22	7,2	7,5	11,2
	3,00	75	24,4	25,4	36,6
	4,00	116	37,8	39,3	75,9
	5,00	71	23,1	24,1	100,0
	Total	295	96,1	100,0	
Missing	System	12	3,9		
	Total	307	100,0		

21. Mark suitable assumptions [I am satisfied with my level of listening]

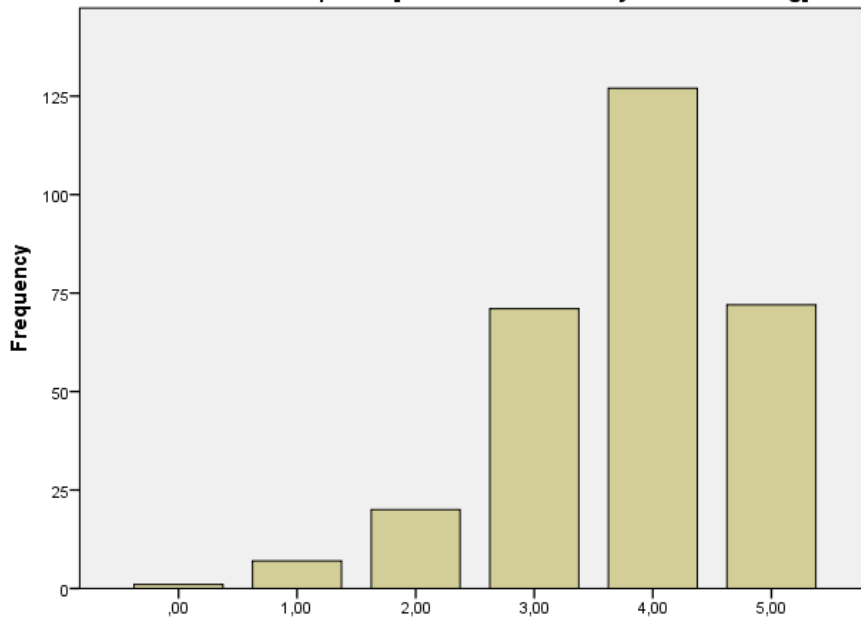


21. Mark suitable assumptions [I am satisfied with my level of listening]

21. Mark suitable assumptions [I am satisfied with my level of reading]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	,00	1	,3	,3	,3
	1,00	7	2,3	2,3	2,7
	2,00	20	6,5	6,7	9,4
	3,00	71	23,1	23,8	33,2
	4,00	127	41,4	42,6	75,8
	5,00	72	23,5	24,2	100,0
	Total	298	97,1	100,0	
Missing	System	9	2,9		
	Total	307	100,0		

21. Mark suitable assumptions [I am satisfied with my level of reading]

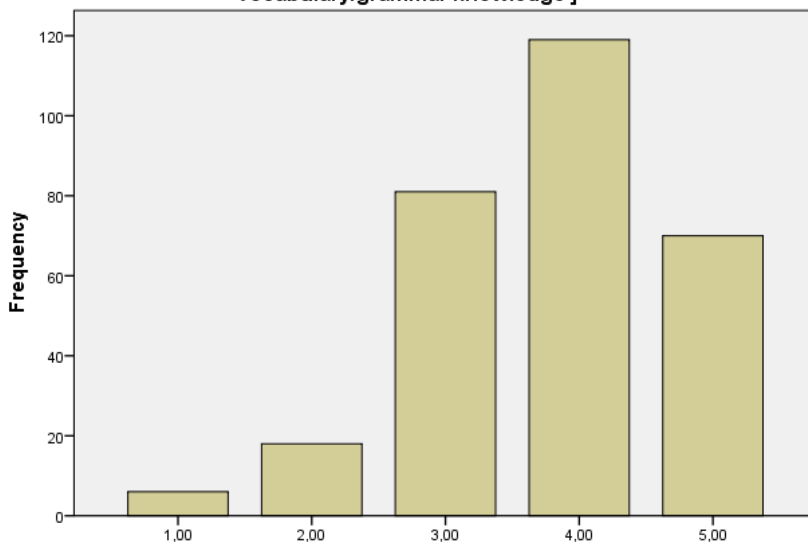


21. Mark suitable assumptions [I am satisfied with my level of reading]

21. Mark suitable assumptions [I am satisfied with my level of vocabulary/grammar knowledge]

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1,00	6	2,0	2,0	2,0
2,00	18	5,9	6,1	8,2
3,00	81	26,4	27,6	35,7
4,00	119	38,8	40,5	76,2
5,00	70	22,8	23,8	100,0
Total	294	95,8	100,0	
Missing System	13	4,2		
Total	307	100,0		

21. Mark suitable assumptions [I am satisfied with my level of vocabulary/grammar knowledge]



21. Mark suitable assumptions [I am satisfied with my level of vocabulary/grammar knowledge]

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,905	,907	7

Case Processing Summary

	N	%
Cases Valid	271	88,3
Excluded ^a	36	11,7
Total	307	100,0

a. Listwise deletion based on all variables in the procedure.

Item Statistics

	Mean	Std. Deviation	N
20. Mark suitable assumptions [I can use different technologies for ALL]	3,8155	,98277	271
20. Mark suitable assumptions [I prefer to use different technologies for different skills]	3,8745	,93439	271
20. Mark suitable assumptions [I use technologies to practice my speaking]	3,7601	,98019	271
20. Mark suitable assumptions [I use technologies to practice my writing]	3,8708	,97083	271
20. Mark suitable assumptions [I use technologies to practice my listening]	4,0554	,84365	271
20. Mark suitable assumptions [I use technologies to practice my reading]	4,0000	,85635	271
20. Mark suitable assumptions [I use technologies to practice vocabulary and grammar]	4,0111	,88394	271

Inter-Item Correlation Matrix

	20. Mark suitable assumptions [I can use different technologies for ALL]	20. Mark suitable assumptions [I prefer to use different technologies for different skills]	20. Mark suitable assumptions [I use technologies to practice my speaking]	20. Mark suitable assumptions [I use technologies to practice my writing]	20. Mark suitable assumptions [I use technologies to practice my listening]	20. Mark suitable assumptions [I use technologies to practice my reading]	20. Mark suitable assumptions [I use technologies to practice vocabulary and grammar]
20. Mark suitable assumptions [I can use different technologies for ALL]	1,000	,551	,484	,483	,526	,572	,505
20. Mark suitable assumptions [I prefer to use different technologies for different skills]	,551	1,000	,533	,627	,582	,634	,540
20. Mark suitable assumptions [I use technologies to practice my speaking]	,484	,533	1,000	,680	,491	,516	,452
20. Mark suitable assumptions [I use technologies to practice my writing]	,483	,627	,680	1,000	,678	,686	,580
20. Mark suitable assumptions [I use technologies to practice my listening]	,526	,582	,491	,678	1,000	,743	,704
20. Mark suitable assumptions [I use technologies to practice my reading]	,572	,634	,516	,686	,743	1,000	,680
20. Mark suitable assumptions [I use technologies to practice vocabulary and grammar]	,505	,540	,452	,580	,704	,680	1,000

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
27,3875	26,646	5,16194	7

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
20. Mark suitable assumptions [I can use different technologies for ALL]	23,5720	20,098	,634	,425	,901
20. Mark suitable assumptions [I prefer to use different technologies for different skills]	23,5129	19,821	,715	,520	,892
20. Mark suitable assumptions [I use technologies to practice my speaking]	23,6273	20,020	,646	,501	,900
20. Mark suitable assumptions [I use technologies to practice my writing]	23,5166	19,103	,778	,662	,884
20. Mark suitable assumptions [I use technologies to practice my listening]	23,3321	20,097	,772	,662	,886
20. Mark suitable assumptions [I use technologies to practice my reading]	23,3875	19,823	,798	,674	,883
20. Mark suitable assumptions [I use technologies to practice vocabulary and grammar]	23,3764	20,236	,708	,563	,892

Notes

Output Created	05-MAY-2023 00:33:21	
Comments		
Input	Active Dataset	Наборданные0
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	307
	Matrix Input	
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data for all variables in the procedure.
Syntax	RELIABILITY /VARIABLES=q21_1_STUDYLOAD q21_2_MOTIVATION q21_3_LIKE q21_4_SATW q21_5_SATS q21_6_SATL q21_7_SATR q21_8_SATVG /SCALE(q21) ALL /MODEL=ALPHA /STATISTICS=DESCRIPTIVE SCALE CORR /SUMMARY=TOTAL.	
Resources	Processor Time	00:00:00,02
	Elapsed Time	00:00:00,01

Case Processing Summary

		N	%
Cases	Valid	273	88,9
	Excluded ^a	34	11,1
	Total	307	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,932	,933	8

Item Statistics

	Mean	Std. Deviation	N
21. Mark suitable assumptions I am satisfied with my language study load offered by the university)	3,5092	1,08842	273
21. Mark suitable assumptions I am motivated to practice ALL outside the classroom)	3,7582	,95879	273
21. Mark suitable assumptions I like learning by myself outside the classroom)	3,8315	,93590	273
21. Mark suitable assumptions I am satisfied with my level of writing)	3,6923	,94354	273
21. Mark suitable assumptions I am satisfied with my level of speaking)	3,6960	1,01417	273
21. Mark suitable assumptions I am satisfied with my level of listening)	3,7363	1,03080	273
21. Mark suitable assumptions I am satisfied with my level of reading)	3,7802	,99782	273
21. Mark suitable assumptions I am satisfied with my level of vocabulary/grammar knowledge)	3,7619	,95779	273

Inter-Item Correlation Matrix

	21. Mark suitable assumptions (I am satisfied with my language study load offered by the university)	21. Mark suitable assumptions (I am motivated to practice ALL outside the classroom)	21. Mark suitable assumptions (I like learning by myself outside the classroom)	21. Mark suitable assumptions (I am satisfied with my level of writing)	21. Mark suitable assumptions (I am satisfied with my level of speaking)	21. Mark suitable assumptions (I am satisfied with my level of listening)	21. Mark suitable assumptions (I am satisfied with my level of reading)	21. Mark suitable assumptions (I am satisfied with my level of vocabulary/grammar knowledge)
21. Mark suitable assumptions (I am satisfied with my language study load offered by the university)	1,000	,481	,478	,529	,517	,474	,459	,459
21. Mark suitable assumptions (I am motivated to practice ALL outside the classroom)	,481	1,000	,659	,592	,552	,575	,574	,610
21. Mark suitable assumptions (I like learning by myself outside the classroom)	,478	,659	1,000	,611	,635	,609	,649	,714
21. Mark suitable assumptions (I am satisfied with my level of writing)	,529	,592	,611	1,000	,809	,744	,678	,753
21. Mark suitable assumptions (I am satisfied with my level of speaking)	,517	,552	,635	,809	1,000	,792	,751	,765
21. Mark suitable assumptions (I am satisfied with my level of listening)	,474	,575	,609	,744	,792	1,000	,808	,767
21. Mark suitable assumptions (I am satisfied with my level of reading)	,459	,574	,649	,678	,751	,808	1,000	,749
21. Mark suitable assumptions (I am satisfied with my level of vocabulary/grammar knowledge)	,459	,610	,714	,753	,765	,767	,749	1,000

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
21. Mark suitable assumptions (I am satisfied with my language study load offered by the university)	26,2564	34,228	,567	,348	,939
21. Mark suitable assumptions (I am motivated to practice ALL outside the classroom)	26,0073	34,029	,687	,519	,928
21. Mark suitable assumptions (I like learning by myself outside the classroom)	25,9341	33,650	,747	,612	,924
21. Mark suitable assumptions (I am satisfied with my level of writing)	26,0733	32,877	,820	,722	,919
21. Mark suitable assumptions (I am satisfied with my level of speaking)	26,0696	31,977	,840	,763	,917
21. Mark suitable assumptions (I am satisfied with my level of listening)	26,0293	31,918	,829	,757	,918
21. Mark suitable assumptions (I am satisfied with my level of reading)	25,9853	32,441	,809	,718	,919
21. Mark suitable assumptions (I am satisfied with my level of vocabulary/grammar knowledge)	26,0037	32,570	,837	,738	,917

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
29,7656	42,636	6,52963	8

Correlations

			10. How often do you use these devices while studying languages?	12. How often do you use these online services outside the classroom?
Spearman's rho	10. How often do you use these devices while studying languages?	Correlation Coefficient	1,000	,709**
		Sig. (2-tailed)	.	,000
		N	240	228
	12. How often do you use these online services outside the classroom?	Correlation Coefficient	,709**	1,000
		Sig. (2-tailed)	,000	.
		N	228	277

** . Correlation is significant at the 0.01 level (2-tailed).

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
10. How often do you use these devices while studying languages? * 12. How often do you use these online services outside the classroom?	228	74,3%	79	25,7%	307	100,0%

10. How often do you use these devices while studying languages? * 12. How often do you use these online services outside the classroom? Crosstabulation

		12. How often do you use these online services outside the classroom?																		Total	
		1,30	1,60	1,85	2,00	2,30	2,40	2,80	2,85	3,00	3,30	3,40	3,60	3,80	4,00	4,40	4,60	4,80	5,00		
10. How often do you use these devices while studying languages?	1,80	Count	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	2	
		Expected Count	.0	.0	.0	.0	.1	.1	.1	.1	.2	.1	.2	.1	.0	.1	.1	.1	.0	.7	28
1,90	Count	0	1	0	0	1	0	0	2	0	1	0	0	0	0	0	0	0	0	0	
		Expected Count	.0	.5	.1	.0	.1	.2	.2	.4	.3	.4	.4	.1	.3	.2	.1	.0	.1	1.8	5.6
2,00	Count	0	0	1	0	1	0	0	0	0	0	1	0	1	0	0	0	0	0	1	
		Expected Count	.0	.0	.1	.0	.1	.2	.2	.2	.4	.3	.4	.4	.1	.3	.2	.1	.0	1.5	5.0
2,20	Count	1	0	0	1	0	0	2	0	1	1	1	0	0	2	1	0	0	0	10	
		Expected Count	.0	.0	.2	.0	.3	.3	.4	.5	.8	.6	.8	.7	.2	.6	.4	.3	.1	3.6	10.0
2,40	Count	0	0	0	0	0	1	0	2	0	3	0	1	0	0	0	0	0	0	8	
		Expected Count	.0	.0	.1	.0	.2	.2	.4	.4	.7	.5	.6	.6	.2	.5	.3	.2	.1	2.8	8.0
2,60	Count	0	0	1	0	0	1	2	5	3	1	2	1	0	2	0	0	0	0	18	
		Expected Count	.1	.1	.3	.1	.5	.8	.8	.9	1.6	1.1	1.4	1.3	.4	1.1	.8	.5	.2	6.4	18.0
2,80	Count	0	0	0	0	0	0	1	0	2	2	4	2	0	2	1	3	0	0	17	
		Expected Count	.1	.1	.3	.1	.4	.5	.7	.8	1.4	1.0	1.3	1.2	.4	1.0	.8	.4	.1	3.0	17.0
3,00	Count	0	0	0	0	1	1	0	0	1	2	2	2	1	0	1	1	0	0	2	
		Expected Count	.1	.1	.2	.1	.4	.4	.6	.7	1.2	.9	1.1	1.0	.3	.8	.5	.4	.1	2.0	14.0
3,20	Count	0	0	1	0	3	2	2	0	0	0	1	2	1	2	0	0	0	0	14	
		Expected Count	.1	.1	.2	.1	.4	.4	.6	.7	1.2	.9	1.1	1.0	.3	.8	.5	.4	.1	2.0	14.0
3,40	Count	0	0	0	0	0	0	0	1	1	0	0	0	1	1	1	0	0	0	14	
		Expected Count	.1	.1	.2	.1	.4	.4	.6	.7	1.2	.9	1.1	1.0	.3	.8	.5	.4	.1	2.0	14.0
3,60	Count	0	0	0	0	0	0	0	0	2	1	2	1	0	2	1	0	0	0	9	
		Expected Count	.0	.0	.2	.0	.3	.3	.4	.4	.8	.6	.8	.7	.6	.3	.2	.1	.2	3.2	9.0
3,80	Count	0	0	0	0	0	0	1	0	1	1	0	0	1	0	0	0	0	0	4	
		Expected Count	.0	.0	.1	.0	.1	.1	.2	.2	.3	.3	.3	.3	.1	.2	.1	.1	.0	1.4	4.0
4,00	Count	0	0	0	0	0	0	1	0	0	0	0	0	1	0	1	0	0	0	4	
		Expected Count	.0	.0	.1	.0	.1	.1	.2	.2	.3	.3	.3	.3	.1	.2	.1	.1	.0	1.4	4.0
4,20	Count	0	0	0	0	0	0	1	1	2	1	0	1	0	0	0	1	0	1	4	
		Expected Count	.1	.1	.2	.1	.3	.4	.5	.6	1.0	.7	.8	.8	.3	.7	.4	.3	.1	2.0	12.0
4,60	Count	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	3	
		Expected Count	.0	.0	.1	.0	.1	.1	.1	.1	.3	.2	.2	.2	.1	.2	.1	.1	.0	1.1	3.0
4,80	Count	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	
		Expected Count	.0	.0	.0	.0	.1	.1	.1	.1	.2	.1	.2	.1	.1	.1	.0	.0	.0	.7	2.0
5,00	Count	0	0	0	0	0	0	0	0	0	1	0	2	0	2	3	1	2	2	69	
		Expected Count	.4	.4	1.5	.4	2.3	2.7	3.0	4.2	7.3	5.3	6.9	6.1	1.9	5.3	3.1	2.3	.8	36.9	87.0
Total	Count	1	1	4	1	8	7	10	11	19	14	18	16	9	14	9	6	2	4	91	228
		Expected Count	1.0	1.0	4.0	1.0	8.0	7.0	10.0	11.0	19.0	14.0	18.0	16.0	9.0	14.0	9.0	6.0	2.0	4.0	91.0

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	558,736 ^a	288	,000
Likelihood Ratio	396,363	288	,000
Linear-by-Linear Association	118,485	1	,000
N of Valid Cases	228		

a. 315 cells (97,5%) have expected count less than 5. The minimum expected count is ,01.

Symmetric Measures

	Value	Approximate Significance
Nominal by Nominal	Phi	1,565
	Cramer's V	,391
N of Valid Cases	228	,000

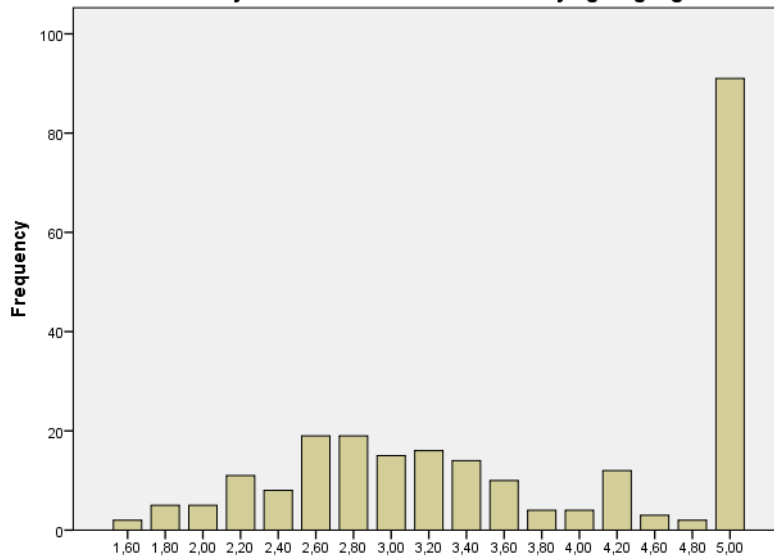
Statistics

		10. How often do you use these devices while studying languages?	12. How often do you use these online services outside the classroom?
N	Valid	240	277
	Missing	67	30

10. How often do you use these devices while studying languages?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1,60	2	,7	,8
	1,80	5	1,6	2,9
	2,00	5	1,6	5,0
	2,20	11	3,6	9,6
	2,40	8	2,6	12,9
	2,60	19	6,2	20,8
	2,80	19	6,2	28,7
	3,00	15	4,9	35,0
	3,20	16	5,2	41,7
	3,40	14	4,6	47,5
	3,60	10	3,3	51,7
	3,80	4	1,3	53,3
	4,00	4	1,3	55,0
	4,20	12	3,9	60,0
	4,60	3	1,0	61,3
	4,80	2	,7	62,1
	5,00	91	29,6	37,9
	Total	240	78,2	100,0
Missing	System	67	21,8	
Total		307	100,0	

10. How often do you use these devices while studying languages?

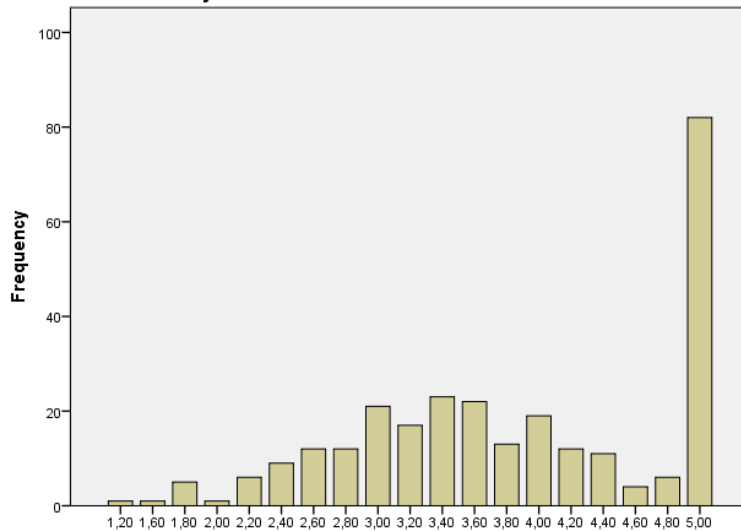


10. How often do you use these devices while studying languages?

12. How often do you use these online services outside the classroom?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1,20	1	,3	,4	,4
	1,60	1	,3	,4	,7
	1,80	5	1,6	1,8	2,5
	2,00	1	,3	,4	2,9
	2,20	6	2,0	2,2	5,1
	2,40	9	2,9	3,2	8,3
	2,60	12	3,9	4,3	12,6
	2,80	12	3,9	4,3	17,0
	3,00	21	6,8	7,6	24,5
	3,20	17	5,5	6,1	30,7
	3,40	23	7,5	8,3	39,0
	3,60	22	7,2	7,9	46,9
	3,80	13	4,2	4,7	51,6
	4,00	19	6,2	6,9	58,5
	4,20	12	3,9	4,3	62,8
	4,40	11	3,6	4,0	66,8
	4,60	4	1,3	1,4	68,2
	4,80	6	2,0	2,2	70,4
	5,00	82	26,7	29,6	100,0
Total		277	90,2	100,0	
Missing	System	30	9,8		
Total		307	100,0		

12. How often do you use these online services outside the classroom?



12. How often do you use these online services outside the classroom?

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
15. Which one of the devices mentioned below do you use for these skills? * 16. Which one of the online tools mentioned below do you use for these skills?	230	74,9%	77	25,1%	307	100,0%

15. Which one of the devices mentioned below do you use for these skills? * 16. Which one of the online tools mentioned below do you use for these skills? Cross-tabulation

15. Which one of the devices mentioned below do you use for these skills? * 16. Which one of the online tools mentioned below do you use for these skills?

		.50	.60	1.00	1.20	1.40	1.60	1.80	2.00	2.20	2.40	2.60	2.80	3.00	3.20	3.40	3.60	3.80	4.00	4.20	4.40	4.60	5.00	5.40	6.00	Total	
.40	Count	0	1	0	0	0	1	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	4
	Expected Count	0	.1	.0	.0	.1	.2	.1	.2	.2	.3	.1	.1	.4	.5	.5	.4	.3	.4	.1	.1	.1	.0	.0	.0	.0	4.8
.60	Count	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5
	Expected Count	0	.0	.0	.0	.1	.1	.1	.1	.1	.1	.1	.2	.2	.2	.2	.2	.1	.2	.0	.0	.0	.0	.0	.0	.0	2.6
.80	Count	0	0	0	0	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
	Expected Count	0	.0	.0	.0	.0	.1	.1	.1	.1	.1	.1	.1	.2	.2	.2	.1	.2	.0	.0	.0	.0	.0	.0	.0	.0	2.9
1.00	Count	0	0	0	1	1	0	0	0	1	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	9
	Expected Count	0	.0	.0	.1	.2	.2	.2	.2	.3	.2	.2	.2	.5	.6	.6	.5	.4	.5	.1	.1	.1	.0	.0	.0	.0	9.9
1.20	Count	1	0	2	0	0	0	0	2	0	0	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0	9
	Expected Count	.1	.1	.1	.0	.1	.4	.3	.4	.4	.6	.3	.3	.9	1.0	1.0	.8	.7	.9	.1	.2	.2	.0	.1	.0	.1	9.8
1.40	Count	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	2
	Expected Count	0	.0	.0	.0	.1	.1	.1	.1	.1	.1	.1	.1	.2	.2	.2	.1	.2	.0	.0	.0	.0	.0	.0	.0	.0	2.8
1.60	Count	1	0	0	0	1	0	1	0	0	1	0	0	0	1	0	1	0	2	0	0	1	0	0	0	0	9
	Expected Count	.1	.1	.1	.0	.1	.4	.3	.4	.4	.6	.3	.3	.9	1.0	1.0	.8	.7	.9	.1	.2	.2	.0	.1	.0	.1	9.8
1.80	Count	0	1	0	0	0	0	0	1	1	0	0	1	2	0	0	1	1	0	0	1	0	0	0	0	0	9
	Expected Count	.1	.1	.1	.0	.1	.4	.3	.4	.4	.6	.3	.3	.9	1.0	1.0	.8	.7	.9	.1	.2	.2	.0	.1	.0	.1	9.8
2.00	Count	0	1	0	0	1	5	1	2	0	0	0	2	7	3	1	0	0	0	0	0	0	0	1	0	0	24
	Expected Count	.2	.3	.2	.1	.3	.9	.8	1.1	.9	1.6	.7	.8	2.4	2.7	2.7	2.2	1.8	2.4	.3	.5	.4	.1	.2	.1	.2	24.9
2.20	Count	0	0	0	0	2	0	0	0	0	0	0	0	0	1	2	1	2	1	0	0	1	0	0	0	0	14
	Expected Count	.1	.2	.1	.1	.2	.5	.5	.7	.5	.9	.4	.5	1.4	1.6	1.6	1.3	1.0	1.4	.2	.3	.2	.1	.1	.1	.1	14.8
2.40	Count	0	0	0	0	1	0	2	1	2	0	5	0	0	0	0	0	1	1	0	1	0	2	0	0	0	15
	Expected Count	.1	.2	.1	.1	.2	.6	.5	.7	.6	1.0	.5	.5	1.5	1.7	1.7	1.4	1.1	1.5	.2	.3	.3	.1	.1	.1	.1	15.8
2.60	Count	0	0	0	1	0	2	0	0	0	4	0	0	1	0	0	2	0	0	0	1	0	0	0	0	1	12
	Expected Count	.1	.2	.1	.1	.2	.5	.5	.7	.6	1.0	.5	.5	1.5	1.7	1.7	1.4	1.1	1.5	.2	.3	.3	.1	.1	.1	.1	12.8
2.80	Count	0	0	0	0	0	0	0	0	0	4	0	0	0	0	1	2	1	0	0	0	0	0	0	0	0	8
	Expected Count	.1	.1	.1	.0	.1	.3	.3	.4	.3	.5	.2	.3	.8	.9	.9	.7	.6	.8	.1	.2	.1	.0	.1	.0	.1	8.8
3.00	Count	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	20
	Expected Count	.1	.2	.1	.1	.2	.5	.5	.7	.6	1.0	.5	.5	1.5	1.7	1.7	1.4	1.1	1.5	.2	.3	.3	.1	.1	.1	.1	20.8
3.20	Count	0	0	0	0	1	0	0	1	0	0	1	2	2	2	3	0	2	0	1	0	0	0	0	0	0	15
	Expected Count	.1	.2	.1	.1	.2	.6	.5	.7	.6	1.0	.5	.5	1.5	1.7	1.7	1.4	1.1	1.5	.2	.3	.3	.1	.1	.1	.1	15.8
3.40	Count	0	0	0	0	0	0	0	0	0	0	1	0	2	1	2	0	2	0	0	0	0	0	0	0	0	13
	Expected Count	.1	.2	.1	.1	.2	.5	.5	.7	.6	1.0	.5	.5	1.5	1.7	1.7	1.4	1.1	1.5	.2	.3	.3	.1	.1	.1	.1	13.8
3.60	Count	0	0	0	0	0	0	0	0	1	2	0	1	2	0	3	0	1	0	1	0	0	0	0	0	0	11
	Expected Count	.1	.1	.1	.0	.1	.4	.4	.5	.4	.7	.3	.4	1.1	1.2	1.2	1.0	.8	1.1	.1	.2	.2	.0	.1	.0	.1	11.8
3.80	Count	0	0	0	0	0	0	1	0	0	1	1	2	2	1	1	1	4	1	0	0	0	0	0	0	0	15
	Expected Count	.1	.2	.1	.1	.2	.6	.5	.7	.6	1.0	.5	.5	1.5	1.7	1.7	1.4	1.1	1.5	.2	.3	.3	.1	.1	.1	.1	15.8
4.00	Count	0	0	0	0	1	0	2	1	0	0	0	0	0	0	2	2	4	6	0	0	0	0	0	0	1	34
	Expected Count	.3	.4	.3	.1	.4	1.3	1.2	1.6	1.3	2.2	1.0	1.2	3.4	3.8	3.8	3.1	2.5	3.4	.4	.7	.6	.1	.3	.1	.3	34.8
4.40	Count	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1
	Expected Count	.0	.0	.0	.0	.0	.0	.0	.0	.0	.1	.0	.0	.1	.1	.1	.1	.1	.1	.0	.0	.0	.0	.0	.0	.0	.0
4.60	Count	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1
	Expected Count	.0	.0	.0	.0	.0	.0	.0	.0	.0	.1	.0	.0	.1	.1	.1	.1	.1	.1	.0	.0	.0	.0	.0	.0	.0	.1
5.20	Count	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	2
	Expected Count	.0	.0	.0	.0	.0	.1	.1	.1	.1	.1	.1	.1	.2	.2	.2	.2	.1	.2	.0	.0	.0	.0	.0	.0	.0	.2
6.00	Count	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1
	Expected Count	.0	.0	.0	.0	.0	.0	.0	.0	.0	.1	.0	.0	.1	.1	.1	.1	.1	.1	.0	.0	.0	.0	.0	.0	.0	.1
Total	Count	2	3	2	1	3	9	8	11	9	15	7	8	23	26	26	21	17	23	3	5	4	1	2	1	2	238
	Expected Count	2.0	3.8	2.0	1.0	3.0	6.6	8.0	11.0	9.0	15.0	7.8	8.0	23.8	26.0	26.0	21.0	17.0	23.0	3.0	5.0	4.0	1.0	2.0	1.0	2.0	238.8

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	704,194 ^a	506	,000
Likelihood Ratio	420,331	506	,998
Linear-by-Linear Association	39,438	1	,000
N of Valid Cases	230		

a. 552 cells (100,0%) have expected count less than 5. The minimum expected count is ,00.

Symmetric Measures

	Value	Approximate Significance
Nominal by Nominal	Phi	1,750
	Cramer's V	,373
N of Valid Cases	230	

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
21. Mark suitable assumptions (I am satisfied with my language study load offered by the university) *	287	93,5%	20	6,5%	307	100,0%
21. Mark suitable assumptions (I am motivated to practice ALL outside the classroom)						

21. Mark suitable assumptions [I am satisfied with my language study load offered by the university] * 21. Mark suitable assumptions [I am motivated to practice ALL outside the classroom] Crosstabulation

			21. Mark suitable assumptions [I am motivated to practice ALL outside the classroom]					Total
			1,00	2,00	3,00	4,00	5,00	
21. Mark suitable assumptions [I am satisfied with my language study load offered by the university]	1,00	Count	3	5	0	3	1	12
		Expected Count	,3	,7	3,4	4,8	2,8	12,0
	2,00	Count	0	4	18	15	9	46
		Expected Count	1,1	2,6	13,1	18,3	10,9	46,0
	3,00	Count	1	3	46	17	2	69
		Expected Count	1,7	3,8	19,7	27,4	16,3	69,0
	4,00	Count	2	4	16	68	16	106
		Expected Count	2,6	5,9	30,3	42,1	25,1	106,0
	5,00	Count	1	0	2	11	40	54
		Expected Count	1,3	3,0	15,4	21,4	12,8	54,0
Total	Count	7	16	82	114	68	287	
	Expected Count	7,0	16,0	82,0	114,0	68,0	287,0	

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	219,490 ^a	16	,000
Likelihood Ratio	179,470	16	,000
Linear-by-Linear Association	64,748	1	,000
N of Valid Cases	287		

a. 12 cells (48,0%) have expected count less than 5. The minimum expected count is ,29.

Symmetric Measures

	Value	Approximate Significance
Nominal by Nominal Phi	,875	,000
Cramer's V	,437	,000
N of Valid Cases	287	

Correlations

			21. Mark suitable assumptions [I am satisfied with my language study load offered by the university]	21. Mark suitable assumptions [I am motivated to practice ALL outside the classroom]
Spearman's rho	21. Mark suitable assumptions [I am satisfied with my language study load offered by the university]	Correlation Coefficient	1,000	,510**
		Sig. (2-tailed)	.	,000
		N	297	287
	21. Mark suitable assumptions [I am motivated to practice ALL outside the classroom]	Correlation Coefficient	,510**	1,000
		Sig. (2-tailed)	,000	.
		N	287	292

** Correlation is significant at the 0.01 level (2-tailed).